Daily Living & Independence

ABA family worksheet | Choose a skill. Plan a routine. Notice progress.

Use these pages together with your child, teen, or adult family member. Choose a goal that matters to them and fits your family's routines, culture, and available resources.

Choose one meaningful skill

Personal care	Home routines	Everyday independence
Dressing, handwashing, grooming, bathroom routines	Putting belongings away, laundry, clearing dishes, packing a bag	Asking for help or a break, following a schedule, preparing a simple snack

Start with what already works

What can the learner already do? What do they enjoy? Ask which task they want to practice, using speech, AAC, pictures, gestures, or another way they communicate.

Skill we chose and why it matters to the learner

What the learner already does, including helpful tools or adaptations

Make the goal observable

Describe the action, when it will happen, and what support is available. Set a starting goal based on what the learner can do today.

Example After arriving home, I will hang my backpack on its hook using my picture checklist, without an adult reminder, on 4 of 5 school days.

Our goal

Independence can include AAC, pictures, mobility aids, timers, and other tools. Keep supports that help the learner participate and make choices.

Plan the routine

Breaking an activity into teachable steps is called task analysis. Adjust the steps to the learner and the setting.

Routine / where and when we will practice

Materials, pictures, or adaptations we need

Step	What the learner will do	Helpful support or adaptation
1		
2		
3		
4		
5		
6		

Practice together

1. Invite participation. Offer a choice about materials or timing. Keep a way to ask for help, a break, or to stop available.

2. Show the next step. Use the written or picture sequence. Allow processing time, then offer the amount of help the learner needs.

3. Notice effort and success. Respond promptly with encouragement or a preferred activity the learner chooses. Keep basic needs available throughout practice.

4. Adjust support. As steps become easier, gradually reduce adult reminders. If the learner is distressed or the task is too difficult, pause and change the task or support.

How the learner will ask for help or a break

For personal care, explain what is happening, offer privacy and choices, and respect the learner's communication. Ask the care team for an individualized plan for painful, unsafe, or difficult routines.

Notice progress

Reuse this page for the same routine. Record what happened so you can decide what to keep or change.

Routine / goal

Mark the support used for each step

I = completed without adult help, with usual tools available
H = completed with adult help or a reminder
N = not completed this time **-** = not practiced

Date	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Notes / support used

Look for patterns

Count steps marked I if helpful. Compare the same routine across opportunities, and note changes in tools or support. Small gains count, including asking for help and participating more comfortably.

What became easier? What did the learner communicate?

What will we adjust or practice next? Where else could we try it?

Family resources

UNC TEACCH Autism Program. Daily Living Routines
UNC CSESA. Supporting Daily Living Skills

General educational resource. Personalize goals and supports with the learner and their care team.