

Readiness for Driving: Adolescent IADL Checklist

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. The 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; organizing their own room; 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 be working on the skills with successful attainment being realistic in the future.

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 mobility.

Name of person being rated: _____

Age: _____

Name of person completing form: _____

Relationship: _____

Home & Family Responsibilities			
<i>0 = does not do</i>	<i>2 = can do with prompting/reminders</i>		
<i>1 = with difficulty</i>	<i>3 = does independently</i>		
<i>NA = don't know or no opportunity to do</i>			
Performance: Score each statement with scale above.		O	T
1. Puts dirty clothes in hamper & clean clothes away			
2. Sorts clothes for washing			
3. Operates the washer and dryer			
4. Folds or hangs laundry			
5. Plans for doing laundry ahead of need			
6. Recognizes and plans for replacement of clothing items when worn out or outgrown			
7. Physically manages shopping cart			
8. Using a list, can find items in the store while maneuvering a shopping cart			
9. Creates a shopping list			
10. When an item is not available in a store, chooses a reasonable substitute			

11. Budgets for purchases such as excursions, meals, or itmes (e.g. Movies, video games etc.)			
12. Cleans (e.g. uses vacuum, dusts) and organizes own room			
13. Makes and changes bed			
14. Initiates cleaning and organizing room			
15. Completes minor repairs (change a light bulb, unclog a toilet, glue broken parts together)			
16. Takes out the trash/recyclables			
17. Maintains bathroom (flush toilet, hang towels, replace toilet paper)			
18. Cooperates in caring for a pet			
19. Accesses supplies as needed (extra key, candles, flashlights, fuses)			
20. Uses cell phone to dial 911 or parents in an emergency			
21. Uses chemicals/household products as directed on label			
22. Initiates minor repairs (change light bulb, repair/assemble item, unclog toilet)			
23. Initiates and completes assigned chores on time			
Comment:			

Personal and Healthcare Skills			
<i>0 = does not do</i>	<i>2 = can do with prompting/reminders</i>		
<i>1 = with difficulty</i>	<i>3 = does independently</i>		
<i>NA = don't know or no opportunity to do</i>			
Performance: Score each statement with scale above.	O	T	S
1. Knows personal vital information			
2. Understands personal health status/diagnoses			
3. Initiates maintenance of good health (diet, exercise, routine doctor visits)			
4. Uses house key, remembers to lock the door			
5. Initiates management of cell phone (calls, messages, and texts)			
6. Chooses appropriate clothes to wear for weather or activity			
7. Bathes/showers regularly and uses deodorant			
8. Brushes teeth regularly			
9. Able to care for hair, nails			
10. Initiates daily personal grooming			
11. Manages time for routine self-care to be ready for routine appointments, school, or work			
12. Takes personal/common medications appropriately			
13. Anticipates when a prescription needs to be refilled			

14. Attends to simple first aid (bandage for cut)			
15. Complete school or work assignments on time			
Comment:			

Cooking and Kitchen Activities			
<i>0 = does not do</i>	<i>2 = can do with prompting/reminders</i>		
<i>1 = with difficulty</i>	<i>3 = does independently</i>		
<i>NA = don't know or no opportunity to do</i>			
Performance: Score each statement with scale above.	O	T	S
1. Initiates making own lunch for school or work			
2. Checks for spoiled food			
3. Plans a meal for themselves and others			
4. When a utensil or an ingredient is not available, independently chooses a reasonable substitute			
5. Follows recipe or directions on a box			
6. Sets/clears table, puts food away			
7. Cleans table/kitchen/counter/pots after use			
8. Operates stove, oven, and/or microwave safely			
9. Washes dishes or fills dishwasher, put dishes away			
Comment:			

Interpersonal Relationships			
<i>0 = does not do</i>	<i>2 = can do with prompting/reminders</i>		
<i>1 = with difficulty</i>	<i>3 = does independently</i>		
<i>NA = don't know or no opportunity to do</i>			
Performance: Score each statement with scale above.	O	T	S
1. Participates in activities initiated by others			
2. Plans or initiates activities with friends or family			
3. Helps take care or supervise younger siblings			
4. Participates in family decisions			

5. Compromises with parents or siblings to resolve conflict			
6. Follows rules in the home and community			
7. Withholds and shares personal information as appropriate			
8. Asks for directions or assistance from a stranger to find a public restroom, office, or address			
9. Asks for a store employee's assistance in finding an item			
10. Asks for help at school or work when uncertain of instructions or needs assistance			
Comment:			

Community Mobility			
<i>0 = does not do</i>	<i>2 = can do with prompting/reminders</i>		
<i>1 = with difficulty</i>	<i>3 = does independently</i>		
<i>NA= don't know or no opportunity to do</i>			
Performance: Score each statement with scale above.	O	T	S
1. Able to ride a standard bicycle			
2. Able to balance on a skateboard, scooter, paddleboard, or other type mobile device			
3. Rides a bike or scooter on bike path, a quiet residential area, or in a park (limited distractions)			
4. Rides a bike or scooter on streets shared with regular vehicle traffic			
5. Plans a bike or scooter route to get to a destination and adapts the route as needed			
6. Crosses a busy street with a crosswalk using traffic signals			
7. Crosses streets with traffic where there are no crosswalks demonstrating attention to traffic and line of sight			
8. Drives farm equipment, ATVs, and other motorized equipment on familiar paths after learning the process			
9. Drives farm equipment, ATVs, and other motorized equipment in unfamiliar areas independently			
10. Pays for fares (e.g., bus, ride shares) using cash, cards, or mobile apps			
11. Follows rules for riding on buses or train, taxis or ride shares with others			
12. Plans a trip using public transportation, ride share, or taxi considering time to and from a destination			
13. Independently hails and uses riding sharing such as taxis or ride shares			
14. Follows directions to an unfamiliar restroom, office, or classroom			
15. Navigates as a pedestrian to an unfamiliar place using maps, or map apps			
16. Gets to work or class on time.			
Comment:			



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