

## Independence Goal Path Summary

A learner chooses the Independence goal if they want to develop the skills to perform tasks in their home, personal life and community. An independence goal is a unique element of LBS programming.

It is important to note that a learner may start with the goal of independence but may change to a different goal after working with an LBS service provider.

An independence goal can encompass a variety of outcomes, expectations or concepts of success based on a learner's particular needs. LBS programming for independence can be organized under four broad sets of objectives

- manage basic needs
- manage health
- manage personal issues and relationships
- participate fully as a member of the community

Learners with an independence goal may need additional services and supports. Crucial partners for learners on this goal path may be Ontario Works, ODSP, and other community supports.

**Note:** This goal path description has been adapted from: *Foundations for Independence Project Report* by Community Literacy of Ontario.

### Role of LBS Service Providers

#### Intake and Goal Setting

LBS service providers assist a learner to

- Identify their transferrable skills as they pertain to the independence goal
- Identify the necessary supports, tools and information needed to meet the goal

LBS service providers prepare the learner by providing them with the necessary literacy and basic skills, which in turn will support an effective transition into an independence goal.

#### Programming

LBS service providers prepare a learner by providing the necessary literacy and basic skills to support an effective transition to the independence goal.

Due to the variety of learner objectives and the transitions associated with this goal, achievement may be unique for each learner.

A learner on the Independence goal path may transition to the Employment goal path if they choose to do community volunteer work.

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### Referrals and Service Coordination

Service coordination requires LBS service providers to refer their learners to the necessary programs and supports available in the community. It is the responsibility of the LBS service providers to provide learners with the appropriate information and referrals.

The LBS program provides learners with the necessary supports, tools and information so that they are able to contact the appropriate services (e.g. Housing) and government ministries (e.g. Ontario Works) to determine the costs involved in achieving their independence goal and the supports that are available to them.

Service Coordination requires LBS service providers to refer the learner to the necessary programs and supports available in the community. LBS service providers provide the learner with the appropriate information and referrals.

Learners can improve their prospects for completing an independence transition by increasing their literacy and basic skills in an LBS program or by working with community services to get the support required to attain the goal of independence. A learner can do this concurrently or sequentially. Opportunities may arise at any time during LBS programming and a learner may choose to leave LBS at any point to pursue an opportunity on their own or with the assistance of another community service provider.

The link to the full Independence goal path description is

[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_GPD\\_Independence\\_Oct\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf).