



My Independence



Milestone Tracker



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Welcome to Your Independence Milestone Tracker



Hello and welcome!

I'm so proud of you for taking this step toward independence. This tracker is your personal progress map — a simple way to see how far you've come, celebrate your growth, and plan your next steps.

In my 23 years as an Occupational Therapist, I've seen that independence doesn't happen overnight; it grows through small moments of courage, practice, and reflection. Every skill you strengthen, every decision you make, and every challenge you face with confidence is a milestone worth celebrating.

There's no pass or fail here — only progress. Be kind to yourself, take it one step at a time, and remember: ***you're already doing something incredible just by starting.***

A quick note:

Some parts of this tracker are designed for Occupational Therapists or clinicians who may be supporting you. These sections are used to guide professional understanding and planning and are found at the very end of the tracker. You don't need to worry about these scores — they're there to help make sure you get the right supports as you continue your journey.

With warmth,
Amrita Sinha

Occupational Therapist & Course Creator

CLAIM YOUR FREE SESSION!

Please send in electronic copy of your completed tracker for each module to info@amritasinhaot.com to get a 30 min corresponding complementary coaching session credit with Amrita (OT/ Life skills Coach).

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How to Use This Tracker

Your Milestone Tracker is your personal guide throughout this course. It helps you notice your progress, understand what supports you need, and see how your skills grow over time. This is not a test and there are no right or wrong answers — it is simply a tool to help you learn, reflect, and feel more confident as you build life skills.

Below is how to use your tracker step-by-step.

What your tracker is for

Your tracker helps you:

- See what skills you are learning in each lesson
- Notice your strengths and what is getting easier
- Understand what still feels hard or needs support
- Show your support person or clinician how you're progressing
- Plan what to work on next

You can use it on your own, with a support person, or with your clinician.

How to fill it in

Each micro-skill in your tracker has two simple parts:

1. Your Rating (How it feels for you)

You will choose a number to show how you're going with the skill:

- 1 - Not Yet** – I haven't tried this much or it feels too hard
- 2 - With Support** – I can do this when someone helps or reminds me
- 3 - Practicing** – I'm trying this more often and need less help
- 4 - Confident** – I can do this on my own most days

These icons make it quick and easy to reflect without pressure.

2. Environment Rating (How your surroundings help you)

Life skills aren't just about ability — they also depend on your environment.

You will choose one of these numbers:

- 1 - The environment makes this hard (barriers)
- 2 - The environment helps a little
- 3 - The environment supports me well
- 4 - The environment is set up to make this easy for me

This shows that behavior \neq capacity, and your surroundings matter.

Support Person Notes (Optional but helpful)

Your support person can add their own notes in four areas:

- **Planning** – What gets the learner ready to try this skill
- **Implementation** – What helps during the skill
- **Follow-through** – What helps keep it going over time
- **Environmental Considerations** – What's your current environment and how it affects you

They may be: family, support workers, friends, partners, or housemates.

What to do before starting the course

Before Lesson 1, you will complete:

1. PRE-Course Radar Wheel

This is a simple picture showing your starting point across the 8 Life Management Domains (wellbeing, communication, routines, safety, etc.).

You will place your number ratings (**1 - 4**) on each domain.

At the centre of the radar, you will place your Environment Rating numbers

(**1 - 4**) to show how much your surroundings help or block your skills.

This gives a clear visual “before picture.”

2. Strengths & Concerns Reflection

You'll answer a few short questions about:

- What you think you're already good at
- What you want to improve
- What feels challenging right now

This helps personalize your journey.

3. Support Person Perspective (optional)

Your support person can add their own view of:

- What they notice as your strengths
- What they think you need support with
- What environment helps you the most

This creates a more complete understanding to guide your progress.

Remember

Your tracker is:

- ✓ private
- ✓ pressure-free
- ✓ a guide, not a judgement
- ✓ something that grows with you
- ✓ a tool to help you become more independent

You can update your tracker at your own pace — weekly, after each lesson, or whenever you want to check in with yourself.

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Learner-Friendly Number Scale

(Comprehensive explanation on how to utilize the scale)

To make your tracker simple and stress-free, we use numbers. These numbers help you quickly show how comfortable you feel with a skill right now. There are no right or wrong answers — just your honest experience.

Use the icon that best describes you:

1 - Not Yet

"I haven't tried this much yet, or it still feels too hard."

This means the skill is new, overwhelming, or something you haven't had the chance to practise. This is a perfectly normal starting point.

2 - With Support

"I can do this when someone helps or reminds me."

You may need prompts, guidance, supervision, or someone doing the steps with you. This still counts as progress.

3 - Practising

"I'm trying this more often, and I need less help now."

You are becoming more consistent. You can do parts of the skill independently, but still need support sometimes.

4 - Confident

"I can do this on my own most days."

You understand the skill and can manage it independently in familiar situations. You may still need help in new, stressful, or unpredictable environments — and that's okay.

Use the icon that best describes your environment right now:

1 - Environment Isn't Helping Yet

Things around me make this skill harder.

The space, routine, or support doesn't match what I need right now.

Examples: Too much noise, no routine, clutter, no reminders.

2 - Environment Helps a Little

Some things support me, but it's still not easy.

I might have reminders or tools, but they're not consistent yet.

Examples: Occasional prompts, some structure, sometimes the space works.

3 - Environment Helping a Lot

My environment supports me most of the time.

The setup, routine, or support people make the skill easier to practice.

Examples: Predictable routines, helpful cues, clear space, supportive people.

4 - Environment Set Up for Independence

Everything around me helps this skill happen smoothly.

The environment is organized, calm, and designed for me to succeed on my own.

Examples: Tools ready to use, consistent routines, accessible space, supportive expectations.

Tips for using your number scale

- Be honest with yourself — this helps you get the right support.
- Your icon may change from week to week (that's normal!).
- You can choose different icons for different environments if needed.
- This scale is here to celebrate progress, not measure perfection.

PRE-COURSE RADAR WHEEL

“Where am I starting from?”

Before beginning the course, we invite you to complete your PRE-Course Radar Wheel. This helps you (and your support team) understand where you currently feel confident and where you might want more support or practice.

How to Use the Radar Wheel

You will see 8 life skills areas on your wheel.

For each area, the circles are numbered from **1 to 7**.

Encircle the number that best shows where you are right now for that area.

1 means a lower level of confidence or functioning, and a **7 means a higher level of confidence or functioning**.

For the Environment area, choose a number between 1 and 4, based on how you describes your environment. Refer to **page 7** for description.

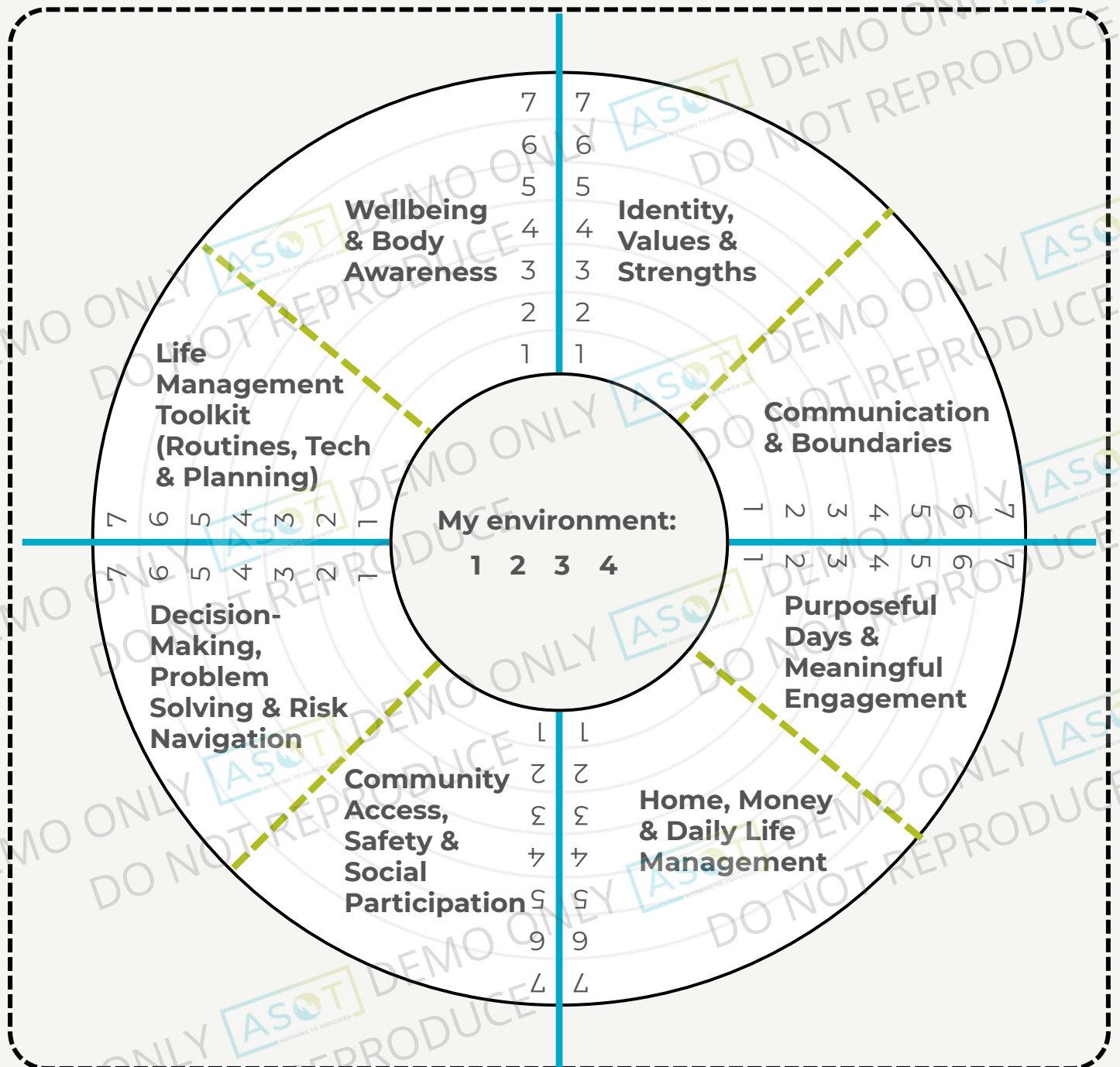
The 8 Areas on Your Radar Wheel

These reflect the key skills you'll be building throughout the course:

- 1. Wellbeing & Body Awareness:** How well you notice your energy, feelings, and physical needs — and whether you can respond with simple resets.
- 2. Identity, Values & Strengths:** How well you understand who you are, what matters to you, and what strengths you bring into your daily life.
- 3. Communication & Boundaries:** How comfortable you feel expressing your needs, communicating clearly, and setting healthy boundaries with others.
- 4. Purposeful Days & Meaningful Engagement:** How structured, purposeful, and fulfilling your daily activities feel — including hobbies, roles, and routines.
- 5. Home, Money & Daily Life Management:** How confident you feel with everyday tasks like organizing your space, managing meals, budgeting, and planning.
- 6. Community Access, Safety & Social Participation:** How comfortable you feel navigating public places, social situations, online spaces, and appointments.
- 7. Decision-Making, Problem Solving & Risk Navigation:** How confident you feel making choices, solving challenges, and recognizing risks.
- 8. Life Management Toolkit (Routines, Tech & Planning):** How well you use tools, routines, or technology to support independence and long-term wellbeing.

PRE-COURSE RADAR WHEEL

“Where am I starting from?”



Why We Do This

The PRE wheel helps you:

- See your starting point
- Notice your strengths
- Identify areas you want to grow
- Personalize your goals for the course
- Celebrate how far you've come when you complete the POST wheel later

Your OT or support person may also help you fill this out if you choose.

Strengths and Concerns Reflection

“What am I bringing into this course?”

Before we begin the program, it’s helpful to take a moment to understand what you already do well and what feels challenging right now. This reflection is not about judging yourself — it’s about noticing what supports you, what barriers you face, and what matters most to you in the journey ahead.

You can fill this out on your own, with a support person, or together with your OT.

Part 1: My Strengths

Think about the things you feel good at, enjoy, or manage well — even if they seem small.

These strengths will be your anchors throughout the course.

Examples:

- “I try my best even when things are hard.”
- “I’m good at noticing my feelings.”
- “I can follow a routine when someone helps me get started.”
- “I’m kind and patient.”
- “I learn well with visuals.”

My strengths:

Part 2: My Concerns or Challenges

These are the things that feel difficult, confusing, or overwhelming right now. It’s okay if you’re unsure — naming the challenge is the first step toward improving it.

Examples:

- “I get overwhelmed easily.”
- “I struggle to know what to do next.”
- “I forget steps in my routine.”
- “I find it hard to communicate what I need.”
- “My environment feels too chaotic for me to focus.”

My concerns/challenges:

Part 3: What I want to improve during this course

Think about what you hope to gain — more confidence, clearer communication, better routines, or more independence.

Examples:

- “I want to feel more confident doing daily tasks.”
- “I’d like to get better at managing my emotions.”
- “I want to learn how to speak up for myself.”
- “I want to build healthy routines that actually work for me.”

My goals or hopes:

Why this reflection matters

- ✓ It helps personalize the lessons
- ✓ It identifies what supports you best
- ✓ It guides your OT in scaffolding your skills
- ✓ It creates a clear “before” snapshot so your progress is visible and measurable

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Support Person Perspective (Optional)

“How can we support this learner’s journey?”

If you are a support worker, family member, partner, friend, or housemate, this optional section allows you to share your perspective. Your insights help us understand the learner’s environment, what’s working well, and what may need more scaffolding.

Please complete this only if the learner agrees and ideally with them present.

Part 1: What We See as Their Strengths

Think about the qualities, behaviors, or abilities that help the learner navigate their day. This may include personal strengths, routines they manage well, or skills they are beginning to develop.

Examples:

- “They try again even after setbacks.”
- “They’re willing to learn new strategies.”
- “They communicate well when they feel safe.”
- “They are very thoughtful and observant.”
- “They respond well to visual supports.”

Our observations of their strengths:

Part 2: What We See as Their Current Challenges

Consider areas where the learner seems to struggle or needs extra support. Please frame challenges gently and respectfully.

Examples:

- “They get overwhelmed when routines change.”
- “They need support breaking down multi-step tasks.”
- “They avoid difficult conversations or requests.”
- “Their environment sometimes gets too busy or disorganized for them to focus.”
- “They struggle to generalize skills from one setting to another.”

Our observations of challenges:

Part 3: How We Currently Support Them

This helps the OT understand what supports are already working, and where extra guidance may be needed.

Examples:

- “We remind them of steps in their routines.”
- “We help organize their space on weekends.”
- “We check in before community outings.”
- “We practice communication scripts together.”

How we support them now:

Part 4: What We Hope to Support Them With During This Course

This sets shared expectations and ensures everyone is working toward the same goals.

Examples:

- “We want to help them grow confidence in daily tasks.”
- “We want to encourage independent problem-solving.”
- “We want to reduce stress by creating a calmer routine.”
- “We want to help them practice new skills between lessons.”

Our support goals for this learner:

A Note for Support Persons

Your perspective is incredibly valuable. Your role is not to “fix” or “take over,” but to provide gentle scaffolding so the learner can grow their independence at their own pace.

Thank you for partnering with us in this journey.

Module 1: Wellbeing Basics

MICRO-SKILL OVERVIEW

SECTION A — CORE WELLBEING MICRO-SKILLS

This section looks at the key wellbeing skills you practiced across the whole module. Each row represents one important life skill that supports your health, safety, and independence.

Use the icons to show:

- how confident you feel with the skill, and
- how much your environment helps or makes it harder.

Micro-Skill	What this means	My Skill Level (1-4)	My Environment (1-4)
Noticing my wellbeing signals	I can notice signals from my body, mind, or feelings that tell me how I'm going (e.g. tired, stressed, overwhelmed, okay).		
Supporting my body daily	I do small, regular things to care for my body, like eating, resting, moving, or keeping clean — in ways that work for me.		
Using simple routines to care for myself	I use basic routines or reminders to help me look after my health without relying on motivation alone.		



My Micro-Skill Tracker

A Gentle Reminder

If any part of this feels hard, confusing, or overwhelming — that's okay. Learning or re-learning new skills takes time, and everyone needs help sometimes. Asking for support doesn't mean you're failing — it means you're taking care of yourself.

Learner Reflection — Looking Back on Module 1: Wellbeing Basics

Take a moment to think about your experience across the whole module, not just one lesson or one day. Underline or encircle the emoji or smiley face that best described your experience. There are no right or wrong answers — this is about noticing your own progress.

Overall, this module felt:

😊 mostly okay

😐 up and down

😓 challenging

One change I noticed in my wellbeing

(This could be small — noticing more, resting earlier, feeling safer, asking for help.)

One wellbeing skill I want to keep practising

(This is something you want to build on, not something you “failed at”.)

One thing I feel proud of

(This can be effort, awareness, or trying something new.)

Optional: One thing that still feels hard

(This helps your support team understand what support you may need.)

🌱 Gentle Reminder

Progress doesn't mean doing everything perfectly.
It means noticing, trying, and learning what helps you.

SECTION B — SUPPORT PERSON NOTES

(Optional – complete if supporting the learner)

Micro-Skill 1: Noticing how I communicate

Planning

- How was awareness of body, energy, or emotional signals introduced or supported across the module? (e.g. regular check-ins, shared language, visual cues)
-
-

Implementation

- What helped the learner notice signals during daily life? (e.g. prompts, modeling, slowing down, reflective questions)
-
-

Follow-through

- What seems to help this awareness continue over time? (e.g. routines, reminders, shared phrases)
-
-

Environmental Considerations

- What environments supported or blocked noticing? (e.g. calm spaces, predictable routines vs. noise, rushing)
-
-

MICRO-SKILL 2: Supporting the body daily

Planning

- How were basic body needs (eat, rest, move, hygiene) set up to be achievable for this learner?
-
-

Implementation

- What helped the learner practice body care during the module? (e.g. prompts, shared routines, accessible items)
-
-



Occupational Therapy Assessment (Clinician Use Only)

A MESSAGE FOR OCCUPATIONAL THERAPISTS & CLINICIANS

Hello and welcome,

Thank you for taking on the role of guiding, interpreting, and clinically scoring this Milestone Tracker.

This tracker is designed to support professional judgement, not replace it. The learner- and support-facing sections prioritize reflection, agency, and environmental context, while clinical scoring is intentionally placed in the final section to preserve objectivity and reduce performance bias.

As you complete the OT scoring, please consider the following principles:

- Scores should reflect observed capacity over time, not single-session performance
- Distinguish clearly between ability and environmental scaffolding
- Variability is expected — especially in early skill acquisition
- A lower score does not indicate failure; it highlights where support, adaptation, or environmental change is needed

This tracker is not a test. It is a functional narrative tool designed to:

- capture emerging independence,
- document generalization across environments,
- and provide defensible evidence for goal progression and funding justification.

In my 23 years as an Occupational Therapist, I have consistently seen that sustainable independence grows through small, supported successes, not pressure or perfection. Your clinical insight is essential in honoring that process.

Thank you for contributing your expertise, reflection, and care to this learner's journey.

With professional respect,

Amrita Sinha

Occupational Therapist & Course Creator



General Instructions for Occupational Therapists & Clinicians

These assessment sheets are designed to support professional judgement, clinical reasoning, and goal-directed planning across the course modules. They are not intended to function as standalone assessments or diagnostic tools.

1. Purpose of the Assessment Sheets

Use these sheets to:

- document functional capacity over time
- identify patterns of skill acquisition
- distinguish learner ability from environmental performance
- inform support planning, goal adjustment, and progression decisions
- contribute to defensible clinical evidence where required

The emphasis is on capacity, participation, and generalization, not task completion or compliance.

2. When to Complete the Assessment

- Complete scoring after the learner has finished the full module
- Base ratings on multiple observations across settings where possible
- Avoid scoring based on a single session, crisis, or unusually supported context

Where exposure has been limited, record this clearly rather than estimating capacity.

3. How to Apply the Mastery Scale

Select the score that best reflects the learner's typical level of performance (refer to the table on the next page for the Learner's Mastery Scale)

Consider:

- initiation vs response to prompts
- consistency across days
- reliance on supports
- ability to adapt when routines change

Use whole numbers only; do not average or split scores. When in doubt, score conservatively and explain variance in the notes section.

OT MASTERY SCALE (0-5)

Score	Descriptor
0	No exposure or opportunity to practise
1	Requires full prompting or environmental control; does not initiate
2	Initiates with moderate prompting; inconsistent performance
3	Initiates with minimal prompting; emerging reliability
4	Performs independently in familiar contexts
5	Generalizes skill across environments, routines, and stressors

4. Capacity vs Environment

Always consider:

- whether the skill is present only under optimal conditions
- whether environmental scaffolding is masking underlying capacity
- whether barriers are limiting performance despite emerging ability

Use the environmental analysis section to clarify this distinction.

5. Use of Clinical Notes

Clinical notes should:

- describe what was observed, not assumptions
- highlight facilitators and barriers
- document change over time
- capture any safety, dignity, or rights-related concerns

Avoid judgement-based language. Focus on function, context, and support needs.

6. Working with Support People

Where information is gathered from:

- family members
- support workers
- educators or staff

Ensure observations are:

- triangulated where possible
- clearly identified as reported vs observed
- used to inform, not override, clinical judgement

7. Sharing and Visibility

- Clinician scoring sections are not learner-facing
- Learners may be supported to reflect on progress without reference to numerical scores
- Where sharing is required, translate findings into strengths-based language

8. Ethical and Professional Considerations

- Respect learner autonomy and dignity at all times
- Use scores to enable support, not restrict opportunity
- Revisit and update assessments as capacity and environments change

Progress is expected to be non-linear, particularly in early stages of skill development.

9. Using Results to Guide Next Steps

Use completed assessment sheets to:

- identify readiness for increased independence
- prioritize skill-building in future modules
- recommend environmental modifications
- inform funding reviews or support justification where appropriate

Final Reminder

These assessment sheets support a developmental, strengths-based approach to independence. They are a guide — your clinical expertise remains the most important tool in interpreting outcomes.

Module 1: Wellbeing Basics

CLINICIAN / OCCUPATIONAL THERAPIST ASSESSMENT SHEET

Micro-skill 1 — Noticing wellbeing signals

(Lesson 1: Wellness Awareness)

Observed score: ___ / 5

Clinical indicators observed:

- Recognition of physical, emotional, or cognitive cues
- Awareness prior to escalation vs post-crisis insight
- Internal vs external cue reliance

Clinical notes:

Micro-skill 2 — Supporting physical health needs

(Lesson 2: Body Basics)

Observed score: ___ / 5

Clinical indicators observed:

- Engagement with eat-move-rest-clean routines
- Consistency across days
- Ability to adapt routines when disrupted

Clinical notes:

Micro-skill 3 — Using simple self-care systems

(Lesson 3: Self-Care Systems)

Observed score: ___ / 5

Clinical indicators observed:

- Use of cues, anchors, or habit loops
- Independence vs reliance on reminders
- Follow-through over time

Clinical notes:
