

Michigan Independent Living Skills Guide Exiting 2nd Grade

Preface

This checklist has been developed to address the unique needs of children with visual impairments. The checklist is not a curriculum but has been designed as a tool to facilitate a progression of skills for visually impaired children.

Note: Some items in this checklist have come from other books and lists. They are referenced by the following symbols:

- (+) Frey, W., Jakwerth, P., Lynch, L., Purcell, R., & Alonso, L., (1993) Special Education Program Outcomes Guide: Visual Impairment. 2nd ed. Lansing, MI: Disability Research Systems, Inc. Center for Quality Special Education
- (*) Loumiet, R., & Levack, N. (1993). Independent Living a Curriculum with Adaptations for Students with Visual Impairments. 2nd ed. Austin, TX: Texas Schools for the Blind and Visually Impaired.
- (#) Pogrund, R., Healy, G., Jones, K., Levack, N., Martin-Curry, S., Martinez, C., Marz, J., Roberson-Smith, B., & Vrba, A., (1998) Teaching Age-Appropriate Purposeful Skills (TAPS), 2nd ed. Austin, TX: Texas Schools for the Blind and Visually Impaired.

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Dressing Skills: Exiting 2nd Grade

New Skills

- Tie own shoes (always on correct feet)
- Actively participate in choosing daily outfits (appropriate to planned activity, weather, etc.)
- Ensure privacy when dressing and undressing
- Dress self independently (buckles, shoes, socks, etc.)
- Independently manipulate all outer wear (zips coat, boots, hats, mittens, etc)
- Awareness of own clothing size

Prior Skills

- Describe clothing on self (color, stripes, t-neck, textures, designs, jeans vs dress clothing)
- Put on socks, shoes (correct feet, fasten shoes – velcro or buckle)
- Participate in choosing own clothes/outfits
- Describe belongings (boots, coats, backpack, etc.)
- Identify own belongings (coat, backpack, etc.)

Hygiene: Exiting 2nd Grade

New Skills

- Drain tub
- Dry own body after bath/shower with minimal assistance (*)
- Clean and care of own glasses with minimal reminders
- Independently brush teeth
- Floss teeth

Prior Skills

- Indicate need to use toilet
- Ensure privacy when using toilet
- Use toilet without accidents
- Ask for assistance to locate toilet in an unfamiliar setting (*)
- Toilet independently in a familiar bathroom
- Wash hands (water on/off, soap)
- Use a variety of towel dispensers/blowers
- Awareness of unsanitary condition in restrooms with supervision
- Use a variety of bathroom fixtures (hands free sinks, etc.)
- Use socially acceptable behavior in a bathroom. (*)
- Use tissue to wipe and blow nose
- Participate in combing/brushing hair
- Assist in hair grooming (appropriate to hair style and culture)
- Apply lotion/sunscreen to self with assistance
- Participate in running water for bath/shower (begin gaining skills about amount of water in tub, temperature of water, etc.)
- Wash own body parts with verbal assistance
- Participate in shampooing own hair
- Towel dry own hair (*)

Eating Skills: Exiting 2nd Grade

New Skills

- Use bread as a pusher
- Use correct posture at the table (move utensil to mouth, not mouth to utensil)
- Independently pour drink
- Independently spread using butter/lettuce knife
- Use butter knife and fork to cut soft food items (bananas, hotdogs, etc.)
- Use correct utensils for eating
- Independently pass and serve self from common food dishes
- Begin learning to eat difficult foods using appropriate techniques (ice cream cones, tacos, etc.)
- Independently drink from a drinking fountain
- Identify difference between salt and pepper shakers
- Use salt and pepper shakers
- Cut food with side of fork/spoon as appropriate (*)
- Eat without being messy (*)
- Check for food spills on self with assistance
- Use condiments from a variety of containers with assistance (pumps, squeeze bottles, packets, etc.)

Prior Skills

- Use spoon and fork to feed self
- Open a variety of food containers and wrappers
- Chew with mouth closed
- Use napkin to wipe mouth and hands
- Drink out of a cup with no lid
- Use a straw to sip liquid
- Peel bananas, oranges, other fruit
- Differentiate food from non-food items (*)
- Take small bites from whole food items (sandwich, cookie, etc.) (*)
- Identify food on plate
- Locate all items at a simple place setting (knife, fork, spoon, plate, cup, etc.) (*)
- Awareness of different types of vending machines

Cooking/Meals: Exiting 2nd Grade

New Skills

- Use kitchen tools with assistance (apple slicer, spatula, etc.)
- Identify/use adaptive kitchen devices with assistance (auto flip spatula, liquid level indicator)
- Use can opener with assistance
- Discuss kitchen safety (electricity too close to water, dish towels on stove top, etc.)
- Safely plug/unplug small appliances
- Discuss identification of spoiled/outdated food
- Store food appropriately (correct container, cupboard vs. refrigerator)
- Gather necessary items for a snack (recipe, etc.)
- Independently prepare a simple snack (sandwich, cereal, etc.)
- Use toaster with tongs/microwave with mitt to make simple snacks with minimal assistance
- Participate in meal preparation
- Make a sandwich/lunch independently (get supplies, make, put away, clean up, etc.)
- Actively participate with an adult in cooking (use stove, oven, etc.)
- Follow 1-2 step recipe with assistance (use measuring cups/spoons)

Prior Skills

- Carry a tray from one location to another
- Independently pour drink (water from tap, juice box from refrigerator) (*)
- Return to correct place after use
- Pick up trash and place in trash can
- Wipe up spills with assistance
- Independently pour drink (water from tap, juice box from refrigerator) (*)
- Stir using a variety of utensils/containers
- Place food items in containers and close (bags, Ziploc, Tupperware, etc.)
- Participate in making a sack lunch (put snacks in baggie, help make sandwich and place various items in a lunch bag, etc.)
- Name major appliances (refrigerator, stove, oven, etc.)
- Identify functions of major appliances (refrigerator, stove, oven, etc.)
- Exposure to common cooking utensils (spatula, measuring cups, etc.)
- Orient to stove/oven
- Discuss safety precautions for kitchen appliances
- Name small appliances
- Identify function of small appliances
- Orient to small appliances
- Participate with adult in making simple items (slice and bake cookies, etc.)

Household Chores: Exiting 2nd Grade

New Skills

- Discuss uses of household cleaning products
- Water plants with assistance
- Perform household chores regularly
- Identify recyclable items
- Feed/water family pets
- Straighten own bed daily (pull up sheets and blankets)
- Independently remove sheets/bedding
- Independently stack dishes
- Wash/dry/put away dishes with assistance
- Use techniques to determine cleanliness of dishes with assistance
- Load dishwasher with assistance
- Clean own bedroom (toys, clothes, etc.)
- Use broom/dust pan/vacuum with assistance

Prior Skills

- Pick up/put away own toys
- Set table for family (plates, silverware, napkin, cup)
- Clear table after meal with assistance
- Place clean silverware in proper place
- Clean counter/mirrors/windows
- Use locks/keys with assistance
- Open/close cabinet doors
- Hang towel on hook/rack with assistance
- Scrape own plates into garbage can/disposal
- Straighten items on shelves with assistance
- Turn on/off lights
- Awareness of where items are stored

Basic Household Repairs: Exiting 2nd Grade

New Skills

- Identify when batteries need to be changed on personal items
- Identify different types of batteries
- Know battery size for personal items (electronic devices, toys, etc.)
- Know how to use charger for electronic devices
- Know use of common hand tools

Prior Skills

- Explore common hand tools and tell how they are used
- Exposure to common repairs (batteries, etc.)

Laundry Skills: Exiting 2nd Grade

New Skills

- Exposure to common cleaning supplies used for laundry; discuss safety considerations (bleach, stain removers, etc.)
- Measure appropriate amount of laundry detergent, add to washer
- Awareness of laundry detergent (types and amount used)

Prior Skills

- Participate actively with adult: sort laundry, check pockets
- Identify if clothes are inside out
- Place clothes in washer, turn on, transfer to dryer, decide if dry, remove from dryer
- Fold simple flat items
- Fold shorts/shirts with minimal assistance
- Match socks with minimal assistance
- Hang clothes on hangers with minimal assistance
- Put own clothes away with minimal assistance
- Check clothes for stains, rips, missing buttons with assistance
- Place soiled clothing with other clothing to be washed

Organizational Skills: Exiting 2nd Grade

New Skills

- Differentiate between different yet similar items by labeling (soft drinks, cereal, etc.)
- Label/mark personal items
- Identify clothing using labels/markings with assistance
- Continue to develop a personal labeling system with assistance
- Assemble materials in a systematic manner (papers, books, etc.)
- Explain the need for keeping personal items organized

Prior Skills

- Locate/put away items in own space (cubbies, locker, desk, etc.)
- Know the correct location of commonly used items
- Retrieve/return commonly used items
- Open/ place items in/close backpack
- Use simple labeling system to identify preferred food items with assistance (juice box, cereal, etc.)
- Explain why things are labeled/marked

Safety/Emergency Procedures: Exiting 2nd Grade

New Skills

- Identify emergency personnel or other community people who may be helpful (staff uniforms, badges, etc.)
- Discuss fire safety procedures (candle, hot stove, matches, etc.)
- Use a variety of doors/locks in order to exit in an emergency (home, school, etc.)
- Practice exiting building/home when fire alarm, carbon monoxide, smoke detector goes off

- Describe Orientation and Mobility Instructor or person they are traveling with in the community

Prior Skills

- Demonstrate stop-drop-roll
- Locate entrances/exits in home/classroom
- Follow safety precautions for electrical outlets
- Follow safety precautions around pools, lakes, etc.
- Opportunity to meet safety personnel (police, fire fighter, etc.)
- Discuss community safety procedures (don't talk to strangers, play with matches, etc.)
- Discuss purpose of fire alarm, carbon monoxide, smoke detector
- Practice what to do when alarm(s)/siren(s) go off
- Practice dialogues when calling 9-1-1
- Identify different sirens and know what to do if they sound (tornado, etc.)
- Monitor sun exposure with supervision
- Discuss medication/vitamin safety (administered by adult, not candy, etc.)
- Know full name, age, birthday
- Know parents' full name
- Describe own parents (hair color, etc.)

Telephone Skills: Exiting 2nd Grade

New Skills

- Know/identify own telephone number
- Discuss ways to obtain phone numbers (directory assistance, contact list, etc.)
- Access numbers from a list or on cell phone/electronic device (grandparents, friends)
- Make/use own telephone directory with assistance
- Dial a variety of different phones with assistance
- Exposure to cell phones
- Take phone messages with assistance
- Practice dialogues when calling 9-1-1

Prior Skills

- Answer phone (say hello)
- Converse with familiar people on phone
- Dial phone to call familiar person with assistance
- Practice dialing 9-1-1 with assistance
- Leave a message with assistance

Time Concepts: Exiting 2nd Grade

New Skills

- Demonstrate awareness of relative length of time (*)
- Tell time (analog, digital, Braille, etc.)
- Name months of the year

- Relate months of year/days of week to a calendar (+)
- Discriminate between weekdays/weekends (*)
- Demonstrate the concept of being late/early, and give examples of what to do in those instances (*)

Prior Skills

- Understand calendar concepts (days, weeks, months, etc.)
- Discuss daily schedule
- Understand the difference between day and night
- Demonstrate an understanding of past/future events
- Demonstrate the awareness of the successive order of events (*)
- Use time words (yesterday, last night, tomorrow, etc.)
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- Use time words (yesterday, last night, tomorrow, etc.)

Money Skills: Exiting 2nd Grade

New Skills

- Identify coins by value
- Use techniques to identify paper money
- Estimate amount of purchase with assistance
- Demonstrate awareness that items have different monetary values (*)
- Discuss taxable/nontaxable items
- Make small purchase with supervision (dollar store, fast food, etc.)
- Know if change is due when making purchase
- Carry/store money in a secure manner (*)
- Identify the kinds of stores that sell certain items
- Name specific stores where common items can be bought

Prior Skills

- Sort/name coins
- Understand money is needed to buy things
- Use money to pay for items with assistance
- Accompany family to bank/ATM
- Exposure to coin operated machines (vending machine, gumball machine, etc.)
- Accompany family to a variety of different stores (clothing, grocery, hardware, etc.)

Personal Information: Exiting 2nd Grade

New Skills

- Know parent(s)/guardian(s) occupation(s) (what they do, where they work, etc.)
- Name extended family members (grandparents, aunts, cousins, etc.)
- Provide physical description of parent(s)/guardian(s)

Prior Skills

- Know full name, age, birthday
- Know parent(s)/guardian(s) full name

- State address (at least street/city)
- Describe parent(s)/guardian(s) vehicle type/color
- Know complete address (including state and zip code)

Medical/Health Care: Exiting 2nd Grade

New Skills

- Discuss medical care facilities
- Discuss doctors and type of medical care provided (eye doctor, pediatrician, etc.)
- Discuss health (allergies, medications, etc.)
- Tell where it hurts

Prior Skills

- Explore common medical equipment (stethoscope, thermometer, etc.)
- Discuss medication/vitamin safety (administered by adult, not candy, etc.)

Social Skills: Exiting 2nd Grade

New Skills

- Demonstrate non-verbal communication skills (gestures, etc.)
- Participate in community activities (Church, Girl Scouts, Boy Scouts, sports teams, clubs, etc.)
- Play board game with peers

Prior Skills

- Observe/discuss personal space (not appropriate to touch other people without permission)
- Ask to see toy, article of clothing, etc.
- Demonstrate socially appropriate conversational skills (head up, face speaker, etc.)
- Use please/thank you/excuse me
- Cover mouth when coughing/sneezing
- Separate from primary degree caregiver comfortably
- Demonstrate ability to take turns/share with assistance
- Demonstrate ability to take turns/share
- Appropriately initiate conversation with adults/peers with minimal assistance

Self-Advocacy: Exiting 2nd Grade

New Skills

- Understand when assistance is needed
- Request assistance from familiar person
- Discuss available resources (library, etc.)
- Inform appropriate person of technology repairs needed
- Request special needs (larger/print, slant board, etc.)
- Express appreciation for reminders
- Discuss appropriate expectations (visual impairment does not warrant special treatment, etc.)

- Handle/report/discourage bullying with assistance

Prior Skills

- Ask for assistance in familiar settings
- Phrase request as a question
- Use excuse me to interrupt others
- Discuss option of refusing assistance

Orientation & Mobility: Exiting 2nd Grade

New Skills

- Awareness of environmental clues/landmarks
- Identify own cane
- Identify/name parts of cane (if cane user)
- Know/use appropriate place to store cane in classroom, home, etc
- Use sighted guide appropriately
- Appropriately accept/refuse assistance
- Walk up/down stairs using alternating feet
- Independently enter/exit school bus
- Independently/safely open vehicle door (awareness of environment and safety concepts)
- Independently locate own classroom from entrance of school building
- Independently travel to classes in school (gym, art, music, etc.)
- Follow simple verbal directions
- Begin creating mental maps (if I am here, what is across the room, layout of classroom, etc.)
- Begin pairing cardinal directions to other landmarks/names (east door, etc.)
- Begin asking for directions
- Use map of familiar location with assistance
- Know right/left directional concepts
- Independently use trailing skills
- Exposure to parallel/perpendicular traffic movement
- Independently use protective techniques
- Independently use squaring off technique
- Use environmental sounds as clues when traveling
- Use basic cane techniques (shorelining, appropriate arc, etc.)
- Navigate school lunch line with assistance
- Locate dropped objects with minimal assistance
- Use monocular with assistance
- Determine appropriate time to cross street in residential area
- Identify street names/landmarks along commonly traveled routes
- Identify different types of curbs (cut-out, blended, etc.)
- Discuss/expose to different intersections
- Discuss/expose to traffic patterns

Prior Skills

- Independently locate items in common areas (classroom, home, etc.)
- Travel in a group (lines, etc.)

- Independently travel to locations in familiar environments (school, home, church, etc.)
- Exposure to signage (bathrooms, room numbers, etc.)
- Demonstrate directional concepts (on, below, next to, etc.)
- Identify own body parts
- Localize sound
- Move toward sound source
- Enter/exit car, bus, etc. with assistance
- Engage/disengage own seatbelt
- Independently push chair under table
- Use appropriate gait when walking
- Walk up/down stairs safely
- Hold object while walking (tray, cup, toy, etc.) (#)
- Identify familiar environmental sounds (#)
- Follow one-step commands (#)