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:


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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/peons)

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/marketed

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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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 (#)