

## Michigan Independent Living Skills Guide Exiting 4th 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.

### Acknowledgments

The Michigan Department of Education would like to acknowledge and thank the following contributors for their time and dedication to this original 2005 project.

- Collette Bauman – Special Education Consultant, Michigan Schools for the Deaf and Blind Low Incidence Outreach
- Marcia Beare – Executive Director, Martin Resource Center
- Shawnese Laury-Johnson – Vocational Rehabilitation Counselor, Michigan Commission for the Blind
- Pat Love-Sypho – Special Education Consultant, Michigan Schools for the Deaf and Blind Low Incidence Outreach
- Lynnette Norton – Teacher Consultant for Students with Visual Impairment and Certified Orientation and Mobility Specialist, Livonia Public Schools
- Lynn Pensari – Teacher Consultant for Students with Visual Impairment, and Certified Orientation and Mobility Specialist, Livonia Public Schools.
- Virginia Waugaman – Administrative Support, Michigan Schools for the Deaf and Blind Low Incidence Outreach

Revised October 2017

Collette Bauman - Supervisor, MDE-LIO  
Lynn Pensari – Education Consultant, MDE-LIO  
The MDE-LIO Independent Living Skills Team Members

## Dressing Skills: Exiting 4th Grade

### New Skills

- Loop belt through belt loops
- Differentiate the front/back of clothes when difficult to tell apart
- Orient articles of clothing (\*)
- Participate in using a system for labeling/matching clothing

### Prior Skills

- Describe clothing on self (color, stripes, t-neck, jeans vs. dress pants)
- Put on socks, shoes (correct feet, fasten shoes – velcro or buckle)
- Describe belongings (boots, coats, backpack, etc.)
- Identify own belongings (coat, backpack, etc.)
- 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

## Hygiene: Exiting 4th 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

- 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
- Wipe seat, use seat protectors or another stall to ensure sanitary conditions with assistance
- Use a variety of bathroom fixtures (hands free sinks, etc.)
- Use socially acceptable behavior in a bathroom. (\*)
- Use tissue to wipe and blow nose
- Assist in hair grooming (appropriate to hair style and culture)
- Apply lotion/sunscreen to self with assistance
- Independently brush teeth
- Floss teeth

- Participate in running water for bath/shower (need to begin gaining skills about amount of water in tub, temperature of water, etc.)
- Participate in shampooing own hair
- Towel dry own hair (\*)
- Drain tub
- Independently wash and dry all body parts
- Clean and care of own glasses with minimal reminders

## Eating Skills: Exiting 4th Grade

### New Skills

- Eat hard/difficult foods with minimal assistance (ice cream cone, tacos, spaghetti, etc.)
- Independently open all containers
- Locate items in place setting in unfamiliar environments with assistance (restaurant, etc.)
- Follow all procedures at a variety of fast food restaurants with assistance (\*)
- Follow procedures at restaurants having waiters or waitresses with assistance(\*)
- Follow procedures in commercial cafeteria and buffet lines with assistance (\*)
- Awareness of different types of vending machines
- Use vending machine(s) to obtain food/drink with assistance.

### Prior Skills

- Use spoon and fork to feed self
- Use correct utensils for eating
- 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 and 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.) (\*)
- 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.)
- Cut food with side of fork/spoon as appropriate (\*)
- Cut food using serrated knife with assistance
- Independently pass and serve self from common food dishes
- Independently drink from a drinking fountain
- Identify difference between salt and pepper shakers
- Use salt and pepper shakers
- Eat without being messy (\*)
- Use condiments from a variety of containers with assistance (pumps, squeeze bottles, packets, etc.)
- Check for food spills on self with minimal assistance

## Cooking/Meals: Exiting 4th Grade

### New Skills

- Independently make a sandwich/lunch (get supplies, make, put away, clean up, etc.)
- Pack own lunch
- Follow simple recipe (3-4 steps) with minimal assistance (use measuring cups/spoons)
- Assist in planning meals and making grocery list
- Assist with grocery shopping

### Prior Skills

- Carry a tray from one location to another
- Get items from kitchen (snacks, juice box from refrigerator)
- Return to correct place after use
- Pick up trash and place in trash can
- Wipe up spills with assistance
- Independently get drink (water from tap, juice box from refrigerator) (\*)
- Stir using a variety of utensils/containers
- Name major appliances (refrigerator, stove, oven, etc.)
- Identify functions of major appliances (refrigerator, stove, oven, etc.)
- Orient to stove/oven
- Discuss safety precautions for kitchen appliances
- Name small appliances
- Identify function of small appliances
- Orient to small appliances
- Use a variety of small appliances with minimal assistance (blender, mixer, hot shot, etc.)
- Exposure to common cooking utensils (spatula, measuring cups, etc.)
- Participate with adult in making simple items (slice and bake cookies, etc.)
- Actively participate with adult in cooking (stove/oven, etc.)
- Participate in meal preparation (cutting, measuring, etc.)
- Use kitchen tools with minimal assistance (apple slicer, peeler, etc.)
- Use adaptive kitchen devices with assistance (auto flip spatula, liquid level indicator)
- Use can opener(s) with minimal assistance
- Discuss kitchen safety (electricity to 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)
- Place food items in containers and close (bags, Ziploc, Tupperware, etc.)
- Place food in appropriate locations
- Gather necessary items for a snack (recipe, etc.)
- Independently prepare a simple snack (sandwich, cereal, etc.)
- Use toaster with tongs/microwave with oven mitt to make simple snacks with minimal assistance

## Household Chores: Exiting 4th Grade

### New Skills

- Take household trash to trash receptacle
- Check to make sure that dishes are clean before putting away

### Prior Skills

- Pick up/put away own toys
- Clean counter/mirrors/windows with minimal assistance
- Open/close cabinet doors
- Hang towel on hook/rack
- Straighten items on shelves
- Turn on/off lights
- Awareness of where items are stored
- Discuss uses of household cleaning products
- Use locks/keys with minimal assistance
- Water plants with assistance
- Perform household chores regularly
- Identify recyclable items
- Feed/ water family pets
- Independently stack dishes
- Clean own bedroom (toys, clothes, etc.)
- Use broom/dust pan/vacuum with minimal assistance
- Dust/polish furniture with minimal assistance
- Set table for family (plates, silverware, napkin, cup)
- Clear table after meal with assistance
- Place clean silverware in proper place
- Scrape own plates into garbage can/disposal
- Use techniques to determine cleanliness of dishes with assistance
- Wash/dry/put away dishes with minimal assistance
- Clean countertop with minimal assistance
- Unload dishwasher and put items away with minimal assistance
- Load dishwasher, add dish soap and turn on
- Independently remove sheets/bedding
- Straighten own bed daily (pull up sheets and blankets)
- Remake bed that has been stripped with minimal assistance

## Basic Household Repairs: Exiting 4th Grade

### New Skills

- Participate in simple household repairs (change light bulbs, batteries in smoke detector, etc.)
- Exposure to home maintenance using simple hand tools

### Prior Skills

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

## Laundry Skills: Exiting 4th Grade

### New Skills

- Use color app/device
- Independently match socks
- Independently fold/hang up clothes (fix if inside out)
- Identify stain, add stain remover
- Sort laundry with assistance
- Wash/dry clothing completing all the necessary steps with assistance
- Put clothes away with minimal assistance
- Name own clothing/shoe size (\*)

### Prior Skills

- Identify if clothes are inside out
- Measure appropriate amount of laundry detergent, add to washer
- Fold simple flat items
- Begin to check clothes for stains, rips, missing buttons with assistance
- Place soiled clothing with other clothing to be washed
- Exposure to common cleaning supplies used for laundry; discuss safety considerations (bleach, stain removers, etc.)

## Organizational Skills: Exiting 4th Grade

### New Skills

- Participate in development of tactile/large print marking system (microwave, washer, dryer etc.)
- Keep desk organized with supervision
- Keep backpack organized with supervision
- Explain the need for keeping items organized
- Pack suitcase for overnight stay with assistance

### 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
- 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, tapes, books, etc.)
- Explain the need for keeping personal items organized

### Safety/Emergency Procedures: Exiting 4th Grade

#### New Skills

- Identify what exit to take in different parts of home in the event of an emergency
- Plan for emergency (meeting place outside, etc.)
- Talk about what to do if a stranger approaches (yell, attract attention, hold on to bike, etc.)
- Plan for being separated from parents in community (what to do, who to ask for help, stay put, etc.)
- Participate in swimming skills program

#### 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/discuss safety personnel (police, fire fighter, etc.)
- Identify emergency personnel or other community people who may be helpful (staff uniforms, badges, 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
- Use a variety of doors/locks in order to exit in an emergency (home, school, etc.)
- Identify different sirens and know what to do if they sound (tornado, etc.)
- Practice exiting building/home when fire alarm, carbon monoxide, smoke detector goes off
- 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.)
- Describe Orientation and Mobility Instructor or person they are traveling with in the community

## Telephone Skills: Exiting 4th Grade

### New Skills

- Take phone messages with minimal assistance
- Dial 9-1-1

### Prior Skills

- Answer phone (say hello)
- Converse with familiar people on phone
- Leave a message with assistance
- Know/identify own telephone number
- Demonstrate ways to obtain phone numbers (directory assistance, internet search, etc.)
- Make/use own telephone directory/contact list with assistance
- Independently use phone to call friends, relatives, etc.

## Time Concepts: Exiting 4th Grade

### New Skills

- Tell day of the week certain activities happen (physical education, music, cub scouts, swimming lessons, etc.)
- Explain school schedule (starting/end time, successive order of classes/activities, etc.)
- Use alarm clock/phone alarm set by another person (\*)
- Use watch/clock/cell phone to check time (\*)
- Estimate length of time for familiar activities (\*)

### 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.)
- 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 (\*)



## Money Skills: Exiting 4th Grade

### New Skills

- Give exact amount for purchase
- Count change/make sure it is correct
- Estimate amount of purchase
- Determine if you have enough money to make purchase
- Discuss services provided by banks/credit unions
- Discuss credit/debit cards

### Prior Skills

- 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.)
- Identify coins by value
- Use techniques/apps to identify paper money
- 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

## Personal Information: Exiting 4th Grade

### New Skills

- State where extended family members live (city, state, etc.)

### Prior Skills

- Know full name, age, birthday
- Know complete address (including state and zip code)
- Know parent(s)/guardian(s) full name
- Describe own family (what they do, where they work, etc.)
- Describe parent(s)/guardian(s) vehicle type/color
- Provide physical description of parent(s)/guardian(s)
- Know parent(s)/guardian(s) occupation(s) (what they do, where they work, etc.)
- State parent(s)/guardian(s) work/cell phone number(s)
- Name extended family members (grandparents, aunts, cousins, etc.)

## Medical/Health Care: Exiting 4th Grade

### New Skills

- Describe symptoms of injury/illness to adult (\*)
- Demonstrate good posture and identify what is poor posture (\*)
- Swallow hard tablets/capsules (\*)
- Identify locations to purchase/receive medications (pharmacy, school, nurse, etc.)
- Explain why adult supervision is required prior to taking medications
- Discuss disability
- Know information regarding own health (allergies, medications, etc.)

### Prior Skills

- Explore common medical equipment (stethoscope, thermometer, etc.)
- Discuss medication/vitamin safety (administered by adult, not candy, etc.)
- Discuss medical care facilities
- Discuss doctors and type of medical care provided (eye doctor, pediatrician, etc.)
- Tell where it hurts

## Social Skills: Exiting 4th Grade

### New Skills

- Describe attributes of a good friend
- Demonstrate attributes among friends (call on telephone, invite over to home, etc.)
- Demonstrate ways to reciprocate to friends
- Participate with peers in a variety of games

### 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.)
  - Discontinue inappropriate body movements (rocking, eye poking, flapping, 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
  - Appropriately initiate conversation with adults/peers with assistance
  - Participate in community activities (Church, Girl Scouts, Boy Scouts, sports teams, clubs)
- Self-Advocacy: Exiting 4th Grade

## Self Advocacy: Exiting 4th Grade

### New Skills

- Demonstrate basic understanding of own etiology/visual abilities (\*)
- Take responsibility for own success in school (no excuses, ask for help, knowledge of helpful technology, etc.)

- Write your own signature with assistance
- Describe activities which are difficult due to visual impairment
- Ask for assistance when needed
- Tactfully refuse assistance when not needed (\*)

#### Prior Skills

- Phrase request as a question
- Use excuse me to interrupt others
- 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 assistance
- Discuss appropriate expectations (visual impairment does not warrant special treatment, etc.)
- Handle/report/discourage bullying with assistance

### Orientation & Mobility: Exiting 4th Grade

#### New Skills

- Exposure to intersections with signal lights (walk/don't walk, traffic patterns, etc.)
- Name major cross streets by home
- Discuss directions to home from school, friend's home, etc.
- Exposure to tactile/large print maps
- Demonstrate the use of mental maps
- Use appropriate cane skills
- Identify location of items in store(s) (produce section, frozen foods, clothing, housewares, etc.)
- Use monocular with prompts

#### 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.)
- Independently locate own classroom from entrance of school building
- Independently travel to classes in school (gym, art, music, etc.)
- Exposure to signage (bathrooms, room numbers, etc.)
- Demonstrate directional concepts (on, below, next to, etc.)
- Know right/left directional concepts
- Identify own body parts
- Localize sound
- Move toward sound source
- Engage/disengage own seatbelt
- Independently push chair under table
- Use appropriate gait when walking
- Walk up/down stairs safely

- Walk up/down stairs using alternating feet
- Hold object while walking (tray, cup, toy, etc.) (#)
- Identify familiar environmental sounds (#)
- 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
- Determine appropriate time to cross street in residential area
- Independently cross a residential street
- Independently enter/exit school bus
- Independently open door of vehicle (awareness of environment and safety concepts)
- Identify street names/landmarks along commonly traveled routes
- 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
- Identify different types of curbs (cut-out, blended, etc.)
- Independently use trailing skills
- 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
- Identify various intersections
- Identify parallel/perpendicular traffic
- Identify differences between landmarks/clues
- Know location of important places
- Demonstrate an understanding of cardinal directions with assistance