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 Middle School

New Skills

• Participate in purchasing own clothes/outfits
• Choose daily outfits (appropriate to planned activity, weather, etc.)
• Label or adapt own clothing to aid in care/selection
• Organize wardrobe for independent identification
• Organize jewelry for independent identification
• Independently color coordinate clothing
• Place soiled clothing with other clothing to be washed
• Plan and update own wardrobe (*)
• Put on and remove a bra
• Awareness of proper fit (i.e. when clothing is too revealing or immodest)
• Put on an athletic supporter

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)
• Lace shoes
• Ensure privacy when dressing and undressing
• Dress self independently (buckles, shoes, socks, etc.)
• Independently manipulates all outer wear (zips coat, boots, hats, mittens, etc.)
• Loop belt through belt loops
• Differentiate the front/back of clothes when difficult to tell apart
• Orient articles of clothing (*)
• Independently use labeling system
• Independently choose clothing
• Independently put on tights
• Know sizes of own clothing

Hygiene: Exiting Middle School

New Skills

• Run water for bath/shower (need to begin gaining skills about amount of water in tub, temperature of water, etc.)
• Shampoo own hair
• Independently use hair dryer and curling/flat iron
• Comb and style own hair (with assistance in styling) (+)
• Use mouthwash

Prior Skills

• Indicate need to use toilet
• Ensure privacy when using toilet/urinal
• 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 bathroom fixtures (hands free sinks, etc.)
• Use socially acceptable behavior in a bathroom. (*)
• Use tissue to wipe and blow nose
• Apply lotion/sunscreen to self with assistance
• Towel dry own hair (*)
• Dry hair using hair dryer
• Use hair accessories (*)
• Comb own hair
• Independently run bath/shower
• Drain tub
• Independently wash and dry all body parts
• Clean and care of own glasses with minimal reminders
• Clean and care for eye prosthesis
• Independently brush teeth
• Put on Band-Aid
• Clean outer part of ear with cotton swab (*)
• Participate in discussions pertaining to maturation (*)
• Use dental floss on a daily basis
• Wipe toilet seat or use seat protectors to ensure sanitary conditions
• Apply own makeup
• Shave legs and underarms (females)
• Shave facial hair as needed (males)
• Independently care for own nails
• Apply deodorant on a daily basis
• Identify when menstrual cycle has begun (*)
• Care for own menstrual needs (frequency of changing feminine hygiene products)
• Participate in purchase of feminine hygiene products
• Demonstrate knowledge of when certain personal hygiene tasks should be performed (i.e. bathe/shower/hair care, etc.)
• Comb and style own hair (with assistance in styling) (+)
• Use mouthwash

**Eating Skills: Exiting Middle School**

**New Skills**

• Use serrated knife for hard to cut foods (beef, chicken, etc.)
• Eat using skills commensurate with mainstream peers, including the use of a knife or roll to push vegetables or meat to the fork (+)
• Ask for assistance from the chef to make food more manageable as appropriate (i.e. lobster, sushi, etc.)
• Politely ask someone at the table to explain food locations on a plate presented without identification (+)
• Use a vending machine to get food/drink with assistance
• Use soft drink dispenser at a fast food restaurant with assistance
Prior Skills

- Use spoon and fork to feed self
- Use a variety of condiments from different types of containers
- 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.) (*)
- 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 (*)
- 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 (pumps, squeeze bottles, packets, etc.)
- Check for food spills on self
- Eating hard/difficult foods (ice cream cone, tacos, spaghetti, etc.)
- Independently open all containers
- Locate items in place setting in unfamiliar environments (restaurant, etc.)
- Demonstrate skills in eating hard to handle or unusual foods (*)
- Demonstrate knowledge of My Plate nutritional guidelines and foods in each category
- Choose foods to eat from each category of the food pyramid
- Locate items in place setting in unfamiliar environment with minimal assistance
- Read a menu and make a selection
- Follow all procedures at a variety of fast food restaurants with minimal assistance (*)
- Follow procedures at restaurants having waiters or waitresses with minimal assistance (*)
- Follow procedures in commercial cafeteria and buffet lines with minimal assistance (*)

Cooking/Meals: Exiting Middle School

New Skills

- Set kitchen timer with assistance (built-in stove timer, electronic device, adaptive timer, etc.)
- Use a variety of small appliances with minimal assistance (blender, mixer, hot shot, etc.)
- Use adaptive kitchen devices with minimal assistance (auto flip spatula, liquid level indicator)
- Plan and prepare a balanced meal from the basic food groups (+)
- Independently use a variety of kitchen appliances
• Independently cut meat
• Independently prepare vegetables (chop, dice, etc.)
• Use all food preparation utensils appropriately (+)
• Use stove/oven with supervision
• Use broiler with assistance
• Transfer hot liquids with minimal assistance
• Assist with grocery shopping
• Write out and follow a shopping list
• Shop for items for a planned meal with assistance
• Store and label (as needed) items for a planned meal with assistance
• Develop an electronic or paper recipe file
• Determine appropriate disposal of food items
• Identify spoiled food
• Observe expiration dates
• Discuss the difference between sell by and use by dates
• Report shelf life of common foods

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
• Get drink independently (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.)
• 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
• 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 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
• Store food appropriately (correct container, cupboard vs. refrigerator)
• Place food in appropriate locations
• Gather necessary items for a snack (recipe, etc.)
• Independently prepare a simple snack (sandwich, cereal, etc.)
• Use toaster/microwave to make simple snacks
• Make a sandwich/lunch independently (get supplies, make, put away, clean up, etc.)
• Pack own lunch
• Use kitchen tools with supervision
• Cook using stove/oven with assistance
• Independently use a variety of small appliances (blender, hot shot, etc.)
• Prepare simple meal with assistance
• Independently follow a simple recipe
• Label food/drink items with assistance
• Discuss food safety and sanitation guidelines (food bacteria, etc.)
• Identify items within each category of the food pyramid/my plate nutritional guidelines
• Discuss healthy vs. non-healthy food choices

**Household Chores:Exiting Middle School**

**New Skills**

• Independently wash/dry/put away dishes
• Assist with yard work (weeding, raking, shoveling snow, watering plants, etc.)
• Assist with cleaning stove and refrigerator on a regular basis (+)
• Care for pet(s) with minimal assistance (walk, feed, etc.)
• Take household trash to trash receptacle
• Take out trash to curb

**Prior Skills**

• Pick up/put away own toys
• Clean counter/mirrors/windows
• 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 plant
• Perform household chores regularly
• Identify recyclable items
• Feed/ water family pets
• Independently clean countertop
• Use broom/dust pan/vacuum to clean floor
• Mop floors with assistance
• Clean bathroom with assistance (tub, shower, sink, toilet, counters, mirror)
• Dust/ polish furniture
• Operate household appliances with supervision (vacuum, dishwasher, blender, coffeemaker, etc.)
• Set table for family (plates, silverware, napkin, cup)
• Clear table after meal
• Place clean silverware in proper place
• Scrape own plates into garbage can/disposal
• Independently stack dishes
• Unload dishwasher and put items away with minimal assistance
• Load dishwasher, add dish soap and turn on
• Check to make sure that dishes are clean before putting away
• Clean stove/microwave/small appliances with assistance
• Straighten own bed daily (pull up sheets and blankets)
• Independently remove sheets/bedding
• Independently make bed that has been stripped
• Clean own bedroom (toys, clothes, etc.)

**Basic Household Repairs: Exiting Middle School**

**New Skills**

- Change batteries in flashlight/smoke detector, etc.
- Assist in minor home repairs (use screwdriver, pliers, hammer etc.)
- Hang pictures/curtains, etc. with assistance

**Prior Skills**

- Identify when batteries need to be changed on personal items
- Identify different types of batteries
- Know battery size for personal items (electronic devices, remotes, calculators, etc.)
- Know what common hand tools are used for
- Perform simple home repairs with minimal assistance (change light bulbs, etc.)
- Exposure to painting room/item (taping, rollers, brushes, etc.)

**Laundry Skills: Exiting Middle School**

**New Skills**

- Independently sort laundry
- Independently fold, hang up, put away laundry
- Use coin operated and/or card operated laundry machines
- Hand wash and line dry delicate items with assistance (*)
- Search for and download color identification apps on cell phone or tablet with supervision
- Use color identification apps on cell phone or tablet with supervision

**Prior Skills**

- Identify if clothes are inside out
- Fold simple flat items
- Begin to check clothes for stains, rips, missing buttons with assistance
- Place soiled clothing with other clothing to be washed
- Independently match socks
- Independently fold/hang up clothes (fix if inside out)
- Identify stain, add stain remover
- Put clothes away in proper location
- Name own clothing/shoe size (*)
- Store jewelry in an organized manner (*)
- Clean closet/dressers, remove clothing that is too small or out of season
- Wash/dry clothing completing all necessary steps with supervision
- Explain the proper use of common cleaning supplies for clothes
Label or adapt clothing as needed with assistance (*)
Exposure to using an iron and alternative wrinkle removing techniques
Identify if an article of clothing needs repair

Organizational Skills: Exiting Middle School

New Skills
- Use tactile/large print marking system with minimal assistance
- Demonstrate methods/techniques for effectively organizing personal space (+)
- Use school assignment book on a daily basis to keep track of school assignments
- Complete/turn in assignments on time
- Determine daily class materials/needs (book volume, notetaker, magnifier, etc.)
- Order own educational/leisure materials well in advance (books, other equipment, etc.) (+)
- Clean/organize contents of a tote bag, purse, backpack or wallet
- Pack for a weekend trip with supervision

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, and close backpack
- Use simple labeling system to identify preferred food items with assistance (juice box, cereal, etc.)
- Continue to develop a personal labeling system
- Participate in development of tactile/large print marking system (stove, microwave, washer, dryer etc.)
- Differentiate between different yet similar items by labeling (soft drinks, cereal, etc.)
- Use labeling system for personal items (home/school)
- Assemble materials in a systematic manner (papers, books, chargers, etc.)
- Explain the need for keeping items organized
- Organize school materials
- Help organize kitchen/bathroom cabinets with assistance

Safety/Emergency Procedures: Exiting Middle School

New Skills
- Identify common emergency situations in which injury or illness may occur, and demonstrate actions to take (*)
- Discuss and demonstrate safety procedures, (home/school, strangers, poisoning, choking, etc.)
- Safely store and use household chemicals (+)
- Demonstrate safe practices in using electricity/gas (+)
- Demonstrate basic sanitation practices (+)
- Demonstrate how to use items in a first aid kit (*)
- Describe or demonstrate ways to care for people who are sick with common illnesses (*)
• Gain an awareness of internet dangers
• Discuss safety procedures with searching for and downloading apps
• Discuss information that is safe vs. unsafe to share on social media, text messages, and the internet
• Demonstrate safety procedures when surfing the internet

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.
• Know how to swim
• 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, lock doors, awareness of surroundings, 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.)
• Make a list of telephone numbers to call in an emergency (police, fire, poison control, grandparents, neighbors, etc.)
• Discuss fire safety procedures (candle, hot stove, 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
• Explain what constitutes an emergency (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.)
• Monitor UV Index forecast and apply sunscreen as appropriate 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
• Identify what exit to take in different parts of home in the event of an emergency
• Practice exiting building/home when fire alarm, carbon monoxide, smoke detector goes off
• Plan for emergency (meeting place outside, etc.)

Telephone Skills: Exiting Middle School

New Skills

• Demonstrate ways to obtain phone numbers (directory assistance, internet, etc.)
• Check/record messages on answering machine/voicemail on cell phone
• Independently record phone messages/leave voice message
• Independently operate cell phone
• Maintain a personal directory of important numbers

Prior Skills

• Know own telephone number
• Independently use phone to call friends, relatives, etc.
• Independently use cell phone to send and receive text messages.
• Exposure to voice over and/or speech recognition assistance (ex. Siri)
• Search for and download apps with supervision
• Dial 9-1-1
• Call/order take out/delivery of food with supervision

Time Concepts: Exiting Middle School

New Skills

• Plan/follow daily schedule
• Use calendar or other management system to schedule keep track of classes, appointments, etc.
• Tell time to the minute (analog, digital, Braille, etc.)
• Independently use alarm clock/alarm on cell phone
• Independently use watch or cell phone to determine time

Prior Skills

• Understand calendar concepts (days, weeks, months, etc.)
• 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 (*)
• 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 (*)
• Tell the day of the week when certain activities happen (gym, music, cub scouts, swimming lessons, etc.)
• Explain school schedule (starting/end time, successive order of classes/activities, etc.)
• Estimate length of time for familiar activities (*)
• Set priorities for managing time with supervision

Money Skills: Exiting Middle School

New Skills

• Use coin operated machines (vending machine, gumball machine, etc.)
• Make small purchases (dollar store, fast food, etc.)
• Know the difference between refund/store credit
• Fold money for identification/retrieval (+)
• Organize money in wallet
• Manage money at level commensurate with peers (+)
• Verify value of bills received from strangers (+)
• Estimate total cost of purchases (+)
• Accompany family to bank/ATM
• Explain services provided by banks/credit unions
• Open savings account
• Participate in making decisions about the use of own savings account (+)
• Describe the difference between checking/savings account (+)
• Search for and download money identification apps on cell phone or tablet with supervision
• Use money identification apps on cell phone or tablet with supervision

Prior Skills
• Sort/name coins
• Understand money is needed to buy things
• Accompany family to a variety of different stores (clothing, grocery, hardware, etc.)
• Identify coins by value
• Use techniques to identify paper money
• Demonstrate awareness that items have different monetary values (*)
• Discuss taxable/nontaxable items
• 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
• Give exact amount for purchase
• Count change/make sure it is correct
• Determine if you have enough money to make purchase
• Identify attributes wanted in an item and check for those attributes when purchasing at item (*)
• Arrange to earn money by performing tasks (*)
• Schedule enough chores/jobs to earn a specified amount of money (*)
• Return item to store for refund/exchange
• Use gift card/certificate to make a purchase
• Explain differences/similarities between credit card/debit card

Personal Information: Exiting Middle School

New Skills
• Describe personal eye condition
• Describe how eye condition impacts daily activities
• Describe to whom/when it is safe/not safe to divulge personal information

Prior Skills
• Know full name, age, birthday
• Know complete address (including state and zip code)
• State full name, age, birthday of parent(s)/guardian(s) and siblings
• 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.)
• Name extended family members (grandparents, aunts, cousins, etc.)
• State where extended family members live (city, state, etc.)
• State parent(s)/guardian(s) work/cell phone number(s)
• Name friends (first and last name) and where they live

Medical/Health Care: Exiting Middle School

New Skills

• Identify own medication(s)
• Actively participate in eye exam
• State names(s) of own doctor(s)
• Demonstrate medical procedures for strangling, choking, poisoning, etc.
• Participate in babysitting class

Prior Skills

• Explore common medical equipment (stethoscope, thermometer, etc.)
• Discuss medication/vitamin safety (administered by adult, not candy, 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
• Demonstrate good posture and identify what is poor posture (*)
• Swallow hard tablets/capsules (*)
• Describe symptoms of injury/illness to adult (*)
• Identify locations to purchase/receive medications (pharmacy, school, nurse, etc.)
• Explain why adult supervision is required prior to taking medications
• Discuss safety rules associated with medicine (*)
• Discuss substances that can be harmful for a person’s body (*)
• Discuss the negative effects of the use of tobacco, alcohol, marijuana and other illegal drugs
• Identify people to contact for help with problems or questions about substance abuse (*)
• Demonstrate ways of dealing with peer pressure to use alcohol, tobacco, marijuana, or other illegal or non-prescribed drugs (*)
• Use a scale to determine own weight (*)
• Identify common emergency situations in which injury or illness may occur
• Demonstrate actions to take in common emergency situations
• Demonstrate how to use items in a first aid kit (*)
• Awareness of positive health habits to maintain a healthy lifestyle/ weight

Social Skills: Exiting Middle School

New Skills

• Participate in school activities
• Participate in extra-curricular/community activities
• Use appropriate facial expressions (+)
• Use conversational gestures, as appropriate, during ordinary conversations (+)
• Volunteer to work at school events (+)
• Demonstrate appropriate personal space

Prior Skills

• 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
• Demonstrate ability to take turns/share
• Appropriately initiate conversation with adults/peers
• Describe attributes of a good friend
• Practice strategies to initiate/maintain friendships (send text messages, connect on social media, call on telephone, invite over to home, attend social gatherings/events, etc.)
• Demonstrate ways to reciprocate to friends
• Participate with peers in a variety of games
• Discuss right/wrong thing to do in different social situations
• Discuss ways to deal with peer pressure (lying, stealing etc.)
• Discuss ways to compliment others
• Discuss ways to deal with bullying
• Initiate friendships (invite over to home, invite to movie, etc.)

Self-Advocacy: Exiting Middle School

New Skills

• Understand when assistance is needed
• Express personal preferences for reading media/aids for specific subjects (math, social studies, etc.) (+)
• Receive/return books/adaptive devises with assistance
• Demonstrate knowledge of agencies for obtaining adapted books/ resources (Rose Project, Newsline, etc.)
• Contact/arrange for Braille/Large Print texts for one subject area with assistance (+)
• Appropriately ask for clarification when seeking information
• Explain to peers how own visual impairment requires a need for assistance in certain situations (+)
• Demonstrate assertiveness without being aggressive in conversations
• Discuss how personal decisions are based on own set of values (+)
• Participate in own IEP

Prior Skills

• Phrase request as a question
• Use excuse me to interrupt others
• Ask for assistance when needed
• Tactfully refuse assistance when not needed (*)
• Reciprocate assistance from volunteers (*)
• Discuss available resources (library, electronic libraries, school personnel, 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
• Take responsibility for own success in school (no excuses, ask for help, etc.)
• Describe activities which are difficult due to visual impairment
• Determine how materials can be adapted
• Describe how simple environmental modifications can be made to increase independence (*)
• Use/care for complex adaptive devices (*)
• Explain the purpose of related services that are being received (*)
• Discuss where various adapted materials/equipment are purchased and participate in obtaining them (*)
• Write own signature (*)
• Demonstrate a thorough understanding of own etiology and visual abilities
• Inform others of own special needs in a variety of situations (*)

Orientation & Mobility: Exiting Middle School

New Skills

• Introduction to optical aids (spectacle mounted scopes, etc.)
• Use cardinal directions
• Independently use landmarks/clues
• Describe familiar small business area (+)
• Determine appropriate time to cross complex intersections with signal lights (MI Outcomes)
• Give directions to/from place of choice (mall, friend’s home, etc.)
• Give appropriate instruction for sighted guide technique
• Use tactile/large print maps
• Demonstrate appropriate skills for sliding doors, escalators, elevators, revolving doors, etc.
• Incorporate all acquired orientation and mobility skills for travel in unfamiliar areas
• Independently solicit assistance to gather additional information about product
• Independently ask for directions
• Independently restate/clarify directions
• Independently follow directions
• Exposure to GPS on cell phone, tablet, or other device
• Input an address or intersection into a GPS device or application

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 enter/exit school bus
- Independently/safely open/door vehicle (awareness of environment and safety concepts)
- Independently push chair under table
- Use appropriate gait when walking
- Hold object while walking (tray, cup, toy, etc.) (#)
- Identify familiar environmental sounds (#)
- Follow one-step commands (#)
- 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
- Navigate school lunch line with assistance
- Locate dropped objects with minimal assistance
- Know location of important places
- Determine appropriate time to cross street in residential area
- Independently cross a residential street
- Identify street names/landmarks along commonly traveled routes
- Demonstrate use of mental maps (if I am here, what is across the room, layout of classroom, etc.)
- Discuss/expose to different intersections
- Discuss/expose to traffic patterns
- 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
- Identify various intersections
- Identify parallel/perpendicular traffic
- Identify differences between landmarks/clues
- Exposure to intersections with signal lights (walk/don’t walk, traffic patterns, etc.)
- Cross intersections with signal lights with assistance
- Name major cross streets by home
- Use appropriate cane skills
- Identify location of items in store(s) (produce section, frozen foods, clothing, housewares, etc.)
- Use maps of familiar locations
- Give directions home from familiar places (school, mall, etc.)
- Exposure to public transportation
- Independently use low vision aides