

Michigan Independent Living Skills Guide Exiting Preschool

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 Preschool

- Describe clothing on self (color, stripes, t-neck, textures, designs, jeans vs dress clothing)
- Dress self (snaps, zips, buttons, and buckles, right side out, etc.)
- 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 Preschool

- Indicate need to use toilet
- Ensure privacy when using toilet
- Use toilet without accidents
- Wash hands (water on/off, soap)
- Use a variety of towel dispensers/blowers
- Use tissue to wipe and blow nose
- Participate in combing/brushing hair
- Brush teeth with verbal assistance (get brush and toothpaste, apply toothpaste, brush teeth, rinse, put toothbrush and toothpaste away)
- Wash own body parts with verbal assistance
- Apply lotion/sunscreen to self with assistance
- Clean own eyeglasses with verbal assistance
- Wash face with verbal assistance
- Participate in drying own body after bath/shower (*)
- Participate in towel drying of hair

Eating Skills: Exiting Preschool

- 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
- Begin learning techniques for using a drinking fountain
- Peel bananas, oranges, other fruit with minimal assistance
- Begin learning spreading and cutting (using table knife, lettuce knife)
- Pour (drinks, bowl of cereal)
- 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 Preschool

- 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.)
- 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.)
- 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, stirring, spreading, etc.)

Household Chores: Exiting Preschool

- 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
- Pick up own bedroom with assistance (clothes, toys, etc.)
- Put dishes in dishwasher with assistance
- Clean counter/mirrors/windows with assistance
- Use locks/keys with assistance
- Make own bed with assistance (pull up covers/sheets)
- 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 household items are stored

Basic Household Repairs: Exiting Preschool

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

Laundry Skills: Exiting Preschool

- Participate actively with adult: sort laundry, check pockets, add detergent, place clothes in washer, turn on, transfer to dryer, decide if dry, remove from dryer
- Fold simple flat items with assistance (wash cloth, etc.)
- Fold shorts/shirts with assistance
- Match socks with assistance
- Hang clothes on hangers with assistance
- Put own clothes away with assistance
- Begin to check clothes for stains, rips, missing buttons with assistance
- Put dirty clothes in appropriate place (*)
- Identify if clothes are inside out

Organizational Skills: Exiting Preschool

- 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 Preschool

- 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
- Awareness and ability to recognize various sirens (tornado, lock down, etc.)
- Practice what to do when alarm(s)/siren(s) go off
- Practice dialogues when calling 9-1-1 with assistance
- Know full name, age, birthday
- Know parents' full name
- Describe own parents with assistance (hair color, etc.)
- Discuss medication/vitamin safety (administered by adult, not candy, etc.)

Telephone Skills: Exiting Preschool

- Answer phone (say hello)
- Converse with familiar people on phone
- Use cell phone/landline to call familiar person with assistance
- Practice dialing 9-1-1 with assistance
- Know parent's cell phone numbers with assistance
- Leave a message with assistance

Time Concepts: Exiting Preschool

- 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 (*)
- Beginning awareness of relative length of time (*)
- Use time words (yesterday, last night, tomorrow, etc.)
- Know major holidays and month they fall in

Money Skills: Exiting Preschool

- 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.)
- Discuss what can be purchased in different stores

Personal Information: Exiting Preschool

- Know full name, age, birthday
- Know parent(s)/guardian(s) full name
- State address (at least street/city)
- Discuss parent(s)/guardian(s) vehicle type/color
- Name other family members (parent(s), siblings, etc.)

Medical/Health Care: Exiting Preschool

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

Social Skills: Exiting Preschool

- Exiting Preschool
- 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

Self-Advocacy: Exiting Preschool

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

Orientation & Mobility: Exiting Preschool

- 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
- Use basic safety/protective techniques with reminders
- Use adaptive mobility device/cane with reminders
- Enter/exit car, bus, etc. with assistance
- Engage/disengage own car seatbelt
- Independently push chair under table
- Locate dropped object with assistance
- 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 (#)
- Awareness of right/left directional concepts
- Awareness of environmental clues/landmarks
- Introduction to monocular