

# Michigan Independent Living Skills Guide

## Exiting Middle School

### Dressing Skills

#### Exiting Middle School

- Describe clothing on self (color, stripes, t-neck, jeans vs. cords)
- 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.)
- Tie own shoes (always on correct feet)
- Lace shoes
- 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.)
- Independent in 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
- Label or adapt own clothing to aid in care/selection
- Independently choose clothing
- Begin to participate with clothing purchases
- Independently put on tights
- Know sizes of own clothing
- Organize wardrobe for independent identification
- Maintain order of personal items
- 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 a jock strap

# Hygiene

## Exiting Middle School

- 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
- 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
- Run water for bath/shower (need to begin gaining skills about amount of water in tub, temperature of water, etc.)
- Wash own body parts
- Shampoo own hair
- Towel dry own hair (\*)
- Dry hair using hair dryer
- Use hair accessories (\*)
- Comb own hair
- Independently use hair dryer and curling/flat iron
- Comb and style own hair (with assistance in styling) (+)
- 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
- Use mouthwash
- Use dental floss on a daily basis
- Put on Band-Aid
- Clean outer part of ear with cotton swab (\*)
- 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
- Participate in discussions pertaining to maturation
- 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.)

## **Eating Skills**

### Exiting Middle School

- 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 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)
- Pour independently
- Independently spread using butter/lettuce knife
- Use butter knife and fork to cut soft food items (bananas, hotdogs, etc.)
- Use serrated knife for hard to cut foods (beef, chicken, etc.)
- Cut food with side of fork/spoon as appropriate (\*)
- Use correct utensils for eating
- 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
- Eating 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.)
- Demonstrate skills in eating hard to handle or unusual foods (\*)
- Demonstrate knowledge of food pyramid/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 (\*)
- 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.)
- Use a variety of condiments from different types of containers
- 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

# Cooking/Meals

## Exiting Middle School

- 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
- 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 minimal 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
- 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
- Plan and prepare a balanced meal from the basic food groups (+)
- 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
- 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 a 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

# Household Chores

## Exiting Middle School

- Pick up/put away own toys
- Set table for family (plates, silverware, napkin, cup)
- Clear table after meal
- Place clean silverware in proper place
- Clean counter/mirrors/windows
- Open/close cabinet doors
- Hang towel on hook/rack
- Scrape own plates into garbage can/disposal
- 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
- Straighten own bed daily (pull up sheets and blankets)
- Independently remove sheets/bedding
- Independently make bed that has been stripped
- Independently stack dishes
- Independently wash/dry/put away 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
- Independently clean countertop
- Clean stove/microwave/small appliances with assistance
- 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
- Clean own bedroom (toys, clothes, etc.)
- Operate household appliances with supervision (vacuum, dishwasher, blender, coffeemaker, etc.)

- 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

## **Basic Household Repairs**

Exiting Middle School

- Identify when batteries need to be changed on items they personally use
- Identify different types of batteries
- Know battery size for personal items (radios, toys, etc.)
- Change batteries in flashlight/smoke detector, etc.
- Know what common hand tools are used for
- Perform simple home repairs with minimal assistance (change light bulbs, etc.)
- Assist in minor home repairs (use screwdriver, pliers, hammer etc.)
- Hang pictures/curtains, etc. with assistance
- Exposure to painting room/item (taping, rollers, brushes, etc.)

## **Laundry Skills**

Exiting Middle School

- 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 with minimal assistance
- 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



- Independently sort laundry
- Determine size/color of load, select settings with assistance
- Measure/add laundry detergent
- Turn on washer
- Remove clothes from washer, place in dryer
- Check lint tray, add fabric softener sheet
- Select proper heat/time settings, start dryer
- Determine if clothes are dry
- Independently fold, hang up, put away laundry
- Explain the proper use of common cleaning supplies for clothes
- Label or adapt clothing as needed with assistance (\*)
- Exposure to using an iron
- Identify if an article of clothing needs repair
- Exposure to coin operated laundry machines
- Hand wash and line dry delicate items with assistance (\*)

## **Organizational Skills**

### Exiting Middle School

- 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.)
- 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)
- Use tactile/large print marking system with minimal assistance
- Assemble materials in a systematic manner (papers, tapes, books, etc.)
- Demonstrate methods/techniques for effectively organizing personal space (+)
- Use school assignment book on a daily basis
- Complete/turn in assignments on time

- Determine daily class materials/needs (book volume, notetaker, magnifier, etc.)
- Order own educational/leisure materials well in advance (tapes, books, other equipment, etc.) (+)
- Explain the need for keeping items organized
- Organize school materials
- Help organize kitchen/bathroom cabinets with assistance
- Clean/organize contents of a tote bag, purse, backpack or wallet
- Pack for a weekend trip with supervision

## **Safety/Emergency Procedures**

### Exiting Middle School

- 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 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.)
- Practice exiting building/home when fire alarm, carbon monoxide, smoke detector goes off
- 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
- 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.)
- Know how to swim
- Make a list of telephone numbers to call in an emergency (police, fire, poison control, grandparents, neighbors, etc.)
- 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

## **Telephone Skills**

Exiting Middle School

- Know own telephone number
- Demonstrate ways to obtain phone numbers (directory assistance, phone book, etc.)
- Independently use phone to call friends, relatives, etc.
- Dial 9-1-1

- Check/record messages on answering machine
- Independently record phone messages
- Independently operate cell phone
- Independently use pre-paid phone card
- Independently make collect call
- Independently use pay phone
- Call/order take out/delivery of food with supervision
- Maintain a personal directory of important numbers

## **Time Concepts**

### Exiting Middle School

- 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 day of the week 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 (\*)
- Plan/follow daily schedule
- Use calendar or other management system to schedule classes, appointments, etc.
- Set priorities for managing time with supervision
- Tell time to the minute (analog, digital, Braille, etc.)
- Independently use alarm clock
- Independently use watch on regular basis

# Money Skills

Exiting Middle School

- Sort/name coins
- Understand money is needed to buy things
- Use 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 to identify paper money
- Estimate amount of purchase with assistance
- Demonstrate awareness that items have different monetary values (\*)
- Discuss taxable/nontaxable items
- Make small purchases (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
- 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
- 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
- Know the difference between refund/store credit
- Use gift card/certificate to make a purchase
- 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 differences/similarities between credit card/debit card
- 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 (+)

## **Personal Information**

### Exiting Middle School

- Know full name, age, birthday
- State full name, age, birthday of parent(s)/guardian(s) and siblings
- 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 complete address (including state and zip code)
- 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
- Describe personal eye condition
- Describe how eye condition impacts daily activities
- Describe to whom/when it is safe/not safe to divulge personal information

# Medical/Health Care

## Exiting Middle School

- Explore common medical equipment (stethoscope, thermometer etc.)
- Discuss medication/vitamin safety (administered by adult, not candy, etc.)
- 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
- 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 (\*)
- Identify own medication(s)
- 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
- Actively participate in eye exam
- State names(s) of own doctor(s)
- Demonstrate medical procedures for strangling, poisoning, etc.
- Participate in babysitting class

## **Social Skills**

Exiting Middle School )

- 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
- Discontinue inappropriate self touching
- Demonstrate ability to take turns/share
- Appropriately initiate conversation with adults/peers
- 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
- 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.)
- 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

## **Self-Advocacy**

### Exiting Middle School

- Phrase request as a question
- Use excuse me to interrupt others
- Understand when assistance is needed
- Ask for assistance when needed
- Tactfully refuse assistance when not needed (\*)
- Reciprocate assistance from volunteers (\*)
- 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
- Demonstrate basic understanding of own etiology/visual abilities (\*)
- 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 (\*)
- Express personal preferences for reading media/aids for specific subjects (math, social studies, etc.) (+)

- Receive/return books/tapes/disks with assistance
- Demonstrate knowledge of agencies for obtaining adapted books/ resources (Rose Project, Newslines, 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 (+)

## **Orientation & Mobility**

### Exiting Middle School

- 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
- Walk up/down stairs safely
- Hold object while walking (tray, cup, toy, etc.) (#)
- Identify familiar environmental sounds (#)
- Follow one-step commands (#)

- Awareness 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
- Determine appropriate time to cross street in residential area
- 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
- Use map of familiar location with assistance
- Identify different types of curbs (cut-out, blended, etc.)
- 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
- 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
- Independently cross a residential street
- 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
- Introduction to optical aids (spectacle mounted scopes, etc.)
- Introduction to electronic aids (BNGPS, 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