Michigan Independent Living Skills Guide
Exiting 12th Grade

Preface

This checklist has been developed to address the unique needs of children with visual impairments. The checklist is not a curriculum but has been designed as a tool to facilitate a progression of skills for visually impaired children.

Note: Some items in this checklist have come from other books and lists. They are referenced by the following symbols:


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Dressing Skills: Exiting 12th Grade

New Skills

• Independently select and match clothing (includes ironing)

Prior Skills

• 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.)
• 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
• 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
• 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
• Tie a necktie or a bow tie
• Select and wear accessories for outfit (jewelry, pantyhose, tights, etc.)

Hygiene: Exiting 12th Grade

New Skills

• Independently care for all personal hygiene needs

Prior Skills

• Ensure privacy when using toilet/urinal
• 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) (+)
• Use hair styling products or techniques to maintain hair style
• Independently ensure his/her appropriate grooming and appearance throughout the day
• Explore hair styles and communicate desired cut to a hairdresser
• Identify when a haircut is needed and perform necessary steps to obtain one
• Enlist assistance to determine a functional/appropriate hairstyle (not in face, etc.)
• Independently run bath/shower
• Drain tub
• Use a variety of sinks, showers and tubs
• 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
• Polish 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.)
• Tweeze own eyebrows
• Participate in discussion of hair removal techniques
• Use appropriate amounts of cosmetic lotions, creams, perfume or cologne
• Choose own clothes/outfits
Eating Skills: Exiting 12th Grade

New Skills

- Independently cut food using appropriate utensils (serrated knife, sides of fork/spoon, etc.)

Prior Skills

- Use appropriate utensil to feed self
- Appropriately and independently use a knife and fork for cutting foods
- Always chew with mouth closed
- Use napkin to wipe mouth and hands without reminders
- 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 a drink
- Independently spread using butter/lettuce knife
- Use butter knife and fork to cut soft food items (bananas, hotdogs, etc.)
- Use correct utensils for eating
- Independently pass and serve self from a variety of serving 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 with assistance (restaurant, etc.)
- Demonstrate skills in eating hard to handle or unusual foods (*)
- Demonstrate appropriate social skills when eating unusual/hard to handle foods (tacos, spaghetti, etc.)
- Demonstrate knowledge of My Plate nutritional guidelines and foods in each category
- Choose foods to eat from each category of the My Plate food group
- Locate items in place setting in unfamiliar environment
- Locate unusual items in place settings (dessert fork, salad fork, etc.)
- Read a menu and make a selection
- Follow all procedures at a variety of fast food restaurants 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 minimal assistance
• Use soft drink dispenser at a fast food restaurant
• Independently follow all procedures at restaurants having waiters and waitresses
• Follow procedures in commercial cafeteria and buffet lines (advocate for making own food choices)
• Utilize salad, entrée and dessert plates in a buffet line
• Independently open a variety of food containers and wrappers

Cooking/Meals: Exiting 12th Grade

New Skills

• Independently utilize all kitchen appliances (microwave, toaster, stove, can opener, etc.)
• Independently shop for meals
• Demonstrate kitchen safety/sanitation techniques
• Demonstrate the appropriate methods for food storage (thawing, freezing, discarding, etc.)

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
• 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 independently
• Independently use a variety of small appliances (blender, hot shot, etc.)
• Prepare simple meal
• Plan and prepare a balanced meal from the basic food groups (+)
• Independently follow a simple recipe
• Plan and prepare food for special occasions/outings with assistance
• Identify items within each category of the 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 (+)
• Transfer hot liquids with minimal assistance
• Fill serving dishes from pots and pans with minimal assistance
• Use potholders/mitts/trivets when serving hot dishes
• Assist with grocery shopping
• Write out and follow a shopping list
• Compare the quality/quantity/cost of grocery items
• 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
• Identify/develop efficient methods for organizing and storing food/kitchen items
• Set kitchen timer (built-in stove timer, electronic device, adaptive timer, etc.)

Household Chores: Exiting 12th Grade

New Skills

• Independently care for pet(s) (walk, feed, etc.)

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 plants
• Perform household chores regularly
• Identify recyclable items
• Feed/ water family pets
• Independently clean countertop
• Use broom/dust pan/vacuum to clean floor
• Independently mop floors
• Independently clean own bathroom
• Dust/ polish furniture
• Clean walls and woodwork with minimal assistance
• Clean own bedroom (toys, clothes, etc.)
• Perform household cleaning chores regularly (make bed daily, wash clothes weekly, 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 (+)
• Take household trash to trash receptacle
• Take out trash to curb
• Regulate the temperature within the house in a safe manner (open/close windows/doors as needed)
• Set table for family (plates, silverware, napkin, cup)
• Set formal and informal place settings
• Clear table after meal
• Place clean silverware in proper place
• Scrape own plates into garbage can/disposal
• 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
• 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

Basic Household Repairs: Exiting 12th Grade

New Skills

• Correctly identify tool needed for repair (differences between screwdrivers, when to use a wrench, hammer, etc.)

Prior Skills

• Identify when batteries need to be changed on personal items
• Identify different types of batteries
• Know battery size for personal items (radios, remotes, calculators, etc.)
• Change batteries in flashlight/smoke detector, etc.
• Perform simple household repairs (change light bulb, unclog sink etc.)
• Hang pictures/curtains, etc. with assistance
• Assist with painting room/item (taping, rollers, brushes, etc.)

Laundry Skills: Exiting 12th Grade

New Skills

• Independently use coin and/or card operated laundry

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 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
• Independently wash/dry own clothes
• Independently sort laundry
• Independently fold, hang up, put away laundry
• Use an iron or alternative wrinkle removing techniques
• Identify if an article of clothing needs repair
• Hand wash and line dry delicate items
• Demonstrate the safe and proper use of common cleaning supplies for clothes
• Identify stains and use appropriate techniques and products to remove them
• Store clothes in closets/dressers in an organized manner
• Mend or use alternate methods for repairs
• Consider a variety of factors when deciding on clothing purchases (styles, cost, size, frequency of use, etc.)
• Know complimentary colors and styles
• Select/purchase articles of clothing, foot wear, accessories, etc.
• Label/adapt clothing as needed to aid in clothing care or selection
• Plan and update own wardrobe
• 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

Organizational Skills: Exiting 12th Grade

New Skills

• Identify/use most effective labeling system for self
• Independently organize clothes for seasonal use

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, DVDs, books, chargers, etc.)
• 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.) (+)
• Explain the need for keeping items organized
• Organize school materials
• Help organize kitchen/bathroom cabinets
• Clean/organize contents of a tote bag, purse, backpack or wallet
• Pack suitcase for an extended stay
• Organize belongings for next day (clothes, school/work materials, etc.)
• Organize closets/dressers
• Demonstrate organizational skills in daily activities

Safety/Emergency Procedures: Exiting 12th Grade

New Skills

• Identify personal/financial information that should not be shared (social security number, PIN number for debit transactions, etc.)
• Know how to prevent fires and the appropriate people to call in case of emergency (fire, 9-1-1, etc.)
• Know/follow safety procedures for emergency situations with weather (tornado, hurricane, etc.)
• Demonstrate CPR
• Follow medicine label directions carefully to avoid accidental overdoses or misdoses
• Know how to prevent, recognize, respond to water emergencies

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, lock doors, awareness of surroundings, 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 (tornado, 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
• Demonstrate medication/vitamin safety (proper dosage, 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
• Demonstrate 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
• Wear/use appropriate clothing/accessories for sun exposure (hat, sunglasses, umbrella, sunscreen, etc.)
• Determine when to report a crime and demonstrate skills for doing so

Telephone Skills: Exiting 12th Grade

New Skills

• Program cell phone or use adaptive software with assistance
• Independently use voice over and/or speech recognition assistance (ex. Siri)
• Search for and download apps
Prior Skills

- Know own telephone number
- Independently obtain phone numbers using directory assistance, phone book, built-in voice recognition assistance software on cell phone (ex.Siri), etc.
- Independently use phone to call friends, relatives, etc.
- Independently dial phone including long distance
- Independently use cell phone to send and receive text messages.
- Dial 9-1-1
- Accurately record/check messages on voicemail on cell phone
- Independently take clear accurate phone messages
- Independently leave voice message
- Independently operate cell phone
- Call/order take out/delivery of food with supervision
- Maintain a personal directory of important numbers
- Create/use a contact list of frequently used numbers
- Know when to use alternate non-emergency phone numbers (211 or 311)
- Independently call/order take out/delivery of food
- Know phone keypad letter/number correspondence (2=ABC, 3=DEF, etc.)

Time Concepts: Exiting 12th Grade

New Skills

- Independently use a variety of clocks
- Independently use calendar for appointment setting
- Maintain a calendar of long range, personally scheduled activities

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 (*)
- Plan/follow daily schedule
- Use calendar or other management system to schedule classes keep track/schedule appointments, classes, events, etc.
- Set priorities for managing time with supervision
• Independently use alarm clock/alarm on cell phone
• Independently use watch or cell phone to determine time
• Plan/follow daily schedule
• Use calendar or other management system to schedule classes, appointments, etc.
• Independently set/use priorities for managing time
• Use variety of schedules (class schedule, bus schedule, etc)

Money Skills: Exiting 12th Grade

New Skills

• Use techniques to identify paper money (folding techniques, smartphone or tablet applications)
• Budget money for weekly expenses
• Independently manage own money
• Independently go to store/make purchase
• Open/manage own bank account(s) with assistance
• Balance, monitor checking/savings accounts electronically (online banking, text messages, etc.)
• Awareness of money management software

Prior Skills

• 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
• 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
• 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 (+)
- 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 (+)
- Use services provided by banks/credit unions with assistance
- Use ATM machine with assistance
- Use credit/debit card to make purchases
- Demonstrate how to endorse a check
- Develop budget for long range purchase
- Search for and download money identification apps on cell phone or tablet
- Use money identification apps on cell phone or tablet

**Personal Information: Exiting 12th Grade**

**New Skills**

- State/Know personal information (social security number, county, etc.)
- Fill out forms with personal information
- Apply for colleges/universities/work study programs
- Apply for financial aid

**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 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.)
- 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
- Write a resume
- Role play a job interview
- Complete a job application correctly
- Explore various colleges/universities/job training programs
- Explore various careers
- Explore impact of visual impairment on various careers
Medical/Health Care: Exiting 12th Grade

New Skills

• Know/state medications used for certain illnesses (headaches, cold, flu, etc.)
• Know personal medical insurance information
• Know/state hereditary family health issues
• Demonstrate CPR

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.)
• 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, choking, poisoning, etc.
• Participate in babysitting class
• Discuss safety procedures when babysitting
• Identify own medication(s)
• State names(s) of own doctor(s)
• Contact medical practitioner for care (dentist, ophthalmologist, etc.)
• Demonstrate medical procedures for strangling, poisoning, etc.
• Participate in babysitting class
• Contact American Red Cross regarding safety seminars
Social Skills: Exiting 12th Grade

New Skills

- Identify how different friends can meet different needs
- Discuss basic physical concept of sexual intercourse, conception, pregnancy, labor, birth, contraception, etc.
- Discuss sexually transmitted infections
- Describe methods of birth control
- Use assertive techniques in appropriate social situations
- Research/obtain information regarding personal safety

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
- Demonstrate strategies for making friends
- 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.)
- 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
- Use a wide variety of nonverbal behaviors to communicate more effectively
- Discuss how cultural difference may affect nonverbal communications and what the implications of these differences are for social interactions
- Know the pros/cons of following/not following laws, rules, and standards of behavior
- Discuss appropriate behavior in unfamiliar settings
- Anticipate potential problems and steps to solve them
- Discuss the rights/responsibilities of an individual in a relationship
- Identify dangers that can occur on dates
- Understand what is meant by “date rape”
- Explain what to do if attacked/raped on a date
Self-Advocacy: Exiting 12th Grade

New Skills

- Reciprocate assistance from volunteers (*)
- Ask for accommodations (large print, emailed assignment, etc.)
- Independently contact agencies/companies that sell adaptive technology
- Independently contact various adaptive technology companies for necessary repairs
- Discuss services provided by disability offices at post-secondary institutions

Prior Skills

- Phrase request as a question
- Use excuse me to interrupt others
- Discuss option of refusing assistance
- Understand when assistance is needed
- 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.)
- Write your own signature with assistance
- 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/devices 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
- Contact state/local agencies/organizations that provide services to the visually impaired
- Inform others about own impairment related needs in variety of situations
Demonstrate skills for giving sighted people information about people who are visually impaired
Use reader(s) with assistance
Explore ways to locate a reader
Ask for assistance when needed
Tactfully refuse assistance when not needed (*)

Orientation & Mobility: Exiting 12th Grade

New Skills

- Independently use/care for optical/electronic aids, etc.
- Use appropriate cane technique for environment/situation (two point touch, trailing, etc.)
- Independently cross complex intersections with traffic signals
- Independently use public transportation (bus, taxi, etc.)
- Independently travel in familiar environments
- Independently follow multi step directions
- Correctly identify signage on doors (Braille, raised letters, etc.)
- Independently operate GPS on cell phone, tablet, or other device

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 (#)
- 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
- Independently cross a residential street
- Navigate school lunch line with minimal assistance
- Locate dropped objects
- Know location of important places
- 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
- 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 (shorlining, appropriate arc, etc.)
- Identify various intersections
- Identify parallel/perpendicular traffic
- Identify differences between landmarks/clues
- 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)
- Determine location of service desk
- Independently locate items in familiar stores
- Introduction to guide dogs (skills needed, care of, etc.)
- Make necessary arrangements/preparations to go shopping
- Know the hours and days of operation for common businesses
- Input an address or intersection into a GPS device or application
