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 10th Grade

New Skills

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

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)
• Choose 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/seletion
• 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

Hygiene: Exiting 10th Grade

New Skills

• 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
• 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

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 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
• Clean and care for eye prosthesis
• Independently brush teeth
• Use mouthwash
Eating Skills: Exiting 10th Grade

New Skills

- 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

Prior Skills

- Use spoon and fork to feed self
- Appropriately and independently use a knife and fork for cutting foods
- 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
- 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 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 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 (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 my plate nutritional guidelines
- 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 (*)
• 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 minimal assistance
• Use soft drink dispenser at a fast food restaurant with assistance

### Cooking/Meals: Exiting 10th Grade

#### New Skills

• Identify/develop efficient methods for organizing and storing food/kitchen items

#### 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 with supervision
• Cook using stove/oven with assistance
• Prepare fried/grilled/broiled foods with minimal 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
• 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
• Set kitchen timer with assistance (built-in stove timer, electronic device, adaptive timer, etc.)
• 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
• Shop for items for a planned meal with assistance
• Compare the quality/quantity/cost of grocery items
• Develop an electronic or paper recipe file
• Determine appropriate disposal of food items
• Discuss food safety and sanitation guidelines (food bacteria, etc.)
• 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 10th Grade

New Skills

• Regulate the temperature within the house in a safe manner (open/close windows/doors as needed)

Prior Skills

• Pick up/put away own toys
• 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
• Perform household chores regularly
• Identify recyclable items
• Feed/ water family pets
• Straighten own bed daily (pull up sheets and blankets)
• 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
• 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.)
• Care for pet(s) with minimal assistance (walk, feed, etc.)
• Take household trash to trash receptacle
• Take out trash to curb
• Set table for family (plates, silverware, napkin, cup)
• Set formal and informal place settings
• Clear table after meal
• Place clean silverware in proper place
• 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
• Assist with cleaning stove and refrigerator on a regular basis (+)
• Straighten own bed daily (pull up sheets and blankets)
• Independently remove sheets/bedding
• Independently make bed that has been stripped
• Independently remove sheets/bedding

**Basic Household Repairs: Exiting 10th Grade**

**New Skills**

• Assist painting room/item (taping, rollers, brushes, etc.)
• Perform simple household repairs (change light bulb, unclog sink, unclog toilet, etc.)

**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.)
• Change batteries in flashlight/smoke detector, etc.
• Know what common hand tools are used for
• Assist in minor home repairs (use screwdriver, pliers, hammer etc.)
• Hang pictures/curtains, etc. with assistance
Laundry Skills: Exiting 10th Grade

New Skills

- 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

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 with minimal assistance
- Identify if an article of clothing needs repair
- Hand wash and line dry delicate items
- Use coin operated and/or card operated laundry with supervision
- 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 10th Grade

New Skills

- Help organize kitchen/bathroom cabinets with assistance
- 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
- Organize clothes for seasonal use 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)
- Use tactile/large print marking system with minimal assistance
- Assemble materials in a systematic manner (papers, chargers, books, 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 education/leisure materials well in advance (books, other equipment, etc.) (+)

Safety/Emergency Procedures: Exiting 10th Grade

New Skills

- 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

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 (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
- 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 when surfing the internet
• 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

**Telephone Skills: Exiting 10th Grade**

**New Skills**

• Know phone keypad letter/number correspondence (2=ABC, 3=DEF, etc.)

**Prior 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
• 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 10th Grade**

**New Skills**

- Independently set/use priorities for managing time
- Use variety of schedules (class schedule, bus schedule, etc)

**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 (physical education, 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 keep track of classes, schedule appointments, 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

**Money Skills: Exiting 10th Grade**

**New Skills**

- 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

**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
- 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
• 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 (+)
• 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

Personal Information: Exiting 10th Grade

New Skills
• Write a resume
• Role play a job interview
• Complete a job application
• Explore various colleges/universities/job training programs
• Explore various careers
• Explore impact of visual impairment on various careers

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

Medical/Health Care: Exiting 10th Grade

New Skills

• Contact American Red Cross regarding safety seminars

Prior Skills

• 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
• 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
Social Skills: Exiting 10th Grade

New Skills

• 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

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
• Demonstrate attributes among friends (call on telephone, invite over to home, etc.)
• 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
Self-Advocacy: Exiting 10th Grade

New Skills

- 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
- Contact agencies/companies that sell adaptive technology with minimal assistance
- Contact various adaptive technology companies for necessary repairs with minimal assistance

Prior Skills

- 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, 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 (*)
- Express personal preferences for reading media/aids for specific subjects (math, social studies, etc.) (+)
- Receive/return books/adaptive 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

Orientation & Mobility: Exiting 10th Grade

New Skills

• Introduction to public transportation (bus, taxi, etc.)
• 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

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
• 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
• 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.)
• 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 supervision
• 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
• Exposure to GPS on cell phone, tablet, or other device
• Input an address or intersection into a GPS device or application