



## ILS Module 4: Dressing Skills

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**Plan to have a planning meeting with the ILS team one month before the program.**

Planning meeting location:		Planning meeting date:
Event location:		
Event date:	Event start time:	Event end time:
Grocery store where items will be purchased:		

Who	What	By When	Completed?
	Send out action plan and meeting notes		
	Print nametags and braille nametags		
	Print task analysis and Halfway Way Survey		
	Put nametags in braille for lunch bags to go home		
	Contact braille production for braille copies for task analysis and homework		
	Grocery/online list for purchase		
	Email instructor about time and store address		
	Pick up groceries from store		

### Agenda (Fillable)

Time	Activity
	Staff should arrive 1.5 hours before the event for setup
	Families arrive, nametags, hand sanitizer, agenda, quick snack
	Introductions and Overview of Evening
	Break into groups for stations Station 1: Getting Dressed with Winter Clothing (30 mins) Station 2: Shoe Tying (30 mins) Station 3: Making Toast with Butter and Scooping (30 mins) or Making Soup (30 mins) Station 4: Making Soup from a Pre-Made Mix (90 mins)
	Station Rotations
	Station Rotations
	Wrap Up and End of Program

### Rotations (Fillable)

Group/Time	Group 1 (Preschool Boys)	Group 2 (Elementary Boys)	Group 3 (Middle School Girls)	Group 4 (High School Girls)
	STATION 1	STATION 2	STATION 3	STATION 4
	STATION 2	STATION 3	STATION 1	STATION 4
	STATION 3	STATION 2	STATION 1	STATION 4

## Groups (Fillable)

Group 1: Preschool	Group 2: Elementary	Group 3: Middle/High School

## Staff Agenda Overview

### Family Arrival and Snack

Have families come in, apply hand sanitizer, and then immediately meet with O&M instructor to orient to kitchen (microwave, cold toaster, garbage, and sink). Once complete, get quick snack (raisins, pretzels and seeds, and cheese stick)

### Introductions and Overview of Evening

(1 instructors)

1. Remind parents: It's okay if what the kids create is not perfect, and we need to let the kids try and also help correct it. Even sighted kids are not perfect on their first try, so let the kids take pride in what they've created on their own; it isn't about it looking perfect, it is about getting the concept down and practicing it.
2. Have the child grade their own effort and then the adult can give pointers on how to make it better. The child can give himself a score of 1-5 based on how he thinks he performed the task. Example of a rubric for self-analysis:
  1. I needed lots of hand-over-hand help.
  2. I needed verbal instruction the whole time.
  3. I only needed three or four reminders.
  4. I did it almost all without help, but the result was not very well done.
  5. I was completely independent, and the product turned out perfectly.
3. Discuss with parents what task analysis is and what that means.

**Station 1: Getting Dressed With Winter Clothing**

(1-2 instructors with volunteers to help, 30 minutes)

- Practice skills such as putting on coat, zipping, putting on gloves/mittens, hat, and snow pants if they have them. Teach young children flip-the-coat-over-the-head technique. Start zipper tab for young children and work with elementary children on placing zipper tab in zipper pull.
- Practice taking all clothing articles on and off. Practice taking boots on and off.

**Station 2: Shoe Tying**

(1 instructor with volunteers to help, 30 minutes)

- Instructor will have Task Analysis on Shoe Tying handout for each family.
- Identify left shoe from right shoe (parent can cut a small notch in the arch of the right shoe with a knife). Shoelace markers for walking club also work well for indicating left from right.

**Station 3: Making Toast with Butter and Scooping**

(1 instructor, 30 minutes)

- Instructor will review and demonstrate using the toaster, and then the parents will teach their child how to use the toaster and how to spread the butter on the toast.
- The students will then practice scooping soup from one bowl to another bowl with a soup ladle. You can practice this with water first to be sure the student is able to handle the activity without fear of burning himself.
- Lastly, the students will eat the soup and toast with butter.

**Alternate Activity: Making Soup**

(30 minutes)

- Use a microwaveable bowl. Open can and add water or milk if directions indicate. Stir. Microwave for 1-2 minutes, stir, and microwave 1-2 more minutes. Scoop from serving bowl to personal bowl.
- Add cheese, bacon bits, or sour cream by scooping out of separate bowl and placing into soup.
- Salt and pepper (Review how to set apart salt and pepper: Mark dominant container (salt) with rubber band).



**Station 4: Making Soup From a Pre-Made Mix**

(1 instructor, 90 minutes)

- Individual lesson with oldest student; work on this activity throughout the evening.
- Review alignment of the pot or teapot on the stove. Review how to set the stove and check for burners that are on. Review how to locate the handle.
- Making soup and serving: Use stove to boil water, pour contents and water into a slow cooker, set the slow cooker, and set the table.
- Dried soup (potato soup): Use Bear Creek soup mix or similar.

**Wrap Up and Homework**

- Hand out homework: Tie Your Shoes
- Task analysis, Halfway Way Survey
- Send home lunch bag with wax covered sticks and bump dots for marking the microwave

Grocery store where items will be purchased:

### Items to purchase at grocery store:

#### Groceries:

- ☐ 1 Bear Creek potato soup mix (8 servings)
- ☐ 1 8 oz bag cheddar cheese
- ☐ 1 6 oz bag bacon bits
- ☐ 1 loaf wheat bread
- ☐ 1 small container butter

#### Alternative Lesson:

- ☐ Cans of soup

#### Snack:

- ☐ Veggie tray
- ☐ Meat and cheese tray
- ☐ Water bottles



**Items instructor will bring (already have in ILS materials):**

- ☐ Sanitizing
- ☐ Toaster
- ☐ Dish soap
- ☐ Hand sanitizer
- ☐ Blindfold
- ☐ Couple sets of tongs
- ☐ Spoons and knives
- ☐ Wooden tongs
- ☐ Soup pot
- ☐ Water bottles
- ☐ Trays
- ☐ Silverware
- ☐ Paper towel or napkins
- ☐ Can opener
- ☐ 1 pack of 10 dishrags
- ☐ Brailled and printed task analysis
- ☐ Homework
- ☐ Nametags
- ☐ Marker (thick, black, or dark blue)
- ☐ Sticker nametags (large print and braille)
- ☐ Sticker nametags (large print and braille student names on tags for lunch bags, and remainder of tags for parents)

**Items staff need to bring from home:**

- ☐ Teapot
- ☐ Soup ladle
- ☐ Slow cooker
- ☐ Bowls

## Cooking Tips

The document below contains a large number of important tips and resources for cooking as a person who is Blind or Visually Impaired.

- [MDE-LIO Cooking Tips Document](https://bit.ly/30f7oy2) (bit.ly/30f7oy2)

## Getting Dressed

- [Dressing Aids: Tips and Tricks for Visually Impaired](https://bit.ly/2BLavEg) (bit.ly/2BLavEg)
- [Teach Kids to Put on Their Own Coat \(Tips from a Preschool Teacher\)](https://bit.ly/2XrA8li) (bit.ly/2XrA8li)

## Training Videos

### From Washington State School for the Blind (WSSB):

- [Learn to Button](https://bit.ly/33hXugP) (bit.ly/33hXugP)
- [Learn to Zip](https://bit.ly/2XhMnkl) (bit.ly/2XhMnkl)
- [Learn to Tie A Shoe](https://bit.ly/33cdp03) (bit.ly/33cdp03)

### Other Videos:

- [How to “Bump Dot” a Stove](https://bit.ly/3kdnujq) (bit.ly/3kdnujq)
- [Using Hi-Marks to Mark a Gas Stove](https://bit.ly/3a2PC4k) (bit.ly/3a2PC4k)

- Staff should arrive 1.5 hours ahead of families and set up all stations.
- Have one staff member pick up groceries from an order-ahead grocery store approximately 2 hours before the program's start time.

## Stations

### Check-In Station

Nametags arranged in alphabetical order (all nametags with large print and braille). Have sticker nametags and thick black marker for parents to write their own (the parent who is attending often changes, whereas the child who is attending does not). Have hand sanitizer at the station.

### Snack Station

Near the check-in station, set up a small station for families to grab a quick snack; most families are coming from work if you have it in the evening. Make sure you have snack plates, serving utensils, napkins, and water bottles available.

### Discussion Area

Set up an area for families to sit prior to starting at the stations (several large tables in a U shape or rectangle shape works well). It is best to not have families sit at the stations prior to instruction; it will keep each station intact and help them focused on your discussion.

### Station 1: Getting Dressed With Winter Clothing

1. On the floor in open space:
  - Basket of extra coat, snow pants, mittens, hat, boots

### Station 2: Shoe Tying

1. On the floor in open space set up:
  - Shoe with laces
  - Shoe with velcro
  - Shoe with laces of two different textures
  - Shoe with notch cut into insole to tell right from left

**Station 3: Making Toast with Butter and Scooping**

1. On counter by outlet, set up:
  - Toaster
  - Wooden tongs
  - Small stack of plates
  - Butter knife
  - Butter (make sure it is not cold for easier spreading)
2. At nearby table, set up on a tray:
  - Large serving bowl with water
  - 2-4 trays with soup bowl
  - 1-2 soup ladles
  - Spoons

**Alternate Activity: Making Soup**

1. Set up tray on table with:
  - Microwaveable bowl
  - Dish rag
  - Can of soup
  - Can opener (if the soup can does not have pull tab)
2. Microwave (make sure it is marked for accessibility)
3. Set up personal trays with soup bowl, spoon
4. In center of table, place packages of:
  - Cheese
  - Bacon bits
  - Sour cream
  - You may wish to have separate bowls to pour each of the above listed items into
5. Salt and pepper: Mark dominant container (salt) with rubber band

**Station 3: Making Toast with Butter and Scooping**

1. On counter by outlet, set up:
  - Toaster
  - Wooden tongs
  - Small stack of plates
  - Butter knife
  - Butter (make sure it is not cold for easier spreading)
2. At nearby table, set up on a tray:
  - Large serving bowl with water
  - 2-4 trays with soup bowl
  - 1-2 soup ladles
  - Spoons

**Station 4: Making Soup From a Pre-Made Mix**

1. Make sure the stove is marked, if necessary
  - On counter near stove, place:
    - Soup pot
    - Large spoon for stirring
    - Ladle
    - Slow cooker
    - Dry soup mix
    - Measuring cup
    - Hot pad
    - Dish rag
    - Recipe

## Creating Nametags

1. In Microsoft Word, in your top ribbon, go to the Mailings heading.
2. Select Labels from the Create section.
3. Select Options from the Envelope and Labels pop-up box.
4. Select the Label Vendor you are using.
5. Select the code for the correct product number for the label you are using.
  - Product numbers can be located on the packaging and often on the label page.
6. Create labels to fit in vinyl ID holder so you can use them again.
  - Use approximately 48-point font (Verdana, Arial, Calibri; anything that is sans serif)
  - Place clear braille sticker labels on each name badge holder so the child can find their own nametag.
  - Place the nametags for the children in alphabetical order on a table clipped to a piece of carboard so it is easy to transport in a binder and the badges aren't falling on the floor when the child looks for their name.

For the parent nametags, consider bringing disposable stickers, as the same parent does not always attend.

- These steps are written for right-handed children; if your child is left handed, reverse the directions.
- You can teach your child to tie a shoe using a book that has a picture of a shoe with an actual lace included on it.
- Have your child watch you tie by placing their hands on top of yours to get a feeling for the motions used in tying. Explain the steps as you go through them.
- Talk about spatial concepts, up and down, front or back, right or left, and in front or behind. You should discuss and demonstrate what a loop is.
- Take the child through the steps verbally:
  1. Take the right lace and cross it over the left lace, grasping the laces together where they have formed an X.
  2. The right lace will go down, under, and through the left lace.
  3. Grab the right lace in your left hand and the left lace in your right and pull them tightly. You have formed the first knot.
  4. Form a loop, holding it with your right index finger and thumb close to the book or shoe.
  5. Take the left lace and go around the loop. Feel for the thumb on your right hand—that's where you will push the lace through. Grasp the emerging loop with your right thumb and index finger.
  6. Slip your left hand to the top of the left loop.
  7. Pull on both loops until they are tight.
  8. Check by feeling the length of your loops to make them even. Check the length of the ties to make sure they aren't too long.
- It takes a lot of practice and patience to learn tying. Use what works best with your child—a real shoe, laces in a book, or ribbon with wire in it, as it holds its shape better when making a loop. Don't become discouraged; it will take time.



## Mark the Microwave

Don't mark everything; just mark the buttons you need most often. For most people, that means the number pad, stop/clear, and start.

1. In this picture, Wikki Stix were used to create a grid for the number pad (create a tactile image for braille user).
2. A large, clear bump dot was used to mark STOP/CLEAR, because this is the button you will need to find quickly!
3. A small, clear locator dot was used to mark START. Some also prefer to mark the number 5 to serve as a reference point on the number pad.
4. Choose clear dots if possible, so sighted people can still see the print when they use the microwave.
5. Both the Wikki Stix and dots are removable and will not leave marks, which works well if you are in an apartment or school, or the microwave otherwise doesn't belong to you. If it's yours, HI Marks or puff paint are more permanent solutions.



## Learn to Use the Key Pad

1. Locate the control panel on the microwave and use three fingers (index, middle, ring) to start at the top and slide down the panel into the top slots. Count aloud 1, 2, 3.
2. Keep fingers aligned and slide down into the next slots, counting 4, 5, 6.
3. Continue into the next slots, counting 7, 8, 9.
4. Slide down again to locate 0 with your middle finger.
5. Find START and STOP, and note the difference in the dots. Large = STOP/CLEAR. Small = START.
6. Put a cup of water in the microwave and practice setting times, stopping, clearing, and starting until you are consistently pressing the correct buttons.

## Practice, Practice, Practice

Practice using the microwave in real life! Anytime you plan to use the microwave, have your child place the item inside, set the time, start, stop, and remove the item. Think about snacks your child will be motivated to make for themselves, and keep them in the house—hot cocoa, macaroni and cheese cups, pancakes, soup, etc.

Parent name (optional):

Directions: Please check the box that best describes your answer.

**1. My child is learning new skills through the ILS program.**

☐ Strongly Agree    ☐ Agree    ☐ Not Sure    ☐ Disagree    ☐ Strongly Disagree

**2. I have learned new ways to help my child learn ILS.**

☐ Strongly Agree    ☐ Agree    ☐ Not Sure    ☐ Disagree    ☐ Strongly Disagree

**3. I would like more instruction on the skills we have learned during class.**

Please check all you need more help with:

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Spreading         | <input type="checkbox"/> Scooping          | <input type="checkbox"/> Carrying a tray | <input type="checkbox"/> Handwashing dishes   |
| <input type="checkbox"/> Making toast      | <input type="checkbox"/> Peeling           | <input type="checkbox"/> Washing hands   | <input type="checkbox"/> Putting on deodorant |
| <input type="checkbox"/> Making a sandwich | <input type="checkbox"/> Cutting           | <input type="checkbox"/> Making a bed    |   |
| <input type="checkbox"/> Pouring liquid    | <input type="checkbox"/> Using a microwave | <input type="checkbox"/> Toothbrushing   |   |
| <input type="checkbox"/> Marking bottles   | <input type="checkbox"/> Folding towels    | <input type="checkbox"/> Folding clothes |   |

What are two additional independent living skills you want to learn about before the end of the ILS program?

What is something that you would like to see change about the ILS program?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Tying your shoes takes practice.

Spend a few minutes, at least 3-5 days a week, to practice this skill.

Place a sticker or make a star on the chart for each time you practice.