

### Participate in a mock job interview

- Ask an employer in the community to allow students to come to his/her business for a mock interview. Students should use skills learned in class. During the next class period, process student's experiences. What is it like? What was helpful? How did it feel? What made you feel comfortable? What is one thing that you are proud of in regard to the interview?

### Participate in a social activity outside of school

- Have students attend a school dance at another school. Organize students from other schools to meet these students at the door. Have an adult from MSB present for safety and encouragement.
- Process experience with students after the dance. How did you feel walking in? Did you talk to anyone from that school? How did it feel? What made you feel comfortable? What things made you feel uncomfortable?
- Have class critique voice level, organization, and teamwork of each group.

### Identify appropriate dress for specific occasions

- Clothes and makeup- what do these say about who you are?
- Talk about appropriate dress for certain circumstances.
- Talk about what to wear to a picnic, funeral, wedding, job interview, graduation, a date.
- Have student dress for class for different occasions. He/she should have at least one casual outfit that he/she would wear to an interview. Example: khaki pants and collared shirt.

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## Missouri School for the Blind

### What to expect in Intro to Activities of Daily Living Skills and Transition Skills



### Introduction to Activities of Daily Living Skills 9th-10th

By the end of 10<sup>th</sup> grade, students will be able to:

#### Prepare a meal, including clean-up

- Identify canned goods/food stuffs.
- Open cans and containers.
- Pour hot and cold liquids.
- Measure dry and liquid ingredients.
- Properly clean food such as fruits, vegetables, and meats.
- Use a knife safely for peeling, slicing, and chopping.
- Stir, beat, and spread substances.
- Accurately regulate the dials on range and microwave ovens.
- Properly drain foods such as pasta or vegetables without getting burned.
- Brown, turn and determine doneness of meats.
- Have a method of accurately gauging cooking time for foods.
- Remove foods safely from the oven.
- Understand nutritional meal planning for self/family.
- Have a method for maintaining a recipe file.
- Get dishes clean when washing.
- Have a method for obtaining groceries, medications, cash, etc.

#### Perform routine house-keeping tasks

- Have adequate organizational skills.
- Locate small objects dropped on the floor such as coins or pills.
- Dust furniture successfully.
- Thoroughly clean flat surfaces such as kitchen counter tops.
- Sweep and mop floors successfully.
- Use vacuum cleaner and attachments.
- Clean bathroom fixtures.
- Empty trash.
- Clean range and refrigerator.

### Care for and maintain clothing

- Identify & coordinate colors of clothes.
- Successfully spot clean clothes before washing them.
- Understand factory instructions for garment care.
- Accurately regulate controls on washer and dryer.
- Fold, hang and store finished laundry.
- Iron successfully.
- Thread a needle.
- Perform simple mending tasks.
- Identify colors of thread.
- Use: scissors, tape measure, needle threader, and thimble.

### Care for personal appearance

- Care appropriately for skin and body.
- Care for hair: comb, shampoo, dry, style, etc.
- Care for nails: file, shape, and polish.
- Apply make-up neatly and accurately.

### Proper eating skills

- Use correct table techniques.
- Identify foods on plate, eating neatly and cutting meat successfully.

### Participate in community/recreation activities

- Demonstrate acceptance of vision loss.
- Participate in community/recreational activities.

### Demonstrate financial management skills

- Identify coins.
- Have a method for identifying and arranging currency.
- Complete a check successfully.
- Balance and maintain accurate records for bank accounts, such as keeping an up-to-date checking account register.
- Address envelopes successfully for paying bills.
- Maintain a workable and realistic budget.
- Develop financial planning skills.

## Transition Skills 9th-12th

In addition to the skills and concepts introduced in Intro to ADL, students will be able to:

### Demonstrate a variety of means of communication

- Dial the telephone accurately.
- Write on a straight line in order to sign name.
- Write grocery lists, lists of telephone numbers, addresses, recipes, etc. and read materials once written.
- Use a tape recorder.
- Read Uncontracted Braille proficiently.
- Read Contracted Braille proficiently.
- Write Uncontracted Braille proficiently using the slate and stylus or Braillewriter.
- Write Contracted Braille proficiently using the slate and stylus or Braillewriter.
- Type successfully.
- Read print (size).
- Use appropriate low vision aids.
- Tell time accurately.



### Demonstrate personal health care and safety

- Identify and self-administer medications.
- Secure appropriate health care.
- Draw own insulin accurately and use appropriate diabetic equipment.
- Accurately regulate thermostat for furnace/air conditioner.
- Maintain safe home environment: fire prevention (smoke detectors or fire extinguishers, no obstructed pathways) ventilation and proper storage of cleaning supplies and medications.
- Care for children and endorse their understanding, cooperation, and support in assuming responsibility for helping the household to run smoothly.



### Demonstrate self-advocacy

- Participate in family and recreational activities.
- appropriately ask for needed information.
- solicit aid when appropriate.
- access specialized services for the blind such as: Wolfner Library, Radio Information Services, Bible Alliance, directory assistance exemption, consumer groups, Rehabilitation Services for the Blind, etc.

### Social Skills

#### Introduce themselves to another using eye contact

- introduce oneself to another person.
- practice speaking in a strong voice that is not too loud. State one's name and a phrase that is a general pleasantry.
- practice looking into the other person's eyes...or in that direction.
- offer one's hand in greeting.

#### Introduce themselves to a group

- practice introducing oneself to a group.
- state name and something about oneself to the group.



#### Prepare and present a song to an audience

- expand personal comfort level in front of an audience.
- prepare and present a song to the class.
- Emphasis is not on singing ability, but rather in the student's ability to express himself/ herself with confidence and poise.
- state name and title of the song before performing it for the class.
- sing the song.

### Refine voice/body language in front of an audience

- Expand personal confidence and poise.
- Focus on expression of feelings through voice and body language.
- Reciting rhyme, have him/ her change expression according to teacher's suggestions.



### Speak before a group

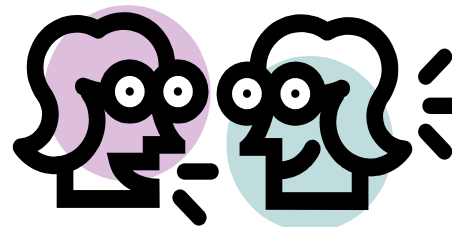
- Practice speaking clearly with an appropriate tone.
- Stand up straight and look at the audience...at least in the direction.
- Practice scanning crowd while speaking.
- Use furniture to help orient himself/herself.

### Prepare and present a short personal narrative

- Talk about oneself.
- Using skills learned above, have student prepare and present a short, personal narrative.

### Face a speaker as the speaker moves

- Learn to track movement with eyes.
- Talk about why eye contact is important.
- Experience talking to one another back to back.
- Talk about how this feels. Then talk to each other face to face.
- How does this feel different than back to back?
- Have person in room talk to group while moving around the classroom. Students will follow the speaker with their eyes. You might want to make a game out of it. Whoever tracks the longest without breaking contact wins.



### Demonstrate appropriate body space

- Learn appropriate spatial boundaries.
- Talk about different cultures and how the personal body space is dependent upon culture to culture. Talk about what is generally accepted in this country. Have two students walk toward each other trying to stop at the appropriate distance between each other.

### Prepare and present a song to an audience

- Expand personal comfort level in front of an audience.
- Prepare and present a song to the class.

### Collaborate on a presentation with a peer

- Learn teamwork and make a presentation together.
- Have two student prepare a "how to" speech.
- They may choose subject of their choice.
- Have each student introduce the other.
- The presentation should be practiced ahead of time so that the presentation in class is smooth.



### Participate in a mock job interview

- Practice job interview.
- Talk about job interviews.
- Know what kind of questions might a perspective employer ask and discuss in class.
- Hold mock interview in class. Have the class give suggestions to help person who is role playing. Try again. Each person should have a chance to role-play at least three times.

