Independent Living Inventory for Students and Young Adults (Ages 13 to 21) years with Deaf-Blindness

Eva Scott

New Jersey Consortium on Deaf-Blindness

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Student name/DOB:

Dates of Inventory:

This inventory consists of 9 domains (sections) relevant to independent living and is intended to provide relevant information for targeting and customizing instruction for an individual student. Each section of this inventory is intended to “stand alone,” to allow the user to select sections that are relevant to the student. The user should indicate the most accurate response to each item using the scale below. If the inventory is used to chart progress over time, the user may wish to color code the responses according to the date the items or sections were charted.

**4 = Performs independently**

**3 = Performs with verbal cue**

**2 = Performs with a gestural cue and a verbal cue**

**1 = Performs with full support or does not yet perform the task**

**N/A = Not applicable or not assessed**

| **Section 1: Executive Functioning** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student wakes up at the appropriate time each morning with or without an alarm clock or other wake-up device.
 |  |  |  |  |  |
| 1. The student tells time using a digital clock.
 |  |  |  |  |  |
| 1. The student tells time using an analog clock a 1 hour intervals.
 |  |  |  |  |  |
| 1. The student tells time using an analog clock at ½ hour intervals.
 |  |  |  |  |  |
| 1. The student tells time using an analog clock at ¼ hour intervals.
 |  |  |  |  |  |
| 1. The student knows the days of the week, months, and year.
 |  |  |  |  |  |
| 1. The student knows his/her own schedule at home, school, community, or work.
 |  |  |  |  |  |
| 1. The student can read a daily, weekly, or monthly calendar.
 |  |  |  |  |  |
| 1. The student utilizes a personal schedule/calendar or appointment book.
 |  |  |  |  |  |
| 1. The student arrives at his/her classes or appointments (including related services, guidance, etc.) on time.
 |  |  |  |  |  |
| 1. **For the student who has a regularly occurring job**: The student arrives on time for work.
 |  |  |  |  |  |
| 1. The student begins and ends work, tests, or class assignments on time.
 |  |  |  |  |  |
| 1. The student completes in-class assignments and submits them on time.
 |  |  |  |  |  |
| 1. The student takes his/her breaks on time.
 |  |  |  |  |  |
| 1. The student returns to class or work on time (after a break).
 |  |  |  |  |  |
| 1. The student completes homework and hands it in on time.
 |  |  |  |  |  |
| 1. The student knows his/her home address, phone number, and social security number. (Circle)
 |  |  |  |  |  |
| 1. The student recognizes when he/she requires assistance and asks when help is needed.
 |  |  |  |  |  |
| 1. The student manages all personal belongings (books, supplies, book bag, coat, etc.).
 |  |  |  |  |  |
| **Comments/Notes:**  |  |  |  |  |  |

| **Section 2: Personal Care and Hygiene** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student dresses and undresses completely (buttons, zippers, socks, shoes, etc.)
 |  |  |  |  |  |
| 1. The student selects clothing appropriate to the weather or event.
 |  |  |  |  |  |
| 1. The student showers or bathes alone (including regulating safe water temperature).
 |  |  |  |  |  |
| 1. The student washes face and hands.
 |  |  |  |  |  |
| 1. The student brushes teeth (including applying toothpaste).
 |  |  |  |  |  |
| 1. The student uses the toilet independently.
 |  |  |  |  |  |
| 1. The student combs/cares for hair.
 |  |  |  |  |  |
| 1. The student applies deodorant in accordance if compatible with family custom.
 |  |  |  |  |  |
| 1. The student shaves independently with an electric razor or safety razor.
 |  |  |  |  |  |
| 1. **Females only:** The student is able to care for her menstrual needs.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 3: Home Management Skills and Food Preparation** | **4** | **3** | **2** | **1** | **N/A** |
| 1. The student makes up his/her bed.
 |  |  |  |  |  |
| 1. The student organizes and stows personal belongings in his/her room.
 |  |  |  |  |  |
| 1. The student is able to locate personal belongings in his/her room.
 |  |  |  |  |  |
| 1. The student places soiled clothing and linens in a hamper or laundry bag.
 |  |  |  |  |  |
| 1. The student sorts laundry for washing.
 |  |  |  |  |  |
| 1. The student takes laundry to the laundry room.
 |  |  |  |  |  |
| 1. **For coin operated washing machines and dryers:** The student counts the appropriate number of coins for the washing machine and dryer and places the coins in the slot.
 |  |  |  |  |  |
| 1. The student opens the lid of the washing machine.
 |  |  |  |  |  |
| 1. The student measures and applies the laundry detergent.
 |  |  |  |  |  |
| 1. The student places a load of laundry in the washing machine without overloading.
 |  |  |  |  |  |
| 1. The student adjusts the desired washing cycle, water level, and water temperature, and turns on the machine.
 |  |  |  |  |  |
| 1. The student places laundry in the clothes dryer.
 |  |  |  |  |  |
| 1. The student determines whether or not the clothing is sufficiently dry.
 |  |  |  |  |  |
| 1. The student folds or hangs dry laundry.
 |  |  |  |  |  |
| 1. The student takes laundry back to his/her room.
 |  |  |  |  |  |
| 1. The student puts away clothing in drawers or closet.
 |  |  |  |  |  |
| 1. The student sets the table with plates, napkins, utensils, and glasses.
 |  |  |  |  |  |
| 1. The student safely prepares simple food items. (Circle all that apply)
	1. Cereal in a bowl
	2. Microwave meal
	3. Pours beverage into a cup from a larger container
	4. Makes toast
	5. Makes a sandwich
	6. Spreads butter, jam, or peanut butter
	7. Makes a cup of instant coffee
	8. Makes a cup of tea
 |  |  |  |  |  |
| 1. The student clears dirty dishes from the table.
 |  |  |  |  |  |
| 1. The student washes and dries dishes.
 |  |  |  |  |  |
| 1. The student puts away clean dishes.
 |  |  |  |  |  |
| 1. The student sweeps, mops, or wipes spilled food from the floor, table or counter.
 |  |  |  |  |  |
| **Comments/Notes:**  |  |  |  |  |  |

| **Section 4: Mealtime Skills including Food Purchasing** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student uses a spoon.
 |  |  |  |  |  |
| 1. The student pierces food with a fork.
 |  |  |  |  |  |
| 1. The student spreads with a knife.
 |  |  |  |  |  |
| 1. The student cuts with a knife and fork.
 |  |  |  |  |  |
| 1. The student cuts or chops food with a knife (no fork).
 |  |  |  |  |  |
| 1. The student can select his/her own food in a cafeteria line.
 |  |  |  |  |  |
| 1. The student prepares simple food items such as a sandwich.
 |  |  |  |  |  |
| 1. The student prepares a simple food item in a microwave oven.
 |  |  |  |  |  |
| 1. The student orders a meal in a restaurant.
 |  |  |  |  |  |
| 1. The student purchases a food item from a vending machine.
 |  |  |  |  |  |
| 1. The student purchases several food items at a convenience store or cafeteria.
 |  |  |  |  |  |
| **Comments/Notes:**  |  |  |  |  |  |

| **Section 5: Following Instructions, Rules, and Regulations** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student complies with requests and directions made by parent, teacher, nurse, etc.
 |  |  |  |  |  |
| 1. The student complies with rules in regards to the treatment of others.
 |  |  |  |  |  |
| 1. The student complies with rules in regards to the treatment of property.
 |  |  |  |  |  |
| 1. The student complies with the laws of the community with regard to alcohol, drugs, and smoking, and treatment of personal property.
 |  |  |  |  |  |
| 1. The student follows directions for structured activities (school, community, work)
 |  |  |  |  |  |
| 1. The student complies with established behavioral norms of the classroom, school, or work place.
 |  |  |  |  |  |
| **Comments/Notes:**  |  |  |  |  |  |

| **Section 6: Money Skills and Numeracy** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student counts to 20.
 |  |  |  |  |  |
| 1. The student counts to 50.
 |  |  |  |  |  |
| 1. The student counts to 100.
 |  |  |  |  |  |
| 1. The student recognizes written numerals.
 |  |  |  |  |  |
| 1. The student writes numerals.
 |  |  |  |  |  |
| 1. The student discriminates coin denominations.
 |  |  |  |  |  |
| 1. The student discriminates bill denominations.
 |  |  |  |  |  |
| 1. The student utilizes a paper folding method or means of identifying and locating paper money of varying denominations.
 |  |  |  |  |  |
| 1. The student calculates coin amounts.
 |  |  |  |  |  |
| 1. The student calculates bill amounts.
 |  |  |  |  |  |
| 1. The student can use the “dollar-up” method when making a purchase.
 |  |  |  |  |  |
| 1. The student counts and makes change.
 |  |  |  |  |  |
| 1. The student can calculate an appropriate tip for a restaurant bill.
 |  |  |  |  |  |
| 1. The student performs simple addition calculations.
 |  |  |  |  |  |
| 1. The student performs simple subtraction calculations.
 |  |  |  |  |  |
| 1. The student performs simple multiplication calculations.
 |  |  |  |  |  |
| 1. The student performs simple division calculations.
 |  |  |  |  |  |
| 1. The student performs basic arithmetic calculations using a calculator.
 |  |  |  |  |  |
| 1. The student performs basic arithmetic calculations using mental math strategies.
 |  |  |  |  |  |
| 1. The student demonstrates an efficient and effective means of writing numerals and showing work for math calculations.
 |  |  |  |  |  |
| 1. The student can follow a simple budget plan that was devised for him/her and determine whether or not there is enough money to make a purchase.
 |  |  |  |  |  |
| 1. When engaged in an assigned math activity, the student completes the activity at a pace that is commensurate with sighted peers
 |  |  |  |  |  |
| 1. **For Braille readers only**: The student has mastered the Nemeth Braille code commensurate with his/her ability and/or grade level.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 7: Literacy Skills (Reading & Writing)** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student recognizes letters of the alphabet. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student recognizes numerals. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student writes letters of the alphabet or words accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. The student writes numerals up to 100 accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads and follows written directions. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads a passage orally at a rate and competency appropriate to his/her ability and commensurate with sighted peers. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads silently, with comprehension at a rate appropriate to his/her ability and commensurate with sighted peers. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student looks up words in the dictionary. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads books for enjoyment. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student writes his/her name accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student writes his/her home address and phone number accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student knows and writes his/her social security number accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student writes the name of his/her parent(s) or guardian accurately and legibly. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads what he/she has written. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student reads what others have written. (Circle: Braille / Print)
 |  |  |  |  |  |
| 1. The student has mastered the literary Braille code commensurate with his/her ability and/or grade level. (Circle: Contracted Braille / Uncontracted Braille)
 |  |  |  | **`** |  |
| 1. The student navigates and fully accesses the computer, including appropriate applications and Internet in a manner that is commensurate with his/her ability and/or grade level.
 |  |  |  |  |  |
| 1. For all academic work, the student has an efficient, effective, and sustainable means of reading.
 |  |  |  |  |  |
| 1. For all academic work, the student has an efficient, effective, and sustainable means of writing.
 |  |  |  |  |  |
| **Comments/Notes:**  |  |  |  |  |  |

| **Section 8: Communication Skills** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 1. The student has communication/language skills sufficient to express his/her thoughts.
 |  |  |  |  |  |
| 1. The student can secure assistance from others in an appropriate and efficient manner.
 |  |  |  |  |  |
| 1. The student can decline assistance in an appropriate manner.
 |  |  |  |  |  |
| 1. The student is able to carry on a conversation in a manner appropriate to his/her age level and in a variety of situations.
 |  |  |  |  |  |
| 1. The student can use a voice telephone, video phone, text messaging phone, or other telecommunications device.
 |  |  |  |  |  |
| 1. The student can use written forms of communication (Circle: Braille / Print) to gain access to necessary information at school, at home, or in the community.
 |  |  |  |  |  |
| 1. The student can use written forms of communication to convey important information at school, at home, or in the community.
 |  |  |  |  |  |
| 1. The student advocates for himself/herself when he/she wants to join in a game or activity with peers during non-structured times.
 |  |  |  |  |  |
| 1. The student advocates for himself/herself when in need of information or clarification across settings.
 |  |  |  |  |  |
| 1. The student faces the direction of the person with whom he/she is conversing.
 |  |  |  |  |  |
| 1. The student sustains attention for the duration of the conversation or activity.
 |  |  |  |  |  |
| 1. The student initiates a response to a question posed by a teacher or speaker during conversation, group lesson, or other activity.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |
| 1. The student is able to use perceptual clues such as sound, wind, terrain changes, or odors to determine spatial relationships of objects in his/her environment.
 |  |  |  |  |  |
| 1. The student is able to follow directions necessary to move about the environment.
 |  |  |  |  |  |
| 1. The student is familiar with appropriate technology related to O&M.
 |  |  |  |  |  |
| 1. The student utilizes specialized O&M techniques (cane, trailing, land marking, human guide, use of residual vision) to navigate safely in the environment.
 |  |  |  |  |  |
| 1. The student travels independently within the school building or other familiar setting including the cafeteria (lunch line, seating area, disposal area) and the auditorium.
 |  |  |  |  |  |
| 1. The student travels outside the school building or from building to building.
 |  |  |  |  |  |
| 1. The student performs an errand for a teacher that involves travel outside the classroom.
 |  |  |  |  |  |
| 1. The student participates in physical education class, games, or sports.
 |  |  |  |  |  |
| 1. The student travels safely using his/her primary mode of mobility to ascend or descend stairs or ramps.
 |  |  |  |  |  |
| 1. The student can use his/her primary mode of mobility to do the following in a manner appropriate to his/her ability and commensurate with sighted peers:

(Circle all that apply.)* 1. Cross a street (controlled or uncontrolled intersections),
	2. Walk around a block, walk to a specific location (point to point),
	3. Use an escalator,
	4. Use an elevator.
 |  |  |  |  |  |
| 1. The student can safely navigate in unfamiliar environments using his/her primary mode of travel.
 |  |  |  |  |  |
| 1. The student can follow directions to travel in an unfamiliar environment.
 |  |  |  |  |  |
| 1. The student can follow a tactile map.
 |  |  |  |  |  |
| 1. The student can develop his/her own tactile map given directions provided by others or from his/her own mental map of an environment.
 |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |