Independent Living Inventory for Students (Ages 5 through 12 years) with Deaf-Blindness

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Student name/DOB:

Dates of Inventory:

This inventory consists of 8 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 the task with full assistance 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 uses a daily, weekly, and monthly calendar. |  |  |  |  |  |
| 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 recites the days of the week. |  |  |  |  |  |
| 1. The student knows his/her own schedule. |  |  |  |  |  |
| 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 completes homework and turns it in on time. |  |  |  |  |  |
| 1. The student manages school supplies, books, and materials. |  |  |  |  |  |
| 1. The student manages personal belongings (book bag, lunchbox, 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. |  |  |  |  |  |
| 1. The student combs/cares for hair. |  |  |  |  |  |
| 1. **Females only:** The student is able to care for her menstrual needs. |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 3: 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 follows directions for instructional activities. |  |  |  |  |  |
| 1. The student follows one-step directions for instructional activities. |  |  |  |  |  |
| 1. The student follows two-step directions for instructional activities. |  |  |  |  |  |
| 1. The student follows three-step directions for instructional activities. |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 4: Mealtime Skills** | **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 food with a knife (no fork). |  |  |  |  |  |
| 1. The student can select his/her own food in a cafeteria line. |  |  |  |  |  |
| 1. The student prepares simple foods such as a sandwich. |  |  |  |  |  |
| 1. The student prepares a simple food item in a microwave oven. |  |  |  |  |  |
| 1. The student purchases food items in the cafeteria. |  |  |  |  |  |
| 1. The student purchases a food item from a vending machine. |  |  |  |  |  |
| 1. The student purchases a food item at a convenience store. |  |  |  |  |  |
| **Comments/Notes:** |  |  |  |  |  |

| **Section 5: 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 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 6: 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 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 accurately and legibly. (Circle: Braille / Print) |  |  |  |  |  |
| 1. The student writes his/her phone 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. When engaged in an assigned literacy activity, the student completes the reading activity at a pace appropriate to his/her ability and commensurate with sighted peers. (Circle: Braille / Print) |  |  |  |  |  |
| 1. When engaged in an assigned writing activity, the student completes the writing activity at a pace appropriate to his/her ability commensurate with peers. (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. **For Braille readers only:** 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. |  |  |  |  |  |

| **Section 7: 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:** |  |  |  |  |  |

| **Section 8: Orientation & Mobility Skills** | **4** | **3** | **2** | **1** | **N/A** |
| --- | --- | --- | --- | --- | --- |
| 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:** |  |  |  |  |  |