



Independent Living Skills

Activities of Daily Living (ADL), sometimes referred to as Independent Living Skills. ADL/IL skills include instruction in cooking, eating, dressing, cleaning, personal hygiene, time & money management, organization and other skills needed to meet the demands of every day life . It is the skills necessary to care for one's self, family, and home and to live as independently as possible.

I can create an organizational system for my school materials/personal belongings.

How will we get there?

Know. Understand. Do. A framework to guide learning activities.

Know (K): Tends to be binary. Either you know it or you don't. Examples: Facts & Dates, Definitions, People & Places

Understand (U): Is a continuum; from novice to advanced. Examples: Big Ideas, Essential Questions, Generalizations

Do (D): Show they understand and the application of skills/content.

Resources

- [Michigan Low Incidence Outreach - Independent Living Skills Checklist](https://mdelio.org/sites/default/files/documents/BVI/ECC/ILS/Checklists/ILS_Checklist_2018.pdf)
- [APH Connect Center - Putting your Organization Skills to Work](https://aphconnectcenter.org/transitionhub/transitions-ages-and-stages/middle-school-to-beyond/preparing-for-employment/transitions-putting-your-organization-skills-to-work/)

To submit to the monthly ECC Challenge:

1. Complete activities and experiences featured in this month's ECC Challenge.
2. Complete the Google Form on the TVI Portal OR email this worksheet and a photo to OutreachECC@mdschblind.org.
3. The student and teacher will be entered into this month's raffle!

Tell us what you KUD!

November

Student name:

Teacher name:

Vocabulary

Routine	Timeline	Deadline
Organizer	Label	Independence

K: Can the student define these words?

U: Can the student explain how these words relate to their school work and performance?

D: Can the student use these words in conversation or writing? Can the student teach or share with someone else?

Materials/Objects

- various organizers (bins/folders/etc.)
- labeling systems (tabs/dividers/etc.)
- calendars (apps)
- bump dots, stickers....

K: Can the student define/identify what these are?

U: Can the student tell you how they relate to organization?

D: Can the student use these items to label a personal belonging?

Concepts/Activities: Use to teach words, objects and concepts

K: Does the student know the location of their commonly used items at school?

U: Can the student evaluate their current organizational system?

D: Label something in your classroom/school to increase your independence.

Experiences: Connect words, objects, and activities to everyday experiences

- Create an organizational system for items in your backpack/binder/locker/computer
- Create a system for keeping track of assignment due dates.
- Have someone evaluate your organizational system and give you feedback for areas of improvement
- Create a goal/plan to increase independence of organization of personal/school materials