PUTTING THE PUZZLE PIECES TOGETHER FOR A HAPPY AND PRODUCTIVE ADULT LIFE

Presented by:
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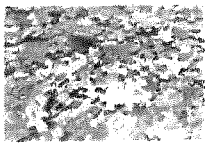
St. Clair County RESA

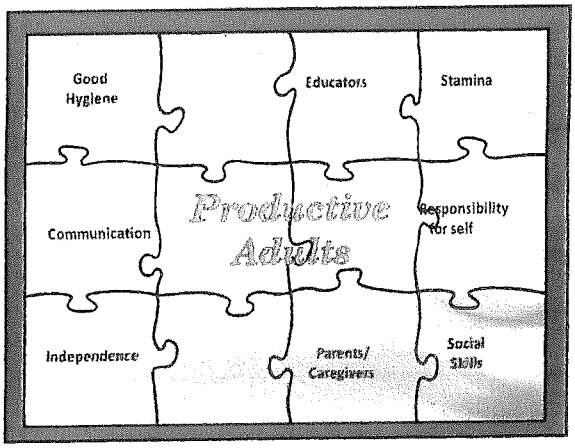
"Do not do for children, what they can do for themselves. You rob them of their self-worth, self-esteem, and their sense of empowerment".

- SOONER OR LATER PARENTS ASK WHAT HAPPENS AFTER SCHOOL
- THIS QUESTION SHOULD BE ADDRESSED AND THE PARTNERSHIP FORMED WHEN A CHILD ENTERS SCHOOL (Ages 3-5)

- WHAT IS THE VISION FOR THIS CHILD?
- WHAT ARE THE CHILD'S STRENGTHS AND WEAKNESSES?
- WHAT ARE THE EXPECTATIONS FOR THIS CHILD – ARE THE GOALS REALISTIC ?
- WHAT IS THE SHORT TERM/LONG TERM PLAN?

WHAT PIECES ARE NEEDED TO ENABLE CHILDREN TO BECOME HAPPY PRODUCTIVE ADULTS?





THE EARLY YEARS
0-5 YEARS OF AGE

HOME

•Responsibility	Picking up toys, basic chores
•Independence	Play/occupy self, beginning community use with full assistance
•Hygiene	Cooperates with dressing/undressing routine, begins to care of toileting, brushing teeth, cooperating with bathing routine
•Communication	Begins to work with a usable form of communication, identifies family members/caregivers, self advocacy
•Social Skills	Manners, public behavior, plays with or near others, shares
•Stamina	Incorporates physical activity into daily routine, play outside with supervision, play dates with peers

SCHOOL

•Responsibility	Classroom clean up (snacks, toys, etc.), completing a simple task
•Independence	Making food choices, free time choices, following a basic schedule with assistance, occupies self for short periods of time
•Hygiene	Hand washing, beginning toileting, assisted teeth brushing, manipulates clothing up and down
•Communication	Begin to build a form of communication that works, respond to yes no questions, indicates name, indicates names of care-givers, begins to recognize basic emotions, beginning self advocacy
•Social Skills	Manners, sits quietly while waiting, an awareness/tolerance of others, making eye contact, sharing, helping others
•Stamina	Incorporate physical activity such as gym, moving to music, basic play activities into daily schedule

THE ELEMENTARY SCHOOL YEARS
6-10 YEARS OF AGE

HOME

•Responsibility	Clean up after self, simple chores, begin to develop an awareness of the need to take medications, learn about and understand disability
•Independence	Making food choices, independent play, help pack lunch for school, dressing self, community use with support
•Hygiene	Hand washing, toileting, showering, washing hair, teeth brushing, recognizes clean vs. dirty clothes
•Communication	Use a form of communication that is functional, greets others, please and thank you, asks for help, express personal choices, self advocacy
•Social Skills	Manners, family outings, developing peer relationships, beginning to understand the differences between friends and acquaintances
•Stamina	Incorporate physical activity such as playing outside, sports and/or dance, yard care, household chores for an extended period of time

SCHOOL

•Responsibility	Classroom clean up (meals, toys, etc.), coat, supplies in correct area when not used, participates in classroom work projects
•Independence	Makes food choices, opens food packages/lunchbox, free time choices, put on/take off coat, hat, boots and mittens, begin to follow a minimal sequence of steps to complete a simple task
•Hygiene	Hand washing, toileting, teeth brushing, uses tissue when needed
•Communication	Continue to expand on a workable form of communication, identify and categorize items, request needed help, self advocacy
•Social Skills	Manners, participate in CBI, develop peer relationships, sharing, helping others, turn taking in conversations, understand personal space, ask and answer questions
•Stamina	Incorporate physical activity such as gym, moving to music, organized activities with peers

THE MIDDLE SCHOOL YEARS
11-13 YEARS OF AGE

HOME

•Responsibility	Pick up personal belongs, follows a domestic task routine, learning to take medications, describe disability and supports needed, clean up after self, full participatory member of the family
•Independence	Making healthy food choices, constructive use of time, pack lunch for school, basic first aid and health needs, aware of clothing needs, use of community services with minimal support
•Hygiene	Independently follows a hygiene routine
•Communication	Indicates preferences, reciprocal interactions with others, talk respectfully to others, self advocacy
•Social Skills	Manners, family outings such as going to restaurants or shopping, positive peer relationships, awareness of relationship levels in community settings and within the family
•Stamina	Incorporate physical activity such as sports, school dances, team activities, neighborhood parks and recreation programs

SCHOOL

•Responsibility	Classroom clean up, take care of personal property, in school jobs/pre-voc
•Independence	Simple meal preparation, free time choices, able to locate items when shopping, follow a sequence of steps to complete a task
•Hygiene	Hand washing, teeth brushing, learning to independently check personal appearance
•Communication	Indicates a preference for activities, reciprocal interactions with peers, communicate as appropriate for given situation, advocate for self
•Social Skills	Manners, appropriate behavior in community settings, maintain peer relationships, begin to understand appropriate behavior between opposite sexes, sharing, helping others
•Stamina	Incorporate physical activity such as gym, attending dances, team sports, participate in Special Olympics

THE HIGH SCHOOL YEARS
14-18 YEARS OF AGE

HOME

•Responsibility	Complete domestic cleaning routine following a schedule, yard work, personal laundry, take medication as prescribed
•Independence	Make out grocery shopping list, meal preparation, ability to handle basic emergencies, identify personal safety procedures, community usage
•Hygiene	Self manage daily grooming activities, ensure a neat appearance prior to leaving home
•Communication	Express wants/needs appropriately, respectful adult conversations, self advocacy
•Social Skills	Age appropriate community activities with peers, join clubs and/or recreation programs, understanding what is offered in the community and appropriate personal transactions
•Stamina	Team sports, school and community dances, parks & recreation programs, work for several hours

SCHOOL

•Responsibility	Adult behavior, completes assigned tasks independently, and correct mistakes, comprehension of CBI rules
•Independence	Flexibility, prepared for day's activities, follow a schedule, time management, self-manage "wait time", begins to monitor work for quality and pace
•Hygiene	Hand washing, check appearance
•Communication	As work is completed ask for more work, converse with peers rather than staff, express work preferences , self advocacy
•Social Skills	Considerate/polite to others, work cooperatively with others, elect age appropriate leisure activities during non-structured times, social interactions in the community
•Stamina	School dances, community dances, memberships to fitness centers (YMCA), remain on work related tasks for extended periods of time, Special Olympics

THE POST SECONDARY YEARS
19-26 YEARS OF AGE

HOME

•Responsibility	Full participant in household chores
•Independence	Meal planning, grocery shopping using a written/picture list, meal preparation, appropriate ways to handle different types of emergencies, use local community safely, utilize public transportation where available
•Hygiene	Self manage daily grooming activities, ensure that appearance is neat and appropriate for the day's activities
•Communication	Express wants/needs appropriately, respectful adult conversations, self advocacy
•Social Skills	Utilize the community for social activities with peers and family
•Stamina	Community fitness memberships (such as the YMCA), bowling leagues/sports teams, hiking local trails, swimming

SCHOOL

•Responsibility	Initiates tasks related to work, volunteers for community service activities, establish personal goals with consideration of abilities and limitations, remain on task until job is completed or work day has ended, safe money handling in community settings, completes long term projects
•Independence	Plan for work related personal needs, follows work schedule, manage stressful situations, demonstrates an adequate rate and quality of work, self manage break time, access community agencies
•Hygiene	Clothing decisions and appearance of clothing, check personal appearance
•Communication	Gives detailed information to supervisor, other workers, requests work/help as needed, appropriate conversation in work related settings, self advocacy
•Social Skills	Work with others to complete tasks, maintains professional relationships with other workers
•Stamina	Work for extended periods of time without breaks

There Is Dignity in Risk

AND IN CONCLUSION

"Do not do for children, what they can do for themselves. You rob them of their self-worth, self-esteem, and their sense of empowerment".

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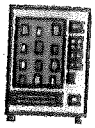
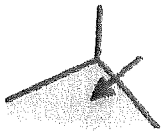
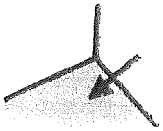
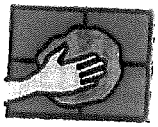
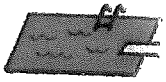
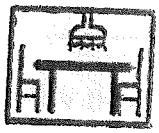
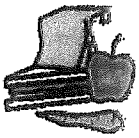
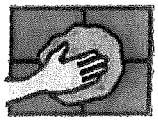
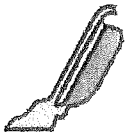
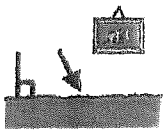
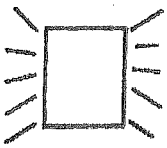
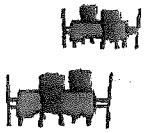
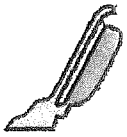
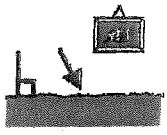
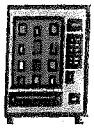
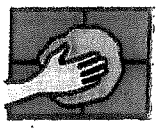
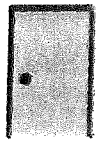
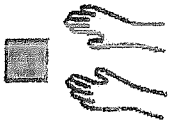
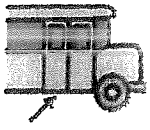
INDEPENDENT JOBS AT COMFORT INN

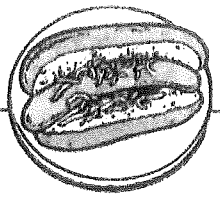
1.	wipe	vending machines 	
2.	wipe	washer and drier	A.M.
3.	sweep	floor 	morning
4.	mop	floor 	
5.	wash windows 	in pool area 	
6.	wipe	tables & chairs 	
7.	eat	lunch 	
8.			

afternoon

PM

1.	clean	exercise area
2.	wash mirrors 	wash equipment
3.	vacuum 	work out room carpet 
4.	clean 	breakfast area 
5.	vacuum 	carpet in halls 
6.	wipe side door	vending machines 
7.	wash windows 	by side door 
8.	get ready for 	bus pickup 

Hot Dog



MATERIALS NEEDED/DIRECTIONS

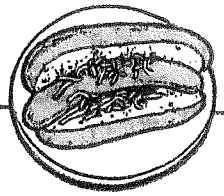
Serves: One

Food Items	Cooking Items
hot dogs	dinner knife
hot dog buns	tablespoon
mustard (in a squeeze bottle)	dinner plates (2)
ketchup (in a squeeze bottle)	oven mitt
grated cheese	microwave

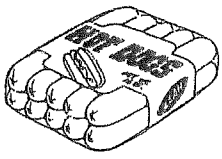
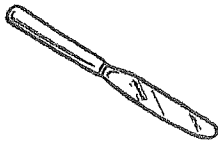
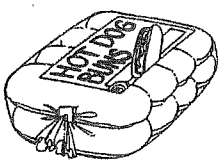
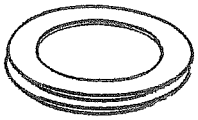
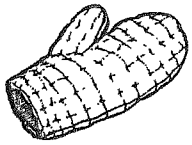
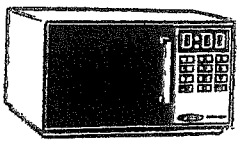
Directions

1. Place 1 hot dog bun on 1 of the plates.
2. Pull the hot dog bun open.
3. Squeeze mustard on one side of the bun and spread with the dinner knife.
4. Squeeze ketchup on the other side of the bun and spread with the dinner knife.
5. Place 1 hot dog on the other plate.
6. Place the plate with the hot dog in the microwave and cook it for 30 seconds.
7. Use the oven mitt to take the plate out and place the hot dog in the bun.
8. Use the tablespoon to sprinkle cheese on the hot dog.

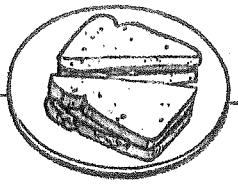
Hot Dog



MATERIALS NEEDED

Food Items	Cooking Items
 hot dogs	 dinner knife
 hot dog buns	tablespoon
mustard (in a squeeze bottle)	 dinner plates (2)
ketchup (in a squeeze bottle)	 oven mitt
grated cheese	 microwave

Bologna Sandwich



MATERIALS NEEDED/DIRECTIONS

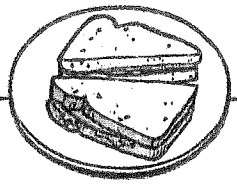
Serves: One

Food Items	Cooking Items
bread mustard (in a squeeze bottle) mayonnaise cheese slices bologna	salad plate teaspoon dinner knife

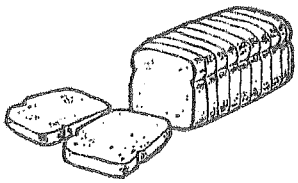
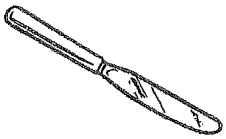
Directions

1. Place 2 pieces of bread on the plate.
2. Squeeze the mustard on 1 piece of the bread.
3. Use the dinner knife to spread the mustard.
4. Put 1 teaspoon of mayonnaise on the other piece of bread.
5. Use the dinner knife to spread the mayonnaise.
6. Place 1 slice of cheese on the bread.
7. Place 1 slice of bologna on the bread.
8. Put the 2 pieces of bread together.
9. Use the dinner knife to cut the sandwich in half.

Bologna Sandwich



MATERIALS NEEDED

Food Items	Cooking Items
 bread	salad plate
mustard (in a squeeze bottle)	teaspoon
mayonnaise	 dinner knife
cheese slices	
bologna	

Boil Eggs

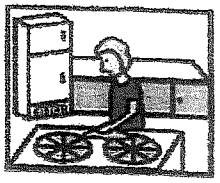
36 eggs
grey cart
1- 18 count egg carton
strainer
egg pan
water
2- pot holders

- Get out egg pan
- Get out 18 count egg carton
- Get eggs out of refrigerator
- Fill egg carton by putting eggs into egg carton holes
- Place eggs from carton into pan
- Fill egg carton again
- Place egg in pan
- Take pan to sink and fill pan with water until the eggs are covered
- Place egg pan on stove burner
- Turn burner on high
- Wait for water to start to boil
- Set timer for 12 minutes
- Put strainer into sink
- When timer goes off, turn off stove
- Get pot holders
- Use pot holder to place pan of boiled eggs on cart
- Push pot to sink
- Use pot holders to pick ou pan
- Gently pour eggs into strainer
- Carefully place eggs back into pan
- Place pan in sink under the faucet
- Turn on the cold water and fill pan to cool eggs

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:30-1:00					
1:00-1:30					
1:30-2:00					

Comfort Inn Task List

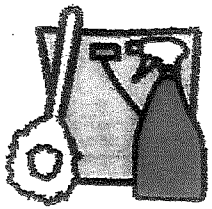
- Wash windows in the main entrance and lobby area
- Wash front desk
- Dust lobby area
- Wash windows in eating area
- Sweep the main entrance and lobby area
- Mop the main entrance and lobby area
- Vacuum the lobby area and hallway
- Clean drinking fountain
- Clean women's bathroom (sink, mirrors, countertops, sweep floor, mop floor, replace toilet paper on back of tank, empty trash)
- Clean men's bathroom (sink, mirrors, countertops, sweep floor, mop floor, replace toilet paper on back of tank, empty trash)
- Wash windows and doors in garden area
- Dust garden area
- Sweep garden area floors
- Mop garden area floors
- Clean pop machines in garden area
- Clean the outside of the washer and dryer
- Wash dividers in eating area
- Wash down table and chairs in eating area
- Sweep floors in eating area
- Mop eating area floors
- Wash windows in middle entrance
- Sweep middle entrance floors
- Mop middle entrance floor
- Wash windows in the middle stairwell
- Wipe down railing in middle stairwell
- Clean vending and ice machines
- Clean stairways (sweep from top to bottom, wipe down rails, wash windows in doors, clean up marks on walls and doors, vacuum runners)
- Clean meeting rooms 101 and 102 (Wash table and counter tops, vacuum floors, dust, wash windows)



Cleaning Kitchen

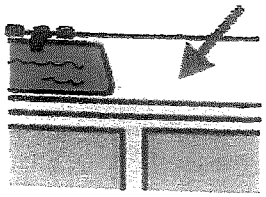
1

get supplies



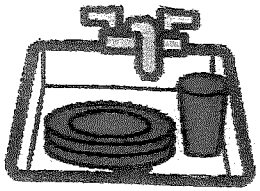
2

wipe counter



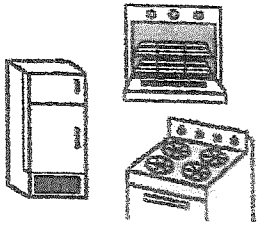
3

wash dishes



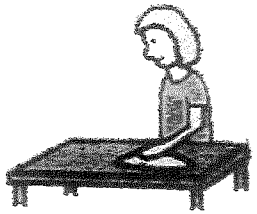
4

clean appliances



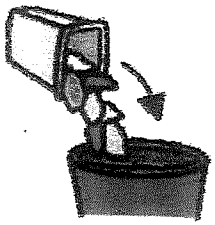
5

wipe table



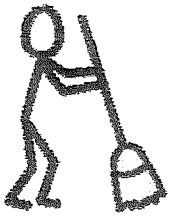
6

empty trash



7

sweep floor



8

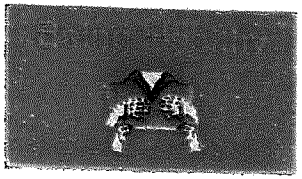
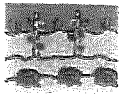
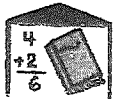
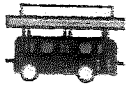
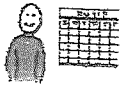
mop floor

9

10

Name: _____ Date: _____

My Goals for the Year -This is Important For My Future

	Eating Skills	Looking Great	First Aid	Exercise
In My Home	Doing Laundry	Care for A Yard 	Cooking	Cleaning
Learn to Work	At School 	Community	With People	Future Jobs
Community	shopping center	Rec/Leisure	restaurant	City Bus 
	Being With Others	Group Activities	Team Activities	Adult Behavior
Being Safe	When Scared	From Strangers	Handling Change 	In Emergencies 911

Washing Hands

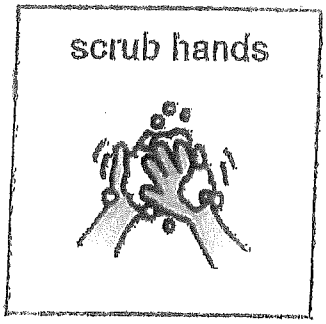
1

☐

2

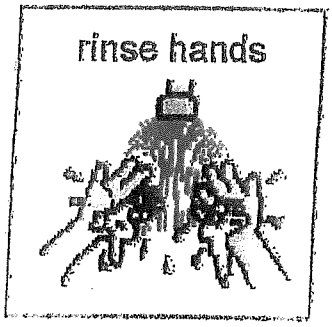
☐

3



☐

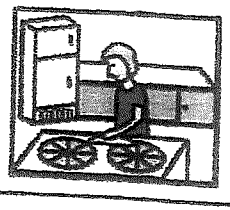
4



☐

5

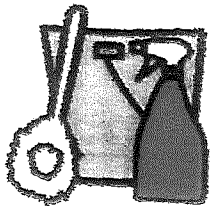
☐



Cleaning Kitchen

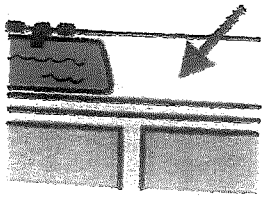
1

get supplies



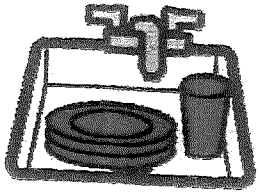
2

wipe counter



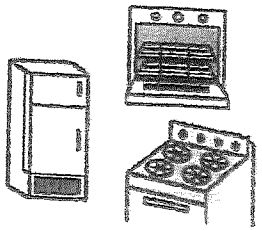
3

wash dishes



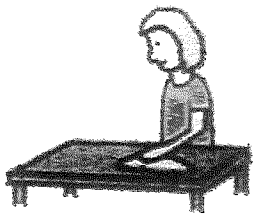
4

clean appliances



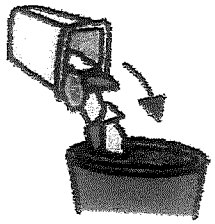
5

wipe table



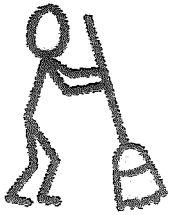
6

empty trash



7

sweep floor

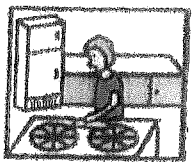


8

mop floor

9

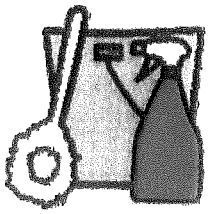
10



Cleaning Kitchen

1

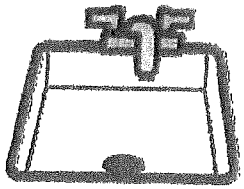
get supplies



☐

2

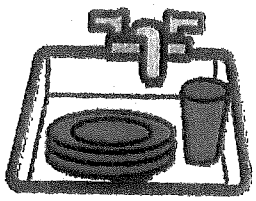
clean sink



☐

3

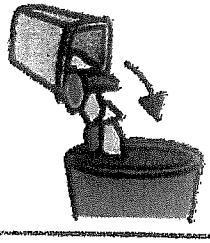
wash dishes



☐

4

empty trash



☐

5

mop floor

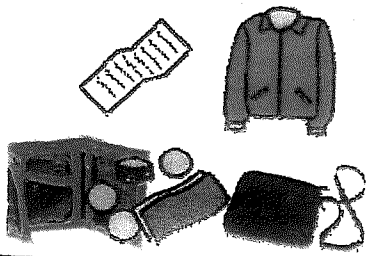
☐

Going on CBI

1

Get ready to go on CBI

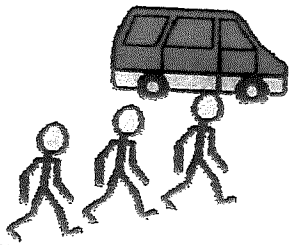
list
money
wallet or
purse
jacket



☐

2

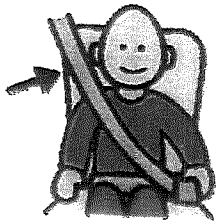
walk to van



☐

3

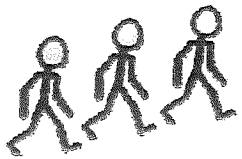
put on seat belt



☐

4

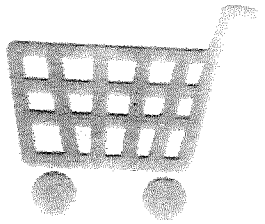
walk together in parkinglot



☐

5

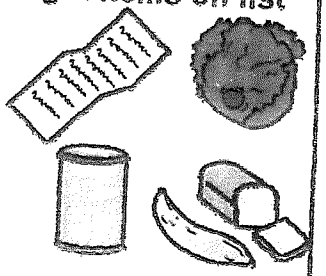
get shopping cart



☐

6

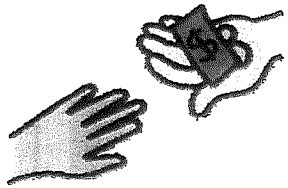
get items on list



☐

7

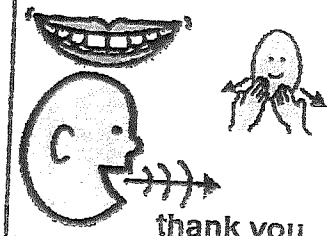
pay for items



☐

8

smile, and say

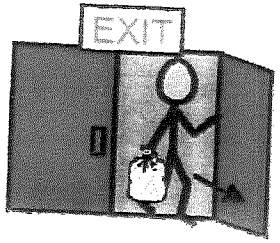


thank you

☐

9

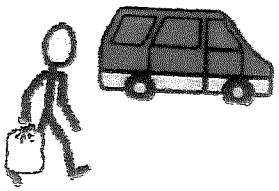
leave store



☐

10

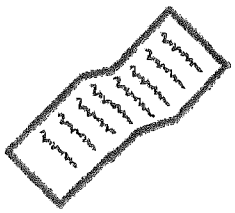
walk back to van



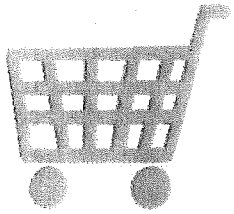
☐

Grocery Shopping

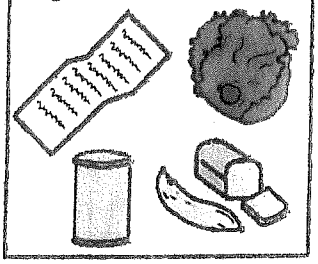
1 bring list



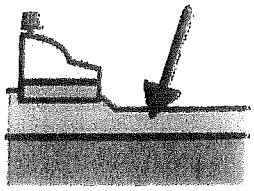
2 get shopping cart



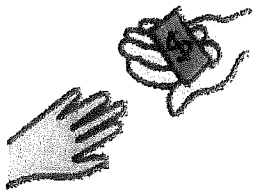
3 get items on list



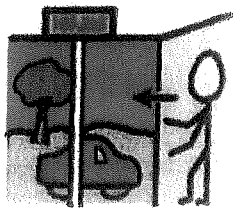
4 put items on counter



5 pay for items



6 leave store

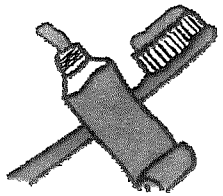


7 choose snack

8 eat snack

9

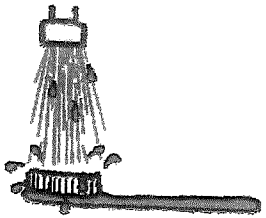
10



Brushing Teeth

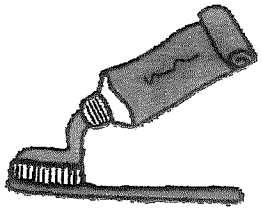
1

wet toothbrush



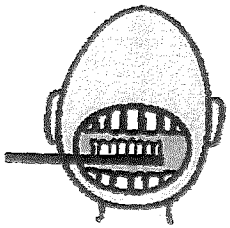
2

toothpaste on brush



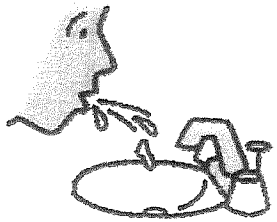
3

brush teeth



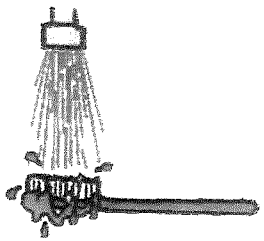
4

spit in sink



5

rinse toothbrush



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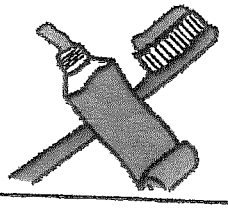
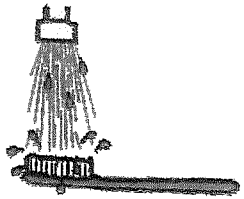


Brushing Teeth

1

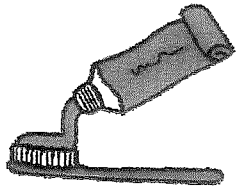
wet toothbrush



☐

2

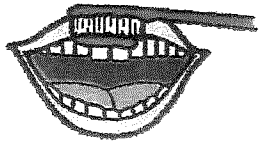
toothpaste on brush



☐

3

brush front of teeth



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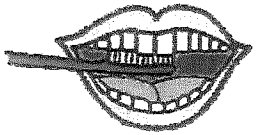
4

brush back of teeth



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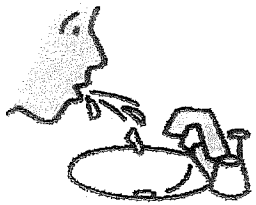
5

rinse mouth

☐

6

spit in sink



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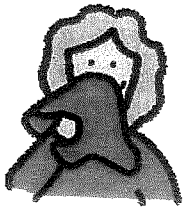
7

wipe mouth



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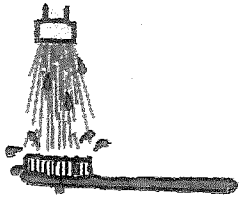
8

rinse toothbrush



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9

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10

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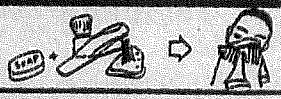
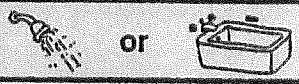
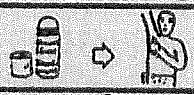
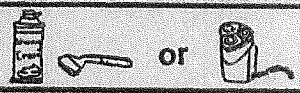
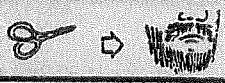
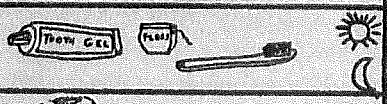
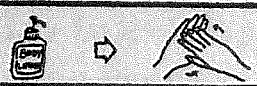
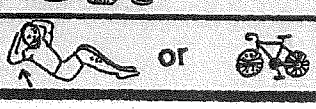
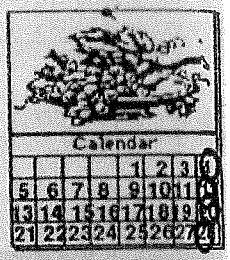
MEN'S DAILY GROOMING CHECKLIST

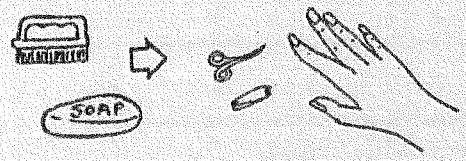
Name_____ Week of_____

TASK TO BE COMPLETED:		SUN.	MON.	TUES.	WEDS.	THUR	FRI.	SAT.
1. Clean face and ears completely.								
2. Wash whole body in shower or bathtub.								
3. Shampoo hair. Use conditioner if desired.								
4. Dry body completely. Use deodorant.								
5. Dry and style hair.								
6. Shave beard.								
7. Trim beard and mustache.								
8. Morning & Evening: Clean teeth or dentures								
9. Put on clean underwear and socks.								
10. Put on clean outer clothing.								
11. Check in mirror: I look neat and clean.								
12. Wash hands with soap after using toilet.								
13. Put away grooming aids and clean up bathroom.								
OPTIONS: Check only those which apply to you.								
A. Take medication as prescribed.								
B. Clean eyeglasses and/or contact lenses.								
C. Use mouthwash.								
D. Use skin lotion as needed for dry skin.								
E. Use aftershave or cologne.								
F. Exercise!!								

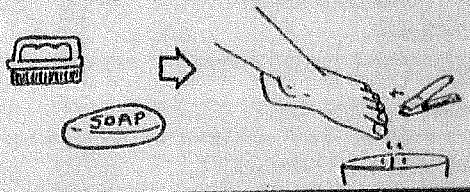


MEN'S
WEEKLY GROOMING CHECKLIST

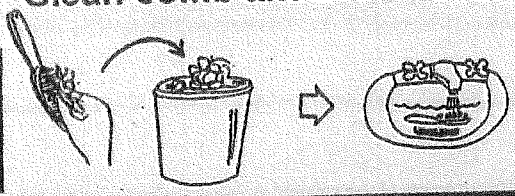
1. Clean and trim finger nails.



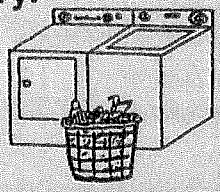
2. Clean and trim toe nails.



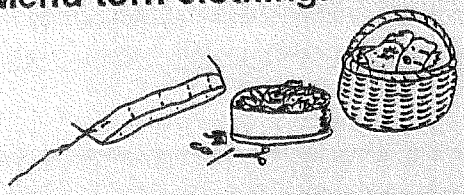
3. Clean comb and brush.



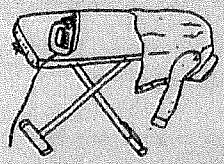
4. Do laundry.



5. Mend torn clothing.

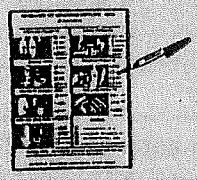


6. Iron wrinkled clothing.

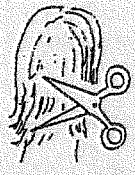


7. Polish shoes if needed.

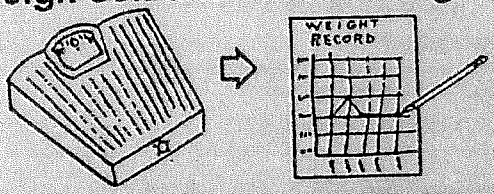
8. Inventory grooming supplies.
Purchase needed items.



9. Get hair cut and styled if needed.

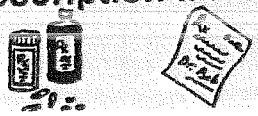


10. Weigh self and record weight.



Check only if it applies to you:

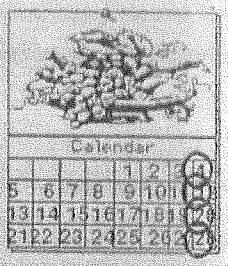
Check medication and refill prescription if needed.



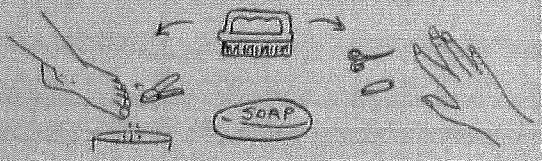
Check only if it applies to you:

Clean hearing aid and replace battery if needed.

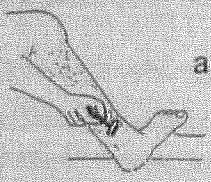
WOMEN'S WEEKLY GROOMING CHECKLIST



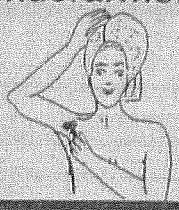
1. ☐ Clean and trim finger nails. Clean and trim toe nails.



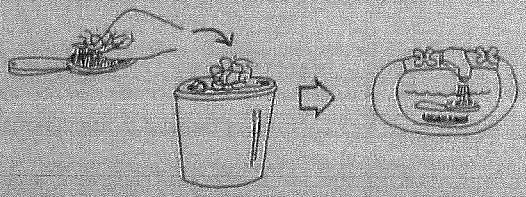
2. ☐ Shave legs and underarms.



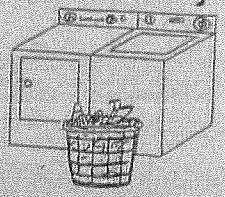
and



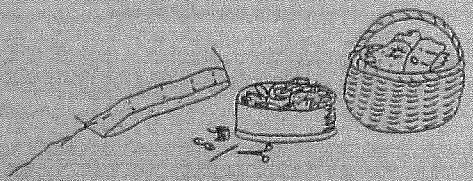
3. ☐ Clean comb and brush.



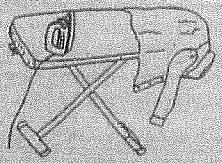
4. ☐ Do laundry.



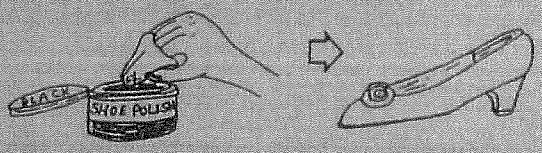
5. ☐ Mend torn clothing.



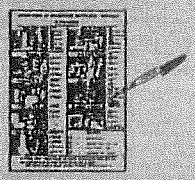
6. ☐ Iron wrinkled clothing.



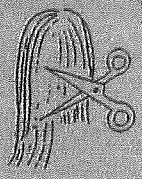
7. ☐ Polish shoes if needed.



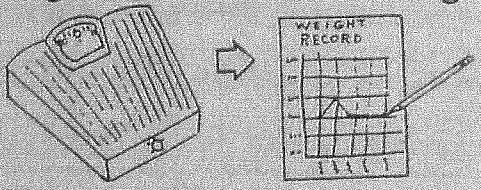
8. ☐ Inventory grooming supplies. Purchase needed items.



9. ☐ Get hair cut and styled if needed.



10. ☐ Weigh self and record weight.



Check only if it applies to you:

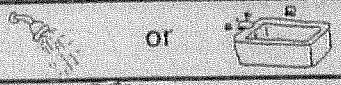
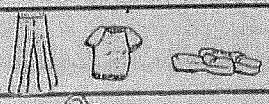
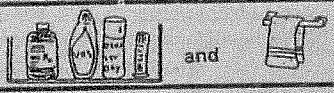
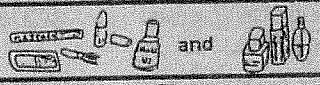
☐ Check medication and refill prescription if needed.

Check only if it applies to you:

☐ Clean hearing aid and replace battery if needed.

WOMEN'S DAILY GROOMING CHECKLIST

Name_____ Week of_____

TASK TO BE COMPLETED:		SUN.	MON.	TUES.	WEDS.	THUR.	FRI.	SAT.
1. Clean face and ears completely.								
2. Wash whole body in shower or bathtub.								
3. Shampoo hair. Use conditioner if desired.								
4. Dry body completely. Use deodorant.								
5. Dry and style hair.								
6. Morning & Evening: Clean teeth or dentures.								
7. Put on clean underwear and socks.								
8. Put on clean outer clothing.								
9. Check in mirror: I look neat and clean.								
10. Wash hands with soap after using toilet.								
11. Put away grooming aids and clean up bathroom.								
OPTIONS: Check only those which apply to you.								
A. Use make-up and/or perfume.								
B. Set hair in curlers.								
C. During period: Change pad or tampon as needed.								
D. Take medication as prescribed.								
E. Clean eyeglasses and/or contact lenses.								
F. Use mouthwash.								
G. Use skin lotion as needed for dry skin.								
H. Exercise!!								

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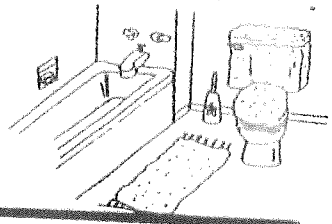
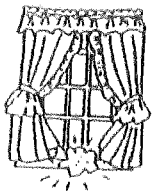
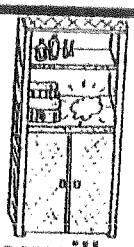
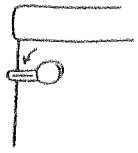
BATHROOM, page 2

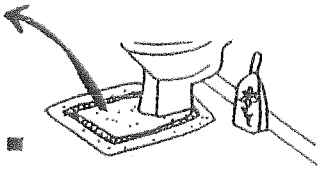
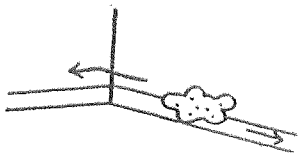


☐ **7.**  and  and

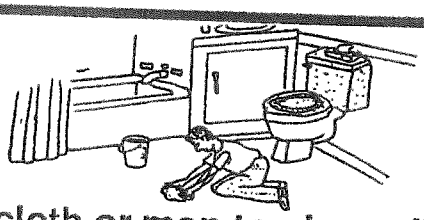
Use this soapy water to wipe off windowsills, shelves, and counters.

☐ **8.** 

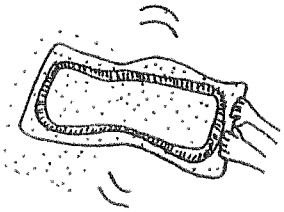
Scrub toilet bowl with toilet brush. Flush.

☐ **9.**  

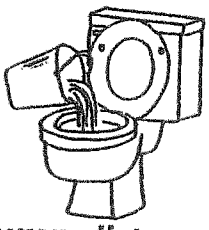
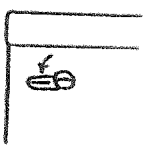
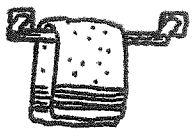
Remove rugs. Use damp cloth to clean all surfaces of toilet, around base of toilet, and all baseboards.

☐ **10.** 

Use damp cloth or mop to clean all non-carpeted surfaces.
(If mop is used, clean all edges & corners with a damp cloth.)

☐ **11.**  or

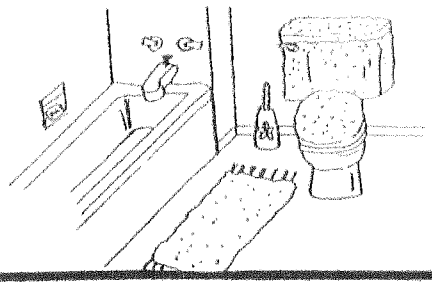
Shake or vacuum all rugs. Vacuum all carpeted surfaces.

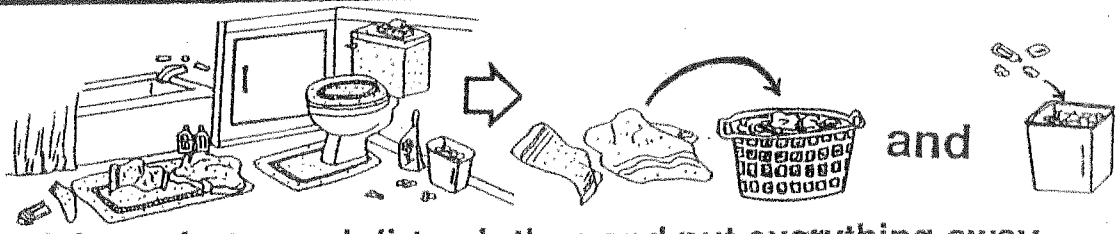
☐ **12.**   

Dump dirty water and rinse bucket Put out clean towels.

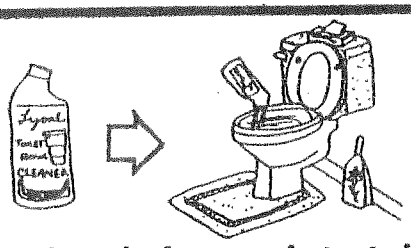
WEEKLY CHECKLIST #3

BATHROOM

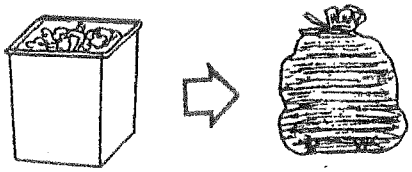


☐ **1.** 

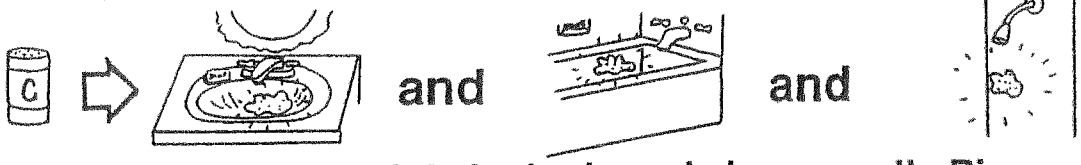
Pick up clutter and dirty clothes and put everything away.

☐ **2.** 

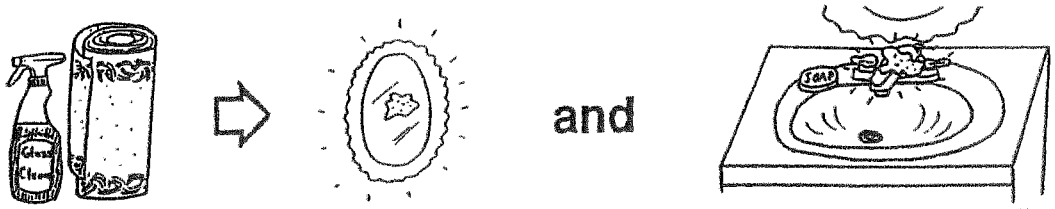
Squirt toilet bowl cleaner into toilet. Let stand.

☐ **3.** 

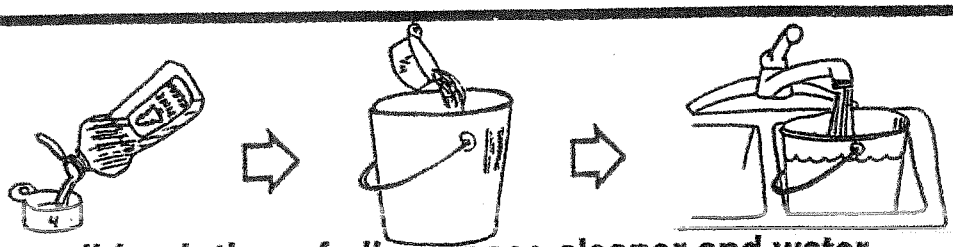
Empty wastebasket.

☐ **4.** 

Use cleanser to clean sink, bathtub, and shower wall. Rinse with clean water and dry with a towel.

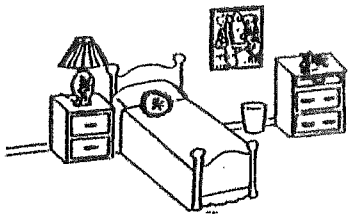
☐ **5.** 

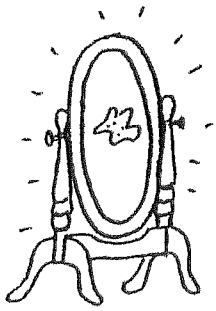
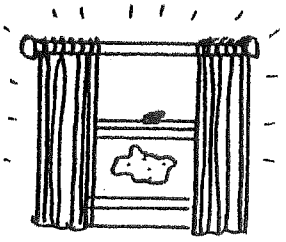
Use glass cleaner and paper towels to clean mirror and faucet.

☐ **6.** 

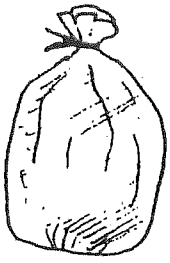
Mix a mild solution of all-purpose cleaner and water.

BEDROOM, page 2

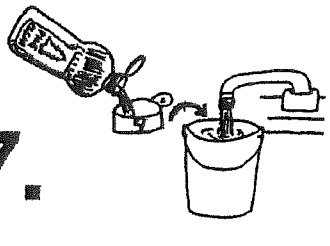
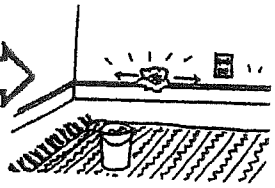
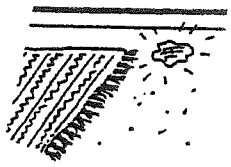


☐ 5.  and 

Clean mirrors and windows with glass cleaner and paper towels.

☐ 6. 

Empty wastebasket.

☐ 7.   and and 

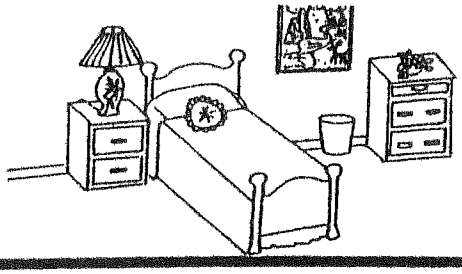
Use mild, all-purpose cleaning solution and damp cloth to clean all baseboards, windowsills, and uncarpeted floor surfaces.

☐ 8.

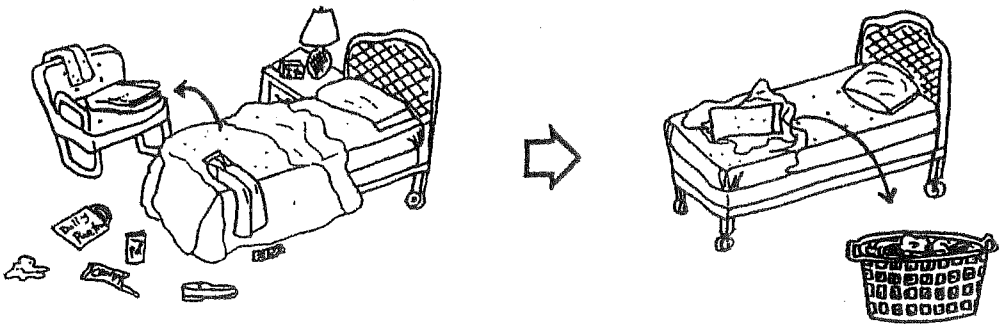
Shake or vacuum all rugs and carpeted floor surfaces.

WEEKLY CHECKLIST #4

BEDROOM

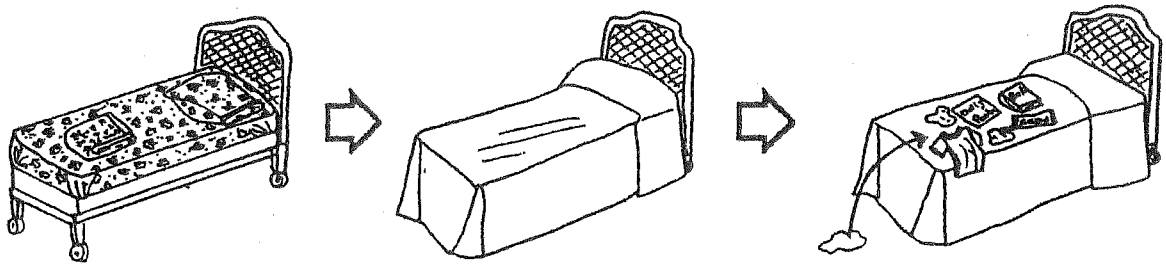


☐ 1.



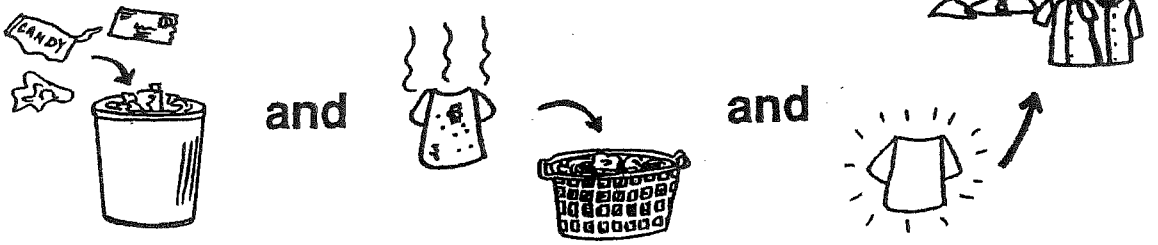
Clear everything off your bed. Set blankets aside. Put dirty sheets in basket.

☐ 2.



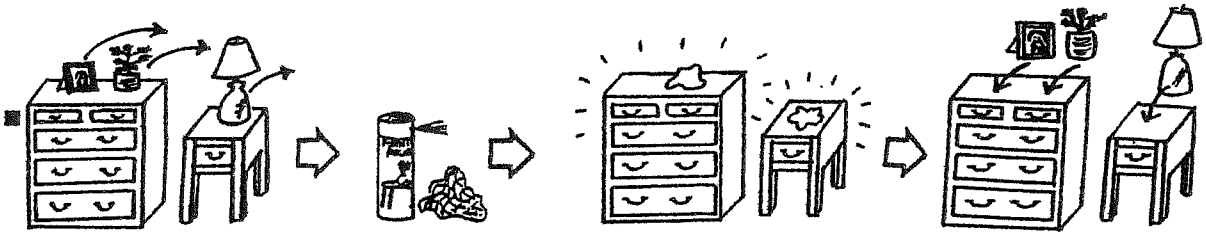
Put clean sheets on bed. Finish making bed. Pick up clutter and put it on the bed.

☐ 3.



Sort and put everything away: trash in wastebasket, dirty clothes in basket, hang up clean clothes, and so on.

☐ 4.



Take items off dressers and tables. Dust with furniture polish and dust cloth. Replace items.

Resources

- Informational Sheet
- Job Task List
- Hygiene
- Recipe examples
- CBI
- Blank Schedule- Can be written or Used with Pictures
- Goals Selection Sheets – For Adult Students
- iPad – Set-up Schedules, Order in a restaurant, Set Timer
- Communication Book
- Social Story
- Calendar

Information

Support and Resources

- Community Mental Health Access Center
- Arc Services; Guardianship, Advocacy
- Community Enterprises
- Michigan Association for the Deaf, Hearing Impaired and Speech
- Michigan Commission for the Blind
- Autism Society of Michigan
- Brain Injury Association of Michigan
- Easter Seal Society
- Developmental Disabilities Institute – Wayne State University
- Learning Disabilities Association of Michigan
- Epilepsy Foundation of Michigan
- Michigan Association for Children with Emotional Disorders
- Parent Support and Advocacy
- United Cerebral Palsy
- Department of Human Resources

- Children Special Healthcare Services (contact local Health Department)
- Early on
- Great Start/ Parent Coalition
- Special Olympics
- Local YMCA
- Local Parks and Recreation Programs
- 4-H

"Do not do for children, what they can do for themselves. You rob them of their self-worth, self-esteem, and their sense of empowerment".