

# **ICBVI**

## **Independent Living**

### **Manual**

#### **MISSION STATEMENT**

Our mission is to empower persons who are blind or visually impaired by providing vocational rehabilitation training, skills training and educational opportunities to achieve self-fulfillment through quality employment and independent living; to serve as a resource to families and employers and to expand public awareness regarding the potential of all persons who are blind or visually impaired.

#### **The Goal of ICBVI's Independent Living Program is Independence in Family and Community**

The purpose of ICBVI's Independent Living program is to assist clients with the primary disability of blindness or visual impairment to achieve independence, acquire education and work skills and find jobs.

## IL Assessment and Plan Development or Waiver (Status 58)

Before an IL Plan is written or a Waiver is signed, an IL Assessment is needed:

- To assess the client's independent living skills and ability to use the alternative techniques of blindness
- To determine the client's **Independent Living Goals**
- To determine the extent and scope of **Independent Living Services** or the **Independent Living Services for the Older Blind** that the client requires to improve his/her ability to function independently in family and community

Either the IL rehabilitation Teaching Assessment form or the IL Skills Assessment form can be used depending on the Rehab Teacher/Home Instructor's preference.

### Independent Living Goals:

- (A) Self-Advocacy/Self-Empowerment – Goals involving improvement in a client's ability to represent him/herself with public and/or private entities, the ability to make key decisions involving him/herself, or the ability to organize and manage his/her own activities to achieve desired objectives.
- (B) Communication – Goals involving either improvement in a client's ability to understand communication by others (receptive skills), and/or improvement in a client's ability to share communication with others (expressive skills).
- (C) Mobility/Transportation – Goals to improve a client's access to her/his life space, environment, and community. This may occur by improving the client's ability to move, travel, transport him/herself, or use public transportation.
- (D) Community-Based Living – Goals that provide for a change in living situations with increased autonomy for the client. This may involve a client's goals related to obtaining/modifying an apartment or house. Community-based living arrangements may include apartments, privately owned housing, self-directed assisted living, or self-directed living with family/friends.
- (E) Educational – Academic or training goals that are expected to improve the client's knowledge or ability to perform certain skills that would expand his/her independence, productivity or income-generating potential.

- (F) Vocational – Goals related to obtaining, maintaining, or advancing in employment.
- (G) Self-Care – Goals to improve/maintain a client’s autonomy with respect to activities of daily living such as personal grooming and hygiene, meal preparation and nutrition, shopping, eating, and other aspects of personal health and safety.
- (H) Information Access/Technology – Goals related to a client obtaining and/or using information necessary for the client’s independence and community integration. These may include use of a computer or other assistive technology, devices, or equipment, as well as developing information technology skills, such as using computer screen-reading software.
- (I) Personal Resource Management – Goals related to a client learning to establish and maintain a personal/family budget, managing a checkbook, and/or obtaining knowledge of available direct and indirect resources related to income, housing, food, medical, and/or other benefits.
- (J) Relocation from a Nursing Home or Institution– Goals related to relocation from nursing homes or other institutions to community-based living arrangements.
- (K) Community/Social Participation – Goals related to full participation in the mainstream of American society, including the ability to participate in community events such as community fairs and government functions, attend worship services and access recreational activities and facilities.
- (L) Other – IL goals not included in the above categories.

**Independent Living Services:**

- A) Advocacy/Legal Services – Assistance and /or representation in obtaining access to benefits, services, and programs to which a client may be entitled.
- B) Assistive Technology – Any assistive technology device, that is, any item, piece of equipment or product system that is used to increase, maintain or improve functional capabilities of individuals with disabilities and any assistive technology service that assists an individual with a disability in the selection, acquisition or use of an assistive technology device.
- C) Children’s Services – The provision of specific IL services designed to serve individuals with significant disabilities under the age of 14.

- D) Communication Services – Services directed to enable clients to better communicate, such as interpreter services, training in communication equipment use, Braille instruction, and reading services.
- E) Counseling and Related Services – These include information sharing, psychological services of a non-psychiatric, non-therapeutic nature, parent-to-parent services, and related services.
- F) Family Services – Services provided to the family members of an individual with a significant disability when necessary for improving the individual’s ability to live and function more independently, or ability to engage or continue in employment.
- G) Housing, Home Modifications, and Shelter Services – These services are related to securing housing or shelter, adaptive housing services (including appropriate accommodations to and modifications of any space used to serve, or occupied by individuals with significant disabilities).
- H) IL Skills Training and Life Skill Training Services – These may include instruction to develop independent living skills in areas such as personal care, coping, financial management, social skills, and household management. This may also include education and training necessary for living in the community and participating in community activities.
- I) Information and Referral Services – This is the only service (other than services to family members) that may be provided to all individuals, whether or not the individual has a disability.
- J) Mental Restoration Services – Psychiatric restoration services including maintenance on psychotropic medication, psychological services, and treatment management for substance abuse.
- K) Mobility Training Services – A variety of services involving assisting clients to get around their homes and communities.
- L) Peer Counseling Services – Counseling, teaching, information sharing, and similar kinds of contact provided to clients by other people with disabilities.
- M) Personal Assistance Services – These include, but are not limited to, assistance with personal bodily functions; communicative, household, mobility, work, emotional,

cognitive, personal, and financial affairs; community participation; parenting; leisure; and other related needs.

- N) Physical Restoration Services – Restoration services including medical services, health maintenance, eyeglasses, and visual services.
- O) Preventive Services – Services intended to prevent additional disabilities, or to prevent an increase in the severity of an existing disability.
- P) Prostheses, Orthotics, and Other Appliances – Provision of or assistance in obtaining through other sources, an adaptive device or appliance to substitute for one or more parts of the human body.
- Q) Recreational Services – Provision or identification of opportunities for the involvement of clients in meaningful leisure time activities. These may include such things as participation in community affairs and other recreation activities that may be competitive, active, or quiet.
- R) Rehabilitation Technology Services – Any service that assists an individual with a disability in the selection, acquisition or use of applied technologies, engineering methodologies or scientific principles to meet the needs of the individual and address the barriers confronted by individuals with significant disabilities with respect to education, rehabilitation, employment, transportation, IL and/or recreation.
- S) Therapeutic Treatment – Services provided by registered occupational, physical, recreational, hearing, language, or speech therapists.
- T) Transportation Services – Provision of, or arrangements for, transportation.
- U) Youth/Transition Services – Any service that develops skills specifically designed for youth with significant disabilities between the ages 14 and 24 to promote self-awareness and esteem, develop advocacy and self-empowerment skills and career exploration, including the transition from school to post school activities such as postsecondary education, vocational training, employment, continuing and adult education, adult services, independent living or community participation.
- V) Vocational Services – Any services designed to achieve or maintain employment.
- W) Other Services – Any IL services not listed above.

## **Independent Living Services for Older Blind:**

1. Adaptive Aids, Devices or Equipment
  - Low vision aids
  - Other adaptive aids
  
2. Training
  - Orientation and mobility skills
  - Communication skills
  - Daily living skills
  - Advocacy training
  - Management of secondary disabilities
  - Low vision training
  - Other training services
  
3. Other Individual Services
  - Low vision exams and screening
  - Individual and family counseling
  - Transportation
  - Readers and sighted guides
  - Physical restoration services
  - Referral to VR
  - Referral to other agencies
  - Peer or facilitated support group
  - Community integration
  - Other individual services

### **IL PLAN or WAIVER:**

An Independent Living Plan for services must be written unless the client signs a Plan Waiver stating that a plan is unnecessary.

If the client chooses to write a plan, it must include the IL goals and objectives, IL services to be provided, start and end dates, costs, comparable benefits and client financial participation.

The IL Plan must be jointly developed and signed by the client and the Rehab Teacher/Home Instructor, and a copy provided to the client in an accessible format.

The plan must also be reviewed periodically by the Rehab Teacher/Home Instructor and the client to discuss progress and need for further services. This must be completed at least annually if the case remains open longer than twelve months.

## **CLIENT'S FINANCIAL PARTICIPATION IN THE COST OF IL SERVICES:**

There is no fee for any of the IL services provided directly by the ICBVI Rehab Teacher/Home Instructor.

However for the purchase of aids and appliances, assistive technology, computer hardware and software and other purchased services or device, the client's financial ability to pay will be taken into consideration, with the expectation that the client will contribute to or pay for the required service or device.

The ICBVI Financial Needs Assessment (FNA) can be used to assist with this cost negotiation, **unless** the client is already automatically considered low income by the receipt of SSI or OASI benefits, **or** the Rehab Teacher/Home Instructor judges then to be low income through information gathered during the Application process.

Planned participation in Physical or Mental Restoration services in the Independent Living Program shall adhere to the same cost limitations of the State Only Program and the Payment Policy for VR costs.

Due to the limitations imposed by the limited amount of IL funds received by ICBVI, the **maximum expenditure of IL service dollars for the purchase of IL services and devices will be up to \$500 per client.**

When considering the purchase of computer hardware or software Assistive Technology, the Rehab Teacher/Home Instructor must obtain an assessment by the ICBVI Assistive Technology Specialist, who will provide a written report with cost-effective recommendations prior to plan development. Such purchases will be subject to client financial participation in the cost of the recommended AT.

## **IL Eligibility (Status 50)**

To be eligible for Independent Living Services through ICBVI, a client must meet the following three criteria:

1. Have a significant physical or mental impairment including legal or functional blindness or a severe visual impairment {as defined in Idaho Code, Section 67-5402(2)}.
2. Which substantially limits the client's ability to function in the family or community
3. And for whom the provision of independent living services will improve the client's ability to function, continue functioning, or move toward functioning independently in the family or community.

### **Definitions:**

Impairment is any disability, physical, mental or emotional that causes limitations in a functional area such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills.

According to Idaho Code, blindness or visual impairment means a person whose visual acuity with correcting lenses is not better than 20/200 in the better eye; or a person whose vision in the better eye is restricted to a field which subtends an angle of not greater than 20 degrees; or a person who is functionally blind; or a person who is without any sight.

Functional blindness means a visual impairment which results in a substantial barrier to employment or substantially limits one or more major life activities such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills.

### **Helpful Hints on Functional Blindness:**

Functional Limitations of Life Activities:

- Reading printed material
- Driving
- Walking (avoiding obstacles, negotiating stairs, curbs or crossing streets)
- Computer work
- Written correspondence.
- Problems with shopping
- Problems with daily activities (cooking, cleaning, medication id)
- Glare problems
- Distortion
- Floaters or scotomas
- Fluctuating vision throughout the day



- Diabetes not under control due to lack of education

IL services:

- Low vision evaluation
- Low vision aids and appliances
- Training on use of aids or appliances
- Training on alternative techniques of blindness
- Specialized training (diabetic education)
- Information on community resources
- Training on Assistive Technology
- Peer Support groups

## **IL Application (Status 42)**

Any individual with a significant disability of blindness or visual impairment may apply for independent living services at ICBVI. All Independent Living services will be provided by the ICBVI Rehab Teachers/Home Instructors.

Citizenship is not a requirement for ICBVI independent living assistance, but the individual must be present in the state, residing in Idaho and not just visiting, to receive IL services.

The handling of referrals and applications for IL services will be handled in an expeditious and equitable manner so that clients can receive services in a timely manner statewide.

There is no upper or lower age limit for Independent Living services, however clients under age 55 are served in the **IL Program** and clients age 55 and older are served in the **IL-OB program**.

### **To apply for IL services:**

The client and Rehab Teacher/Home Instructor must meet, complete and sign the Application, including the IL Rights and Responsibilities and Release/Exchange of Information forms. This initial meeting usually takes place in the client's home so that the Home Instructor can begin the assessment of the client's independent living needs.

The client can provide medical or other information that substantiates that he/she has a severe vision impairment which substantially limits his/her ability to function independently in the family or community and for whom the provision of IL services will improve the ability to function, continue to function or move toward functioning in the family or community.

Place forms and reports in a case file and then reference them in the RCR. The RCR needs to be concise but effectively chronicle the client's progress through independent living services.

**Any requests for exception to this policy will be made to the Rehabilitation Services Chief for consideration depending on the year-to-date IL budget expenditures.**

## **IL Case Closures**

### **Ineligible – Status 48**

Independent Living cases may be closed ineligible if a determination is made that the applicant is not an individual with a significant disability of blindness or severe visual impairment or there is no documented evidence of legal or functional blindness causing a barrier to independent functioning in home and community.

The Rehab Teacher/Home Instructor must:

- Provide the applicant the opportunity for full consultation
- Notify the applicant in writing of the decision
- Inform the applicant of the right to appeal, including the purpose and availability of CAP
- Refer to other sources, if appropriate
- Update ICMS with closure information

A review of the ineligibility determination must be made within twelve months after case closure to determine if the applicant's visual status has materially changed, unless the applicant is no longer present in the state or the whereabouts are unknown.

### **Successful Closure – Status 66**

Independent Living cases are closed successfully when the client has been provided IL services and achieved the desired IL goals. The provision of IL services by ICBVI should have resulted in a substantial improvement in the client's ability to live independently in the home or community.

The Rehab Teacher/Home Instructor should observe and document the client's newly learned skills before case closure.

It is not necessary to accomplish every IL goal to close a case successfully. There are times when the client may have accomplished what he/she wants and may not want to proceed any further, or other life circumstances may interfere with the completion of all the planned goals or services.

The Rehab Teacher/Home Instructor must:

- Provide the client the opportunity for full consultation
- Notify the client in writing of the decision
- Inform the client of the right to appeal, including the purpose and availability of CAP
- Refer to other sources, if appropriate
- Update ICMS with closure information

## **Unsuccessful Closure – Status 68**

Independent Living cases are closed unsuccessfully when the IL assistance has not resulted in the client attaining substantial improvement in the ability to live independently in the home or community or when both the Rehab Teacher/Home Instructor and the client both agree that the continuation of services will not result in greater independence for the client.

This may be caused by further loss of vision, illness, and lack of effort or the inability to benefit from the provision of IL services.

The Rehab Teacher/Home Instructor must:

- Provide the client the opportunity for full consultation
- Notify the client in writing of the decision
- Inform the client of the right to appeal, including the purpose and availability of CAP
- Refer to other sources, if appropriate
- Update ICMS with closure information

## **Post Closure IL Services – Status 69**

Post closure services will be permitted until the new IL Application format is available in the ICMS system. This will then allow the Rehab Teacher/Home Instructor to copy the previous case information to open a new IL file for the client and then provide services. This will insure that clients served are counted in the federal reports.

## **IL Case Records and Confidentiality of Client Information**

### **Case Recording Requirements:**

IL case records must document the IL services provided, the cost of these services or devices purchased and any comparable benefits supplied from other sources. Files will be maintained for five years after case closure.

### **Confidentiality of Client Information:**

All personal information concerning clients is confidential. The information is used only for purposes directly connected to the administration of the IL or IL-OB programs, and **may not be released without the written consent of the client**. There are some exceptions required by law.

Confidential client information shall be stored in such a manner so that it is not casually available for public scrutiny during official work hours. It shall be stored under lock and key when not being directly used or during non-working hours.

This includes client information on your computer screen. If you are not using your computer, exit the ICMS program. Log out when you will be gone from your office.

### **Release of Confidential Client Information**

Any information in the client's file may be released to the client, in a timely manner, if requested in writing by the client, **except** medical, psychological, or other information that ICBVI determines may be harmful to the individual or information received from Social Security Administration or the Veterans Administration.

The client may sign the Release/Exchange of Information form to access this information.

There are some exceptions to the Release of Information Requirements when prior written approval will not be required:

- a) Release for audit, evaluation or research
- b) Release required by federal law or regulation.
- c) In order to protect the client or others if the client poses a threat to the safety of self or others.

### **IL Client Rights of Appeal and the Client Assistance Program (CAP)**

Clients have the right to obtain a review of decisions made by ICBVI personnel concerning the request for IL services or the provision of IL services. This Administrative Review will be conducted by the Rehabilitation Services Chief and the decision will be final. Clients must be notified of these rights using accessible format.

Clients must be notified of the availability of the Client Assistance Program (CAP), the purpose of CAP services and how to contact CAP. The CAP brochure is to be given to each client at Application as it contains the required information.

## **IL Rehab Teaching/Home Instruction**

Independent Living services for ICBVI clients are provided by the **Rehab Teachers/Home Instructors** and are usually provided in the client's home or community.

Home instruction involves adjustment to vision loss counseling, training in the alternative techniques of blindness and the use of adaptive equipment, as well as information and referral to a variety of community resources.

The **alternative techniques of blindness** are methods used by the blind or visually impaired client to accomplish tasks in a way that is different from the average sighted person. They are the core of home instruction for blind and visually impaired. Often several alternative techniques can be used to accomplish a given task.

The client should be encouraged to do as much as possible, and be discouraged from imposing limitations because of incorrect assumptions about blindness. Tactile, auditory, low vision or other sensory alternative techniques are all legitimate methods to gather information and should be taught in the way that best fits the individual's preference. For example, it may be more efficient to utilize Meals on Wheels rather than cooking independently.

### **IL Assessment:**

A thorough assessment of the client's independent living skills needs to be conducted before service provision can be planned and implemented. The assessment should cover the major life areas of independent living which include:

- Self Care
- Communication
- Mobility
- Residential/Home Management
- Education
- Resources

An ICBVI IL Assessment Form is a useful tool for determining the client's independent living needs and can be completed on the first home visit with the client.

A personal interview should be conducted with the client to gather information on the client's understanding and acceptance of his/her vision loss, the client's functional limitations and adjustments the client has made so far, any other medical conditions that may impact the client, interests and hobbies, family support and community participation.

### **Self Care:**

Financial management may include: coin identification, currency folding, writing checks, maintaining a check register, paying bills

Time tracking may include: Braille, large print and talking calendars, clocks or watches

Social activities and recreation may include: card or board games, family, friends or community activities and hobbies, exercise and fitness alternatives

Cooking and meal preparation may include: grocery shopping alternatives, recipes organized in accessible form, identification of food and canned goods, microwave marking and operation, marking and setting oven selection and temperature, moving dishes in and out of hot oven safely, safe stovetop operation, pouring liquids and batters, using measuring spoons and cups, kitchen timer, mixing ingredients by hand or electric mixer, safe cutting techniques and knife guides, food preparation, cleaning dishes and cooking area, setting and clearing table, basic meal planning and diet

Food and place setting may include: locating techniques, cutting techniques

Medical maintenance may include: organization of medication, knowledge of eye condition, knowledge of other medical condition(s)

Clothing may include: distinguishing clothing and coordinating colors

Sewing may include: hand sewing, needle threading, sewing on buttons, repairing seams by hand, hemming, mending, using sewing machine

Grooming techniques may include: washing, shaving or makeup

**Communication:**

Newsline instructions to access daily newspapers

State Library application to use services and equipment including EZ Player, record player and C-I (variable speed, side selection, etc.)

Telephone and use of rotary and push button dialing, feature phones, directory assistance, other telephone resources and services and emergency numbers

Handwriting guides (letter, envelope, signature, check), legible and appropriate size signature

Tape recorders for letter writing and information storage (recipes, addresses, phone numbers)

Low vision to include evaluation and instruction in proper use of aids, appliances and CCTVs (closed circuit TVs)

Large print alternatives: where to find large print reading material, writing with black felt 20/20 pens and bold line paper

Readers and Reading Services to include family, friends, volunteers, volunteer taping services, Radio Reading and telephone access information

Braille to include introduction through braille cell reading methods, reading the alphabet, writing the alphabet with a slate and stylus, numbers, basic punctuation, labeling with a slate and stylus



and/or Dymo tape labeler, Perkins Braillewriter, grade I and grade II braille, reading braille novel or short story.

Typing to include locating keys and functions, inserting and removing paper, personal or business correspondence

### **Mobility:**

Mobility assessment should include the client's ability to understand spatial and directional concepts, the ability to participate in a planned sequential course of training in orientation and mobility and incorporate accommodations and alternatives for other medical limitations.

Sighted guide techniques will be taught from both the guide and traveler point of view. Independent travel is always encouraged, however the sighted guide technique is appropriate in certain situations (e.g. crowds, rush situations, dangerous surroundings). Sighted guide technique includes elbow grip, body positions and communicating curbs, steps, overhangs, etc.

Sensory Utilization training can be provided with instruction in how to utilize tactile, auditory and olfactory senses for taking in information concerning the environment.

White Cane Basics: The Rehab Teacher/Home Instructor will assist the client to determine the appropriate type and length of cane needed and teach the client to determine when cane tips need to be cleaned or changed and how to change them.

The instructor will also teach cane techniques such as proper grip, arc, rhythm step, touch and slide and how to negotiate curbs and uneven terrains. The instructor will provide training in proper posture, gait, body movements, and other gross motor techniques necessary for learning and using travel skills.

Cardinal Direction instruction will be provided to assist the client to determine the cardinal directions of North, South, East and West. In outdoor travel, awareness and orientation to the cardinal directions is essential.

Orientation to Home and Work Surroundings will be provided to the client with orientation to the surroundings in which they live and/or work. The client will also be taught methods for locating stationary landmarks or other points of reference through the use of tactile, auditory, and olfactory senses.

### **Crossing Streets:**

Residential: The client will be taught to cross streets in residential areas using information on traffic patterns and street layouts.

Downtown: The client will be taught to understand and incorporate in travel techniques, methods for judging traffic and intersection patterns in city and urban areas and familiarity and ability to use stop signs, traffic lights, crosswalks and curb cuts.

Transportation Alternatives training will include correct techniques for accessing various modes of public transportation including sharing rides, taxis, buses, airlines and trains.

Indoor Environments will require training and supervised experience for traveling which include restrooms, escalators, elevators and stairs, banks, shopping malls and grocery stores, restaurants, airport, bus and train stations.

Outdoor Environments will require training and supervised experience for traveling which include railroad tracks and bridges, no sidewalks and adverse weather conditions. The instructor teaches the client to consider the effects of various weather conditions and how to travel in those conditions; i.e., the effect of wind, rain, or snow on traffic sounds; ice or silt on sidewalks.

Problem Solving Skills: The client will be provided training in coping and adapting to problem situations such as becoming lost or disoriented, losing a cane tip or missing a bus.

Low Vision Techniques: the client will receive training in using any remaining vision including the use of telescopic devices and visually recognizing landmarks or obstacles.

Maps: the instructor will prepare and teach the use of tactile, braille, and auditory maps, as well as the use of a tactile compass, as needed.

Alternatives to Cane Travel can be discussed: guide dog, electronic aids, optical aids, and training provided in the client's environment.

Legal Rights: information will be provided on federal and state statutes including the Americans with Disabilities Act and State White Cane Law as well as other mobility related legal rights of blind and visually impaired consumers and the general public.

### **Residential/Home Management:**

Indoor cleaning includes dusting, sweeping, wet mopping, vacuuming, cleaning up spills, cleaning windows and mirrors, wiping down appliances, cleaning bathroom fixtures, making beds, washer and dryer settings, doing laundry, sorting and organizing clothing and ironing.

Household maintenance includes thermostat setting for heating and air conditioning, changing light bulbs and resetting or changing fuses.

Outdoor Maintenance includes lawn care and gardening

Home Modifications can include enhanced lighting, safety grab bars and contrast painting.

Relocation discussion for better access to transportation, shopping, friends, relatives and more manageable residence.

### **Education:**

Any independent living rehabilitation services needed to assist the client to attain educational goals.

### **Vocational:**

Any independent living rehabilitation services needed to assist the client to prepare for, secure, retain or regain employment.

### **Resources:**

- Aids and Appliances Catalogs
- Community Mental Health Centers
- Consumer Groups - NFB/AFB
- Descriptive Video Library
- Directory Assistance
- Free Matter for the Blind
- Hadley School for the Blind training services
- Home maintenance and repair program
- Homemaker services
- Idaho Commission on Aging services
- Independent Living Centers
- In home services help
- Low Vision Clinic and Services
- Meals on Wheels
- Medicare and Medicaid
- Newslines
- Other ICBVI Services
- Peer Support groups
- Personal care services
- Prescription services
- Radio Reading Program
- Recreation Programs
- RSVP
- Senior Citizen Centers and meal sites
- Senior Information Services
- Shopping assistance services
- SSDI and SSI benefits
- State Library Talking Book Program
- Talking Phone Directory
- Telephone Assistance Services
- Telephone reassurance/home check-up
- Transportation options
- Veteran's Administration Visual Impairment services team
- Volunteer Services
- YMCA Senior swimming program
- 1-800-TELL
- 211 referral service

### **Home Instruction Procedures:**

1. Go to the client's home with a plan and always leave with some measurable achievement.

2. Use terms that the client will understand. Avoid buzz words or jargon.
3. Take one step at a time toward achieving objectives. Don't rush the client.
4. Always check that the client understands your directions. Repetition helps.
5. Whenever possible teach by example.
6. Always be aware of the client's safety. While it is impossible for the rehab Teacher/Home Instructor to totally ensure the clients safety, good judgment and common sense can minimize potential hazards.
7. Discuss with your clients that they are primarily responsible for their own safety and if at any time they feel that they are being asked to do something that makes them uncomfortable, they can stop.
8. The Rehab Teacher/Home Instructor must make efforts to minimize or avoid potential hazards in the instructional setting. For example; in the kitchen, stress that the client uses caution and safety when working around hot burners, ovens and sharp knives.
9. To avoid accident or injury, always insist that the client use proper techniques as taught in all areas, and especially in white cane travel. If weather conditions pose hazards or if a client is ill or improperly dressed for the weather, you may decide to postpone the lesson.