Remote VRT Services Template
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Health Management - Medications
1. Consider medication resources (pill pack; script reader; large print labels through a pharmacy; medication minder; labeling medications).
2. Use low vision aids to read medication name, dosage, expiration date, and how many refills left.
3. Practice opening and closing medication bottles; labeling to identify meds; setting medication schedule time and alarm on a phone or smart home device.
4. Discuss talking aids for blood pressure, oximeter, scale (weight management), diabetes management (glucometer).

Personal Grooming
1. Teach closet organization and labeling clothing by color.
2. Review tactile identification identifiers.
3. Teach how to use a color reader.
4. Consider clothing care
   a. Separating/laundering
   b. Organization and labeling of laundry supplies
   c. Labeling of washer/dryer settings.
5. Consider bathroom care (hair, nail, oral, etc.)
   a. Review bathroom countertop organization for locating supplies.
   b. Review tub/shower organization for locating supplies.
   c. Teach waterproof label for ease of identification and use.

Meal Preparation
1. Kitchen Organizations
   a. Use of location and trailing along countertops to locate appliances, sink, wastebasket, drawers, and cabinets in the kitchen.
   b. Review label system of canned goods/spices
   c. Review identification of food by touch, size, smell, and location.
d. Set-up of bump dots on the microwave, stove, oven (manual), or listening for audible settings (digital) to set temperature.

2. Kitchen Safety
   a. Cold set-up of skillet on stovetop burner; cold set-up of the oven.
   b. Use of oven glove and potholders.
   c. Use of knife guard, vegetable pick, safe touch can opener, liquid indicator, and adapted techniques.

3. Food Preparation
   a. Use of Door Dash/ezCater/Grubhub for restaurant, Instacart/Walmart for grocery delivery, and access to foodbank resources for clients in need.
   b. Stirring, measuring, and pouring.
   c. Teach how to chop, cut, slice, and peel foods (with caregiver present).
   d. Microwave, stovetop, and oven prep of foods (with caregiver present).

4. Dining
   a. Location of tableware (plate, utensils, and cup).
   b. Curled finger technique to locate plate, items on a table, etc.
   c. Clock orientation of food on a plate.
   d. Moving food towards the center of the plate when eating instead of towards the plate edge.
   e. Cutting food on a plate.
   f. Spreading.
   g. Spoon and fork load to decrease spillage.

**Financial Management – Money Identification**

1. Money folding techniques.
2. Wallet organization.
4. Check writing (use of large-print checks, check template, and low vision aids when writing).
5. Credit/debit cards techniques for reporting card number, expiration date, and security code.
Using the Telephone
1. Inputting numbers, retrieving calls, retrieving messages, and charging a cell phone.
2. Landline phone adaptations.
4. Use of speed dial, favorites function, and using the phone address book.

Reading/TV access
1. Use of remote control; tactile label on remote for most-watched channels.
2. Use of low vision aids to read mail, magazines, books, and labels/prices (CCTV, half eye readers, handheld magnifiers).
3. Review of reading resources for the client (GLASS-digital audiobooks, audio Bible, large print Bible).

Writing
1. Legibly writing signature using a template.
2. Legibly writing a list using a template.
3. Legibly writing a short note using a template.

Functional Mobility in the Home
1. Adjust to changes in walking surface; trailing; location sense; clutter-free pathways and lighting.
2. Avoiding collisions and tripping–clutter-free pathways.

Time Management
1. Consider talking clock/wristwatch
2. Consider using smart home devices or smartphone to record schedule, tell time, and notify of temperature

Household Organization/Housecleaning
1. Consider placement and labeling of cleaning supplies.
2. Use pattern method for wiping countertops/dusting, sweeping, vacuuming, and mopping.
Leisure

1. Review of current and past leisure interests. What is the client continuing to do, and what has been given up since vision loss?

2. Consider visual adaptations for engagement
   a. Use CCTV for crafts;
   b. Location, labeling, and tactile placement of materials
   c. Braille or large print cards and games).