

Virtual Reality Resources That Build Independence



MITTIN

MI TRANSITION TO INDEPENDENCE
INNOVATIVE CURRICULAR RESOURCES

May 14, 2026 @ 2:45 in the Sibley



Virtual Reality Resources That Build Independence

Are you interested in learning more about classroom-ready virtual reality (VR) tools that can transform the way students with disabilities learn essential life skills and increase their independence?

Join us and discover digital resources that enhance engagement and promote skill generalization. Participants will leave with access to a digital library of mixed-reality resources, lesson integration ideas, and collaboration strategies.





Our Presentation Team



Kristine Gullen



Lois Vaughan-Hussain



John Hitchcock



MITTIN's Vision & Mission

“ Strengthening a learner's transition to independence ”

Provide innovative digital content supported by curricular resources to bridge gaps between the classroom and the outside world.



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INNOVATIVE CURRICULAR RESOURCES



Empowering Independence Through Digital Innovation



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INNOVATIVE CURRICULAR RESOURCES

MITTIN Module Topics & Resources



Safety and Independence at Home

- Change a Light Bulb
- Clean Flat Surfaces
- Clean the Bedroom
- Clean the sink, shower & tub
- Mopping
- Put Away Groceries
- Recycling
- Selecting Appropriate Clothing
- Sorting and Doing Laundry
- Sweeping
- Taking out the Trash Bins
- Use a Dishwasher
- Use a Microwave
- Use an Oven
- Use a Stove
- Vacuuming
- Wash Dishes

Safety and Independence in the Community

- Cross the Street
- Shop for Groceries
- Walk Through a Parking Lot
- Use Self-Checkout

Future Development (*designed or to be)

- Stocking Shelves*
- Check Expiration Dates*
- Bagging Groceries*
- Dusting*
- Putting away clothes*
- Busing tables
- Making a bed (fitted & top sheets, pillow cases, blanket, comforter)
- Folding clothes
- Cleaning the Toilet

Building Connections Between Modules



HOME

- Choose appropriate clothing
- Clean the bedroom
- Sweep the floor
- Mop the floor
- Cleaning flat surfaces
- Take out trash
- Recycle



COMMUNITY

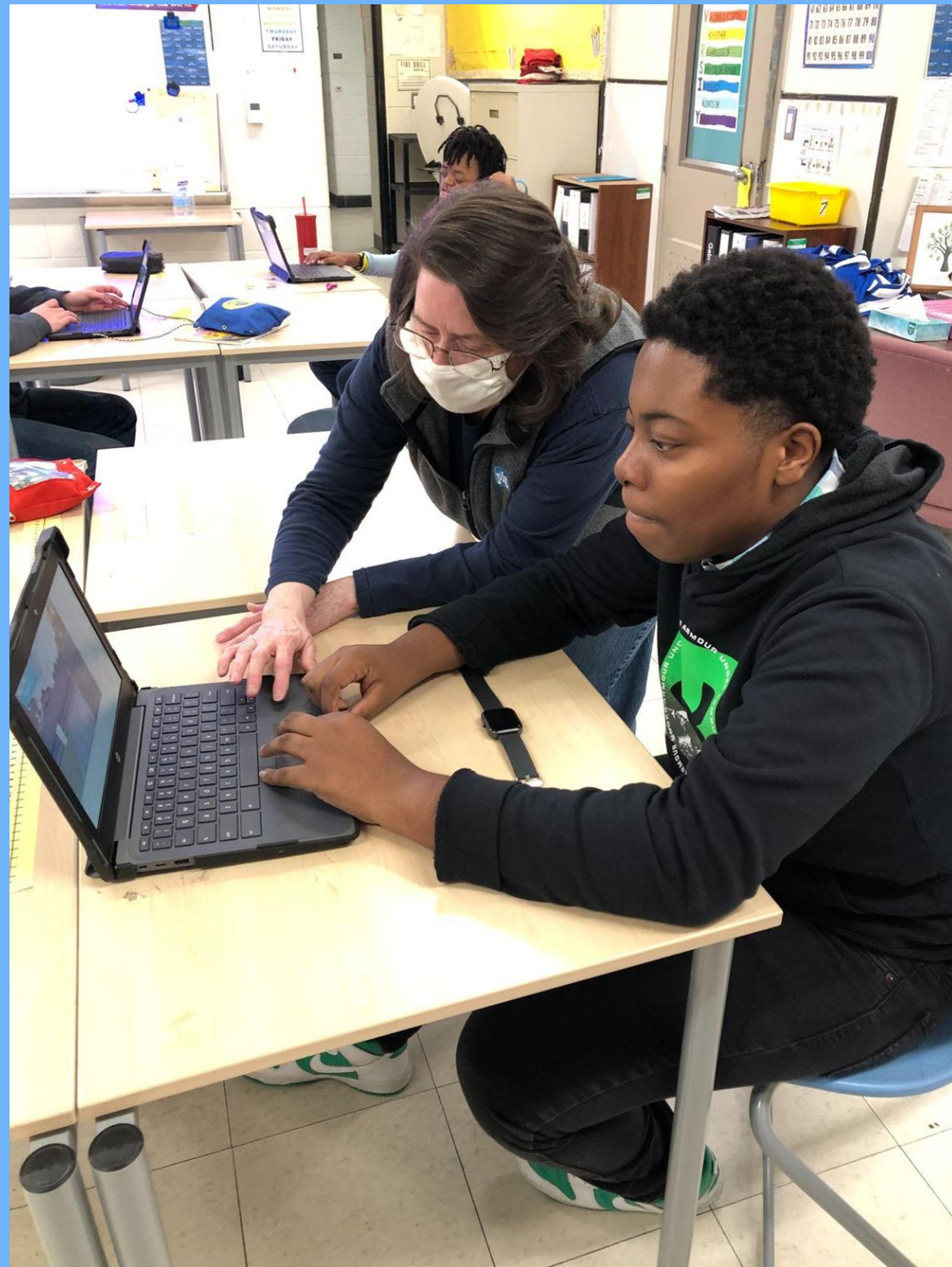
- Cross the street
- Walkthrough a parking lot
- Shop for groceries
- Use self-checkout
- Put away groceries
- Use a stove
- Clean flat surfaces

MITTIN In Action



Transition Program in Pied Piper School (Alpena, MI)



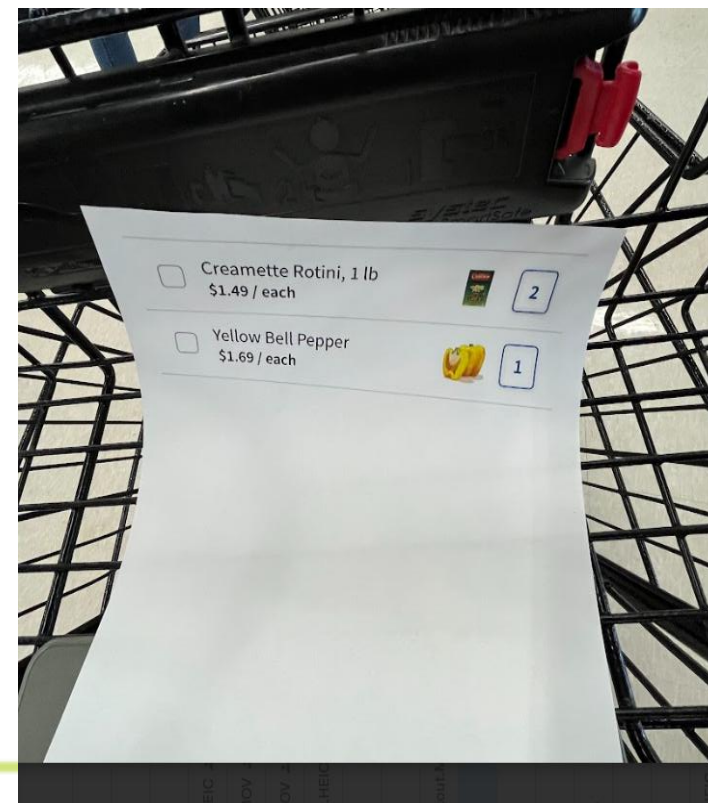


Ann Arbor Public Schools

Shopping for Seniors

Course Description

- Shopping for Seniors is a twice a week shopping program that benefits students at the MAISD Transition at Craig Campus and senior residents at Jefferson Towers
- The students obtain the lists, take public transportation, shop, bag, pay, and then deliver groceries to the residents every Tuesday & Thursday



Students Will Demonstrate

- Independence
- Daily Living Skills
- Self-Determination within the community
- Utilizing transportation-MATs
- Grocery shopping skills
- Following a list
- Handling money (cash, check, debit card)
- Using time management skills
- Interacting within the community
- Building relationships

Skill based on our Transition Assessment

Daily Living:

MTSI.DL.SP.1 Locates sections/departments/aisles within a store

MTSI.DL.SP.2 Locates items in the store

MTSI.DL.SP.3 Selects products needed based on type, size, brand etc.

MTSI.DL.SP.4 Identifies good quality products

MTSI.DL.SP.6 Makes a simple purchase with a cashier or self-checkout

MTSI.DL.SP.7 Locates store employees/resources to assist

MTSI.DL.SP.8 Counts money

MTSI.DL.SP.10 Determines if change back is correct

MTSI.DL.SP.11 Uses debit, credit, or bridge card

Self Determination:

MTSI.SD.SA.2 Uses appropriate tone, volume, cadence, intensity, and words/sentences to communicate effectively

MTSI.SD.DM.4 Is able to solve own problems effectively

Community Participation:

MTSI.CP.M.1. Uses a method of transportation for getting to community locations

MTSI.CP.M.2 Moves independently in the community locations they most often frequent

MTSI.CP.M.6 Demonstrates pedestrian safety



MITTIN SELF CHECKOUT



Generalization: From 'Use a Stove' to Grilled Cheese Sandwiches





**Let's try
one!**



mittin.org

Mopping

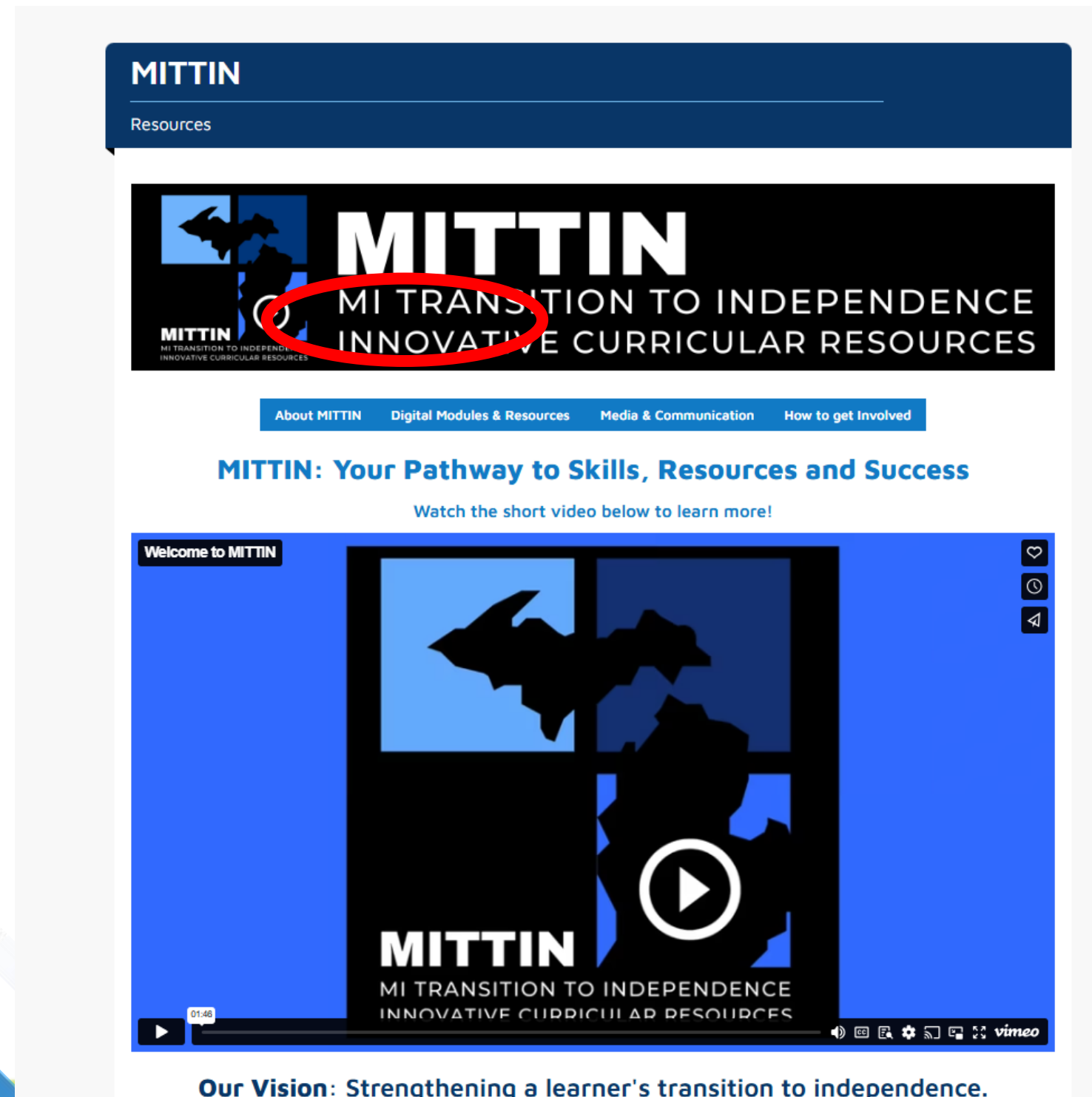


Your turn

mittin.org



'Digital Modules & Resources' Tab



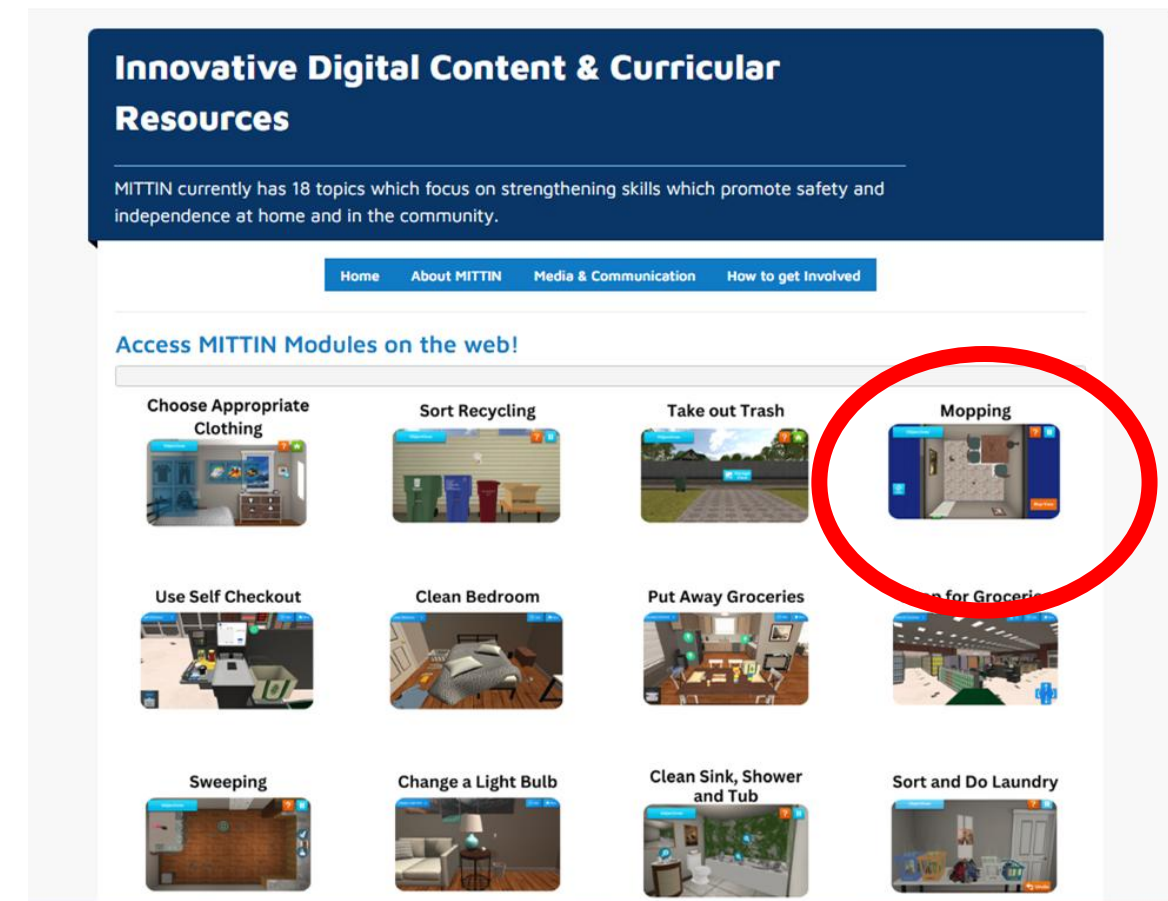
The screenshot shows the MITTIN website interface. At the top, there is a dark blue header with the text "MITTIN" and "Resources" below it. Below the header is a large banner with the MITTIN logo and the text "MI TRANSITION TO INDEPENDENCE INNOVATIVE CURRICULAR RESOURCES". A red circle highlights the "MI TRANSITION TO INDEPENDENCE" text in the banner. Below the banner is a navigation menu with four items: "About MITTIN", "Digital Modules & Resources", "Media & Communication", and "How to get Involved". The "Digital Modules & Resources" item is highlighted in blue. Below the navigation menu is the heading "MITTIN: Your Pathway to Skills, Resources and Success" and a sub-heading "Watch the short video below to learn more!". Below this is a video player with the title "Welcome to MITTIN" and a play button icon. The video player shows a thumbnail with the MITTIN logo and the text "MI TRANSITION TO INDEPENDENCE INNOVATIVE CURRICULAR RESOURCES". The video player has a progress bar and a "vimeo" logo at the bottom.

Our Vision: Strengthening a learner's transition to independence.



Mopping....

1. go to mittin.org
2. click on to the Mopping module -
3. click on the challenge level
4. we are looking for our room challenge level completer



[mittin.or](http://mittin.org)

Challenge...

Innovative Digital Content & Curricular Resources

MITTIN currently has 18 topics which focus on strengthening skills which promote safety and independence at home and in the community.

[Home](#) [About MITTIN](#) [Media & Communication](#) [How to get Involved](#)

Access MITTIN Modules on the web!

Choose Appropriate Clothing



Sort Recycling



Take out Trash



Mopping



Use Self Checkout



Clean Bedroom



Put Away Groceries



Shop for Groceries



Sweeping



Change a Light Bulb



Clean Sink, Shower and Tub

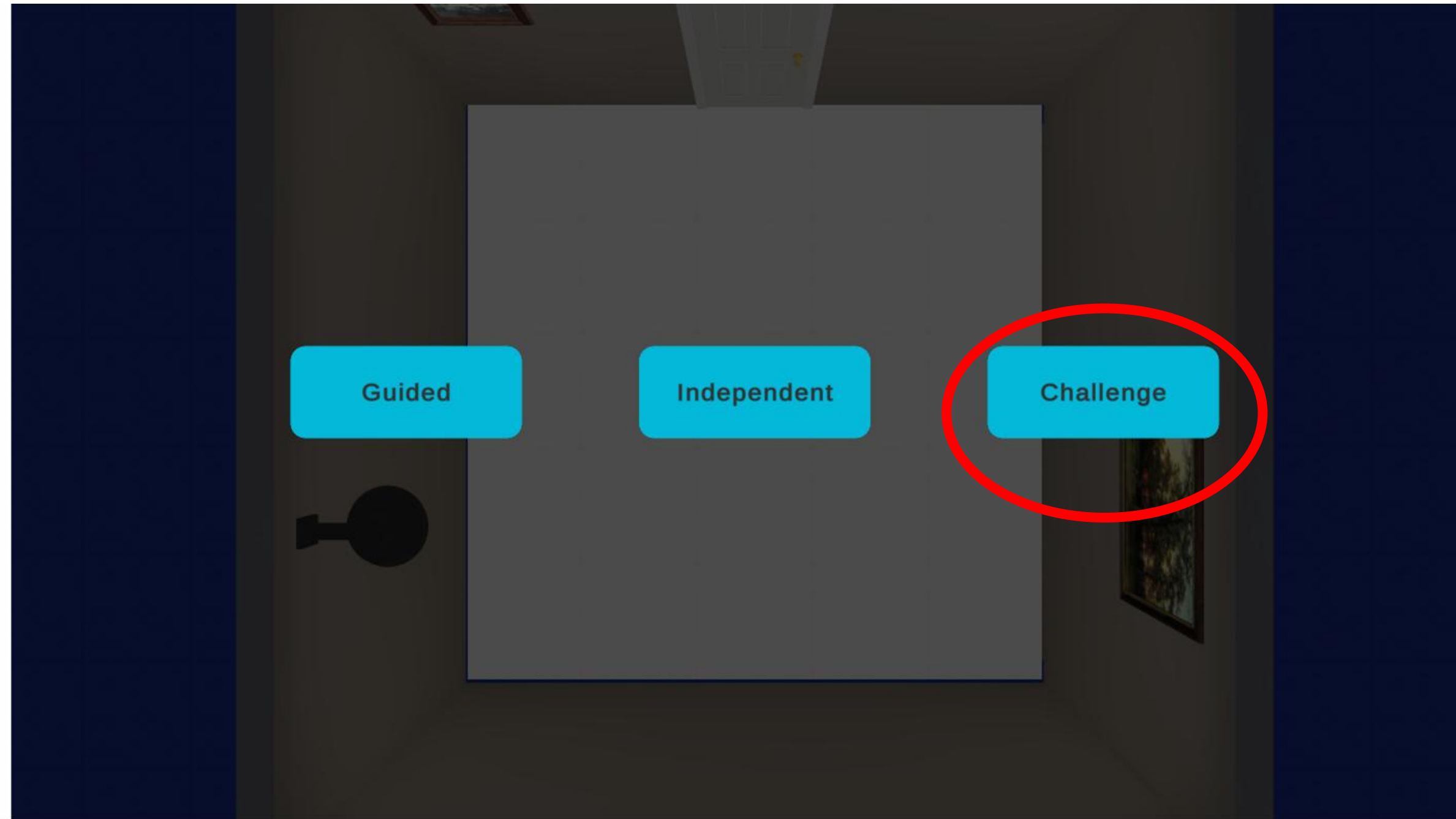


Sort and Do Laundry

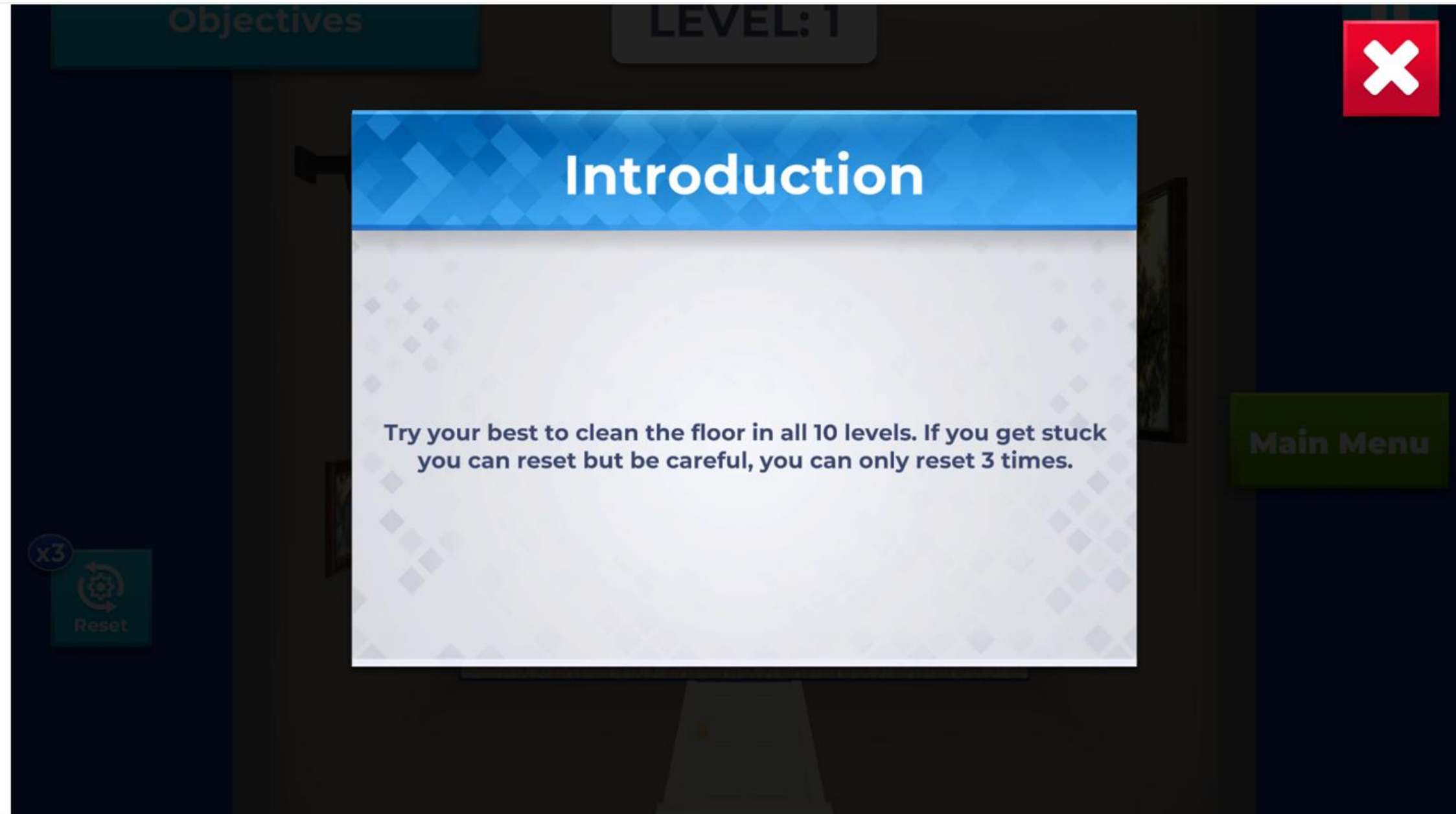


mittin.org

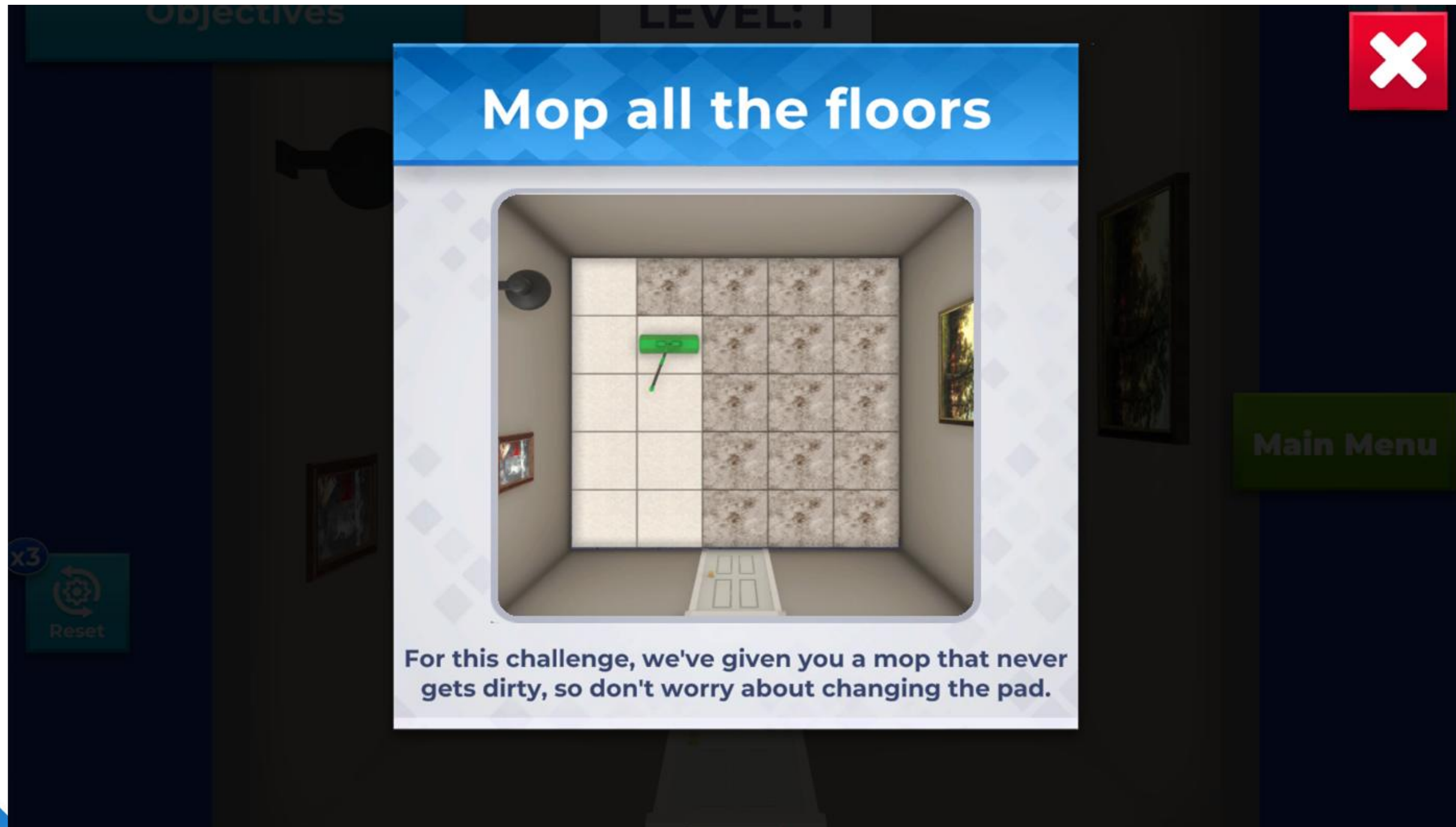
Challenge...



Challenge...



Challenge...



The screenshot shows a game interface with a central challenge pop-up. The pop-up has a blue header with the text "Mop all the floors". Below the header is a 3D-rendered room with a tiled floor. A green mop is positioned on the floor. The room has a door at the bottom, a picture on the left wall, and a framed picture on the right wall. Below the 3D view, there is a text box that reads: "For this challenge, we've given you a mop that never gets dirty, so don't worry about changing the pad." The background of the game interface is dark blue and includes a "Reset" button with a gear icon and a "Main Menu" button. In the top right corner of the game interface, there is a red square button with a white "X" icon. At the top of the screen, the text "Objectives" and "LEVEL: 1" is partially visible.

Our Winner!



Lesson Plans!

The image shows two screenshots of the MITTIN website. The top screenshot is the homepage, featuring the MITTIN logo, navigation links, a video player, and a mission statement. The bottom screenshot shows a grid of digital content modules under the heading 'Innovative Digital Content & Curricular Resources'. The modules include: Choose Appropriate Clothing, Sort Recycling, Take out Trash, Mopping, Use Self Checkout, Clean Bedroom, Put Away Groceries, Shop for Groceries, Sweeping, Change a Light Bulb, Clean Sink, Shower and Tub, Sort and Do Laundry, Use an Oven, Use a Microwave, Use a Stove, Cross the Street, Wash Dishes, and Walk Through the Parking Lot. Many modules are marked 'Coming Soon'.

Curricular Resources Library

Click below to access a fully interactive resource library



Curricular Resources Library

*Lesson Plans
and
Supplemental Materials*



←

Document tabs +

- Introduction
 - Acknowledgement
 - Contributors
- Change Light Bulb
 - Adult Transition- MOCI
 - MOCI 18-26 Transition
- Choose Appropriate Clot...
 - Emotional Impairment...
 - Ages 18+ High School/...
 - ASD 18-26 Years old
 - Elementary/ Middle Sc...
- Clean Flat Surfaces
 - Adult Transition- MOC...

1
2
3
4
5

Curricular Resources Library

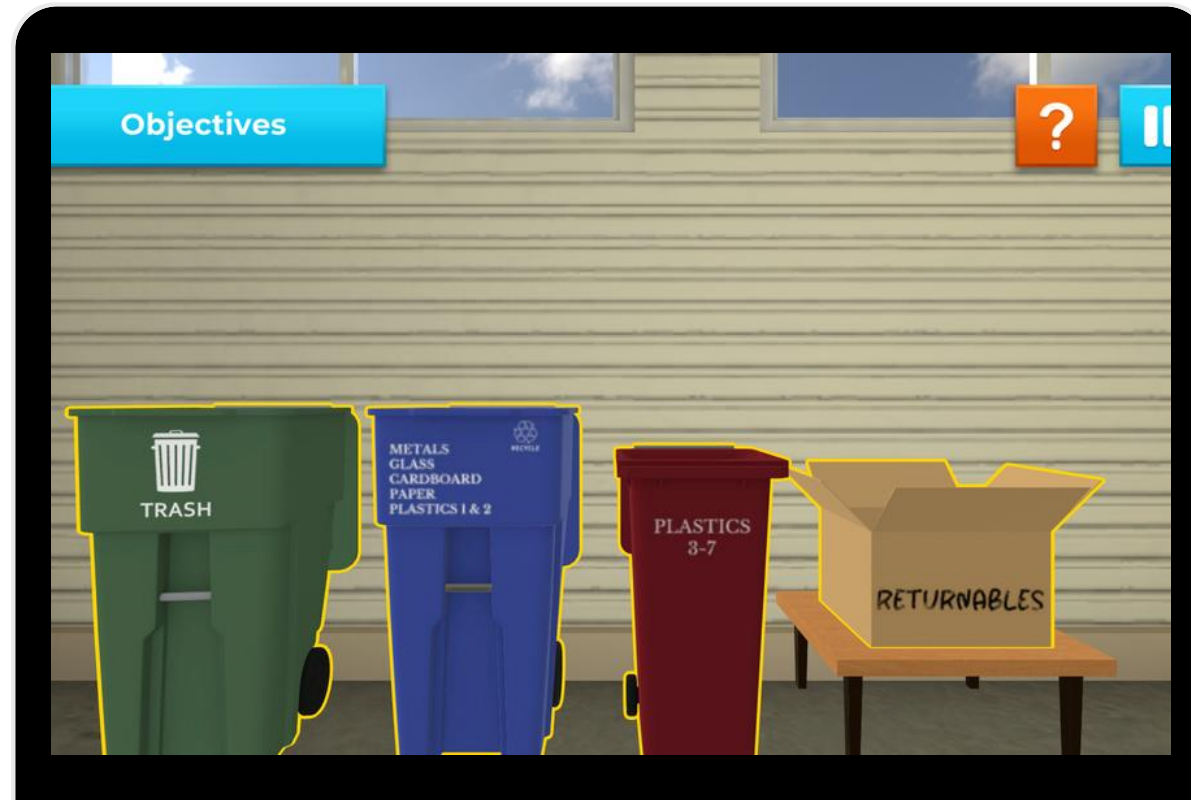
*Lesson Plans
and
Supplemental Materials*



More than modules: Additional Resources



- Supplemental Materials
- Extension Lesson Plans
- Assessments
- Homework Worksheets
- Parent Letters
- Videos



Change a Light Bulb Overview

Purpose

The purpose of this activity is to encourage the user to be able to effectively change a lightbulb from start to finish. The activity will address both practical and safety skills related to the task as it relates to an in-home (living room) lighting fixture.

Prerequisite Skills

- Knowledge of where lightbulbs are stored
- Knowledge of how to physically remove/replace a bulb
- Knowledge of how to unplug/plug in a light
- Knowledge of electrical safety

Instructional Targets

Employment Standards

- Follow directions to complete a job task

Community Living Standards

- N/A

Daily Living Standards

- Demonstrate knowledge of routine home maintenance and safety
- Identify and apply ways to enhance personal wellness (e.g., Sun safety, mental health, sleep habits, etc.) and avoid or reduce risks (e.g., substance abuse, stranger danger, community navigation, etc.)

Personal Life Standards

- Apply problem-solving skills to issues related to daily living situations.
- Create a solution to a problem based on a problem-solving process.

Lifelong Learning Standards

- Build word recognition within daily living and vocational materials
- Understand and apply vocabulary related to community, daily living, and vocational situations. Locate and use information from various sources to achieve a purpose

[Submit feedback or questions on mittin.org](https://mittin.org)



University of Minnesota & MITTIN Research Collaboration

- MAASE is working with John Hitchcock (here today), a faculty member at the U of M, and the Institute on Community Integration (ICI) to secure funding for:
 - Research and evaluation (impacts of MITTIN on teacher and student outcomes)
 - Establishing a researcher-practitioner partnership (RPP)
 - We hope Minnesota's special educators will be interested in this RPP, participate in studies, and help ensure we're addressing the most important questions.



How might you support the use of these resources next week?

Questions...



Do you have any questions or clarifications needed from the information which was shared?

Is there anything rolling around we might lift up or clarify?

Get Involved with MITTIN!

If you would like information or when we have new and exciting things happening with the MITTIN project, scan the QR code!

kristinegullen@maase.org



Virtual Reality Resources That Build Independence

Thank you!

May 2026



MITTIN Publications

Vaughan-Hussain, L., Cooley, D., Chamberlain, M., & Gullen, K. (in press). "Virtual Pathways to Real-World Readiness: : A Literature Review of Immersive Tools for Transition in Special Education". *Transition in Practice*.

Bouck, E. C., Norwine, L., & Li, Jierui. (in press). Cooking up success: Non-immersive virtual reality to teach independent living skills. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/21651434261421550>

Gullen, K., Vaughan-Hussain, L., Cunningham, P., DeLora, S., & Ruskusky, S. (2025). Michigan Transition to Independence (MITTIN): Strengthening Transition Services Through Accessible Digital Resources. *Assistive Technology Outcomes & Benefits (ATOB)*, 2025, Vol 19, p123. https://www.atia.org/wp-content/uploads/2025/06/ATOB-V19_Final.pdf

Bouck, E., Norwine, L., Jakubow, L. *et al.* Playing with Food: Non-Immersive Virtual Reality to Teach Food Preparation. *J Dev Phys Disabil* (2025). <https://doi.org/10.1007/s10882-025-10028-6>

Bouck, E. C., Norwine, L., Jakubow, L., Long, H. M., & Nuse, J. (2025). Bon Appétit: Acquiring Food Preparation Skills via Virtual Simulation. *Education and Training in Autism and Developmental Disabilities*, 60(1), 86-99.

Norwine, L., Bouck, E., Reiley, S., Long, H. M., Jakubow, L., & Nuse, J. (2025). Using Non-Immersive Virtual Reality to Teach Life Skills to Students With Disabilities in Rural Schools. *Rural Special Education Quarterly*, 87568705241305640.

Jakubow, L., Bouck, E. C., Norwine, L., Long, H. M., Nuse, J., & Kitsios, A. M. (2024). Enhancing Independence: Non-Immersive Virtual Reality for Teaching Cooking Skills to High School Students With Intellectual Disability. *Journal of Special Education Technology*, 01626434241277190.

Gullen, K., Houseworth, J., & Hitchcock, J.H. (2024). Using mixed methods to inform development of a researcher-practitioner-partnership focusing on supporting students with disabilities: An editorial. *International Journal of Multiple Research Approaches*, 16(3). <https://ijmra.org/product/163-02-using-mixed-methods-to-inform-development-of-a-researcher-practitioner-partnership-focusing-on-supporting-students-with-disabilities-an-editorial/>