

IDENTIFICATION OF CONTENT NEEDED TO
PREPARE TEACHERS TO TEACH DAILY
LIVING SKILLS TO VISUALLY IMPAIRED

by

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
ABSTRACT	ix
1. INTRODUCTION	1
Need for the Study	4
Purpose of the Study	7
Research Questions	7
Assumptions	8
Limitations	8
Definitions	9
2. REVIEW OF LITERATURE	11
Historical Overview of Daily Living Skills Teaching	11
Characteristics of Teachers of Daily Living Skills	18
Daily Living Skills Important to Be Taught	20
Daily Living Skills Important to Visually Impaired Children	20
Daily Living Skills Important to Visually Impaired Adults	23
Daily Living Skills Important to Older Visually Impaired Adults	24
Attitudes about Daily Living Skills and the Implications for Teaching	26
What Teachers Need to Know about Visual Impairment	30
Congenitally Blind or Visually Impaired	30
Adventitiously Visually Impaired	32
Partially Sighted	34
Assessment Skills Needed to Teach Daily Living Skills	35
Development of Curricula and Teaching Plans	36
Techniques and Methods for Teaching the Visually Impaired	38
Resources for Teaching Daily Living Skills	42
Summary	43
3. PROCEDURES	45
Questionnaire Development	45
Initial Development	45
Revision Based on Pretest	46

TABLE OF CONTENTS--Continued

	Page
Revision Based on Jury of Experts Review	47
Content Related to Daily-Living Skills	48
Content Related to Attitudes and Information about Visual Impairment	49
Content Related to Teaching Techniques and Resources	49
Information about Work Background of Respondents	50
Data Collection	50
Description of Respondents	51
Data Analysis	53
Summary	55
 4. FINDINGS AND CONCLUSIONS	 57
Daily Living Skills	57
Meal Management Skills	58
Food Preparation Skills	58
Food Service and Eating Skills	62
Cleaning Skills	64
Laundry and Clothing Care Skills	64
Ironing and Pressing Skills	67
Bedmaking Skills	67
Sewing Skills	70
Personal Cleanliness Skills	70
Personal Grooming Skills	73
Personal Business Management Skills	75
Ranking of Daily Living Skills	75
Summary	78
Attitudes and Information about Visual Impairment	79
Attitudes toward Visually Impaired	80
Information about Visual Impairment	83
Summary	83
Teaching Techniques and Resources	85
Assessment of Needs of Visually Impaired for Daily Living Skills	85
Development of Instructional Plans	88
Techniques for Teaching	88
Resources for Use in Teaching Daily Living Skills	92
Summary	95
Ranking of Groups of Support Areas	95
Unsolicited Responses	97
Summary of Findings	98
 5. DISCUSSION AND RECOMMENDATIONS	 99
Daily Living Skills	99

TABLE OF CONTENTS--Continued

	Page
Attitudes and Information about Visual Impairment	101
Teaching Techniques and Resources	102
Recommendations	103
APPENDIX A: PRETESTERS FOR QUESTIONNAIRE	105
APPENDIX B: JURY OF EXPERTS	106
APPENDIX C: INITIAL LETTER TO JURY, AUGUST 1980	107
APPENDIX D: QUESTIONNAIRE	109
APPENDIX E: LETTER WITH QUESTIONNAIRE TO JURY.	121
APPENDIX F: LETTER WITH QUESTIONNAIRE TO PARTICIPANTS	123
APPENDIX G: FOLLOW-UP LETTER.	125
REFERENCES	127

LIST OF TABLES

Table	Page
1. Fields of Specialization of Respondents	52
2. Experience of Respondents in Teaching Daily Living Skills to the Visually Impaired	52
3. Positions Held by Respondents	53
4. Mean Ratings of Importance for Meal Management Skills	59
5. Mean Ratings of Importance for Food Preparation Skills	60
6. Mean Ratings of Importance of Food Service and Eating Skills	63
7. Mean Ratings of Importance of Cleaning Skills	65
8. Mean Ratings of Importance for Laundry and Clothing Care Skills	66
9. Mean Ratings of Importance for Ironing and Pressing Skills	68
10. Mean Ratings of Importance for Bedmaking Skills	69
11. Mean Ratings of Importance of Sewing Skills	71
12. Mean Ratings of Importance for Personal Cleanliness Skills	72
13. Mean Ratings of Importance for Personal Grooming Skills	74
14. Mean Ratings of Importance for Personal Business Management Skills	76
15. Mean Ranks of Importance and <i>t</i> Values for Groups of Daily Living Skills	77
16. Mean Ratings of Importance for Attitudes toward Visually Impaired.	81
17. Mean Ratings of Importance for Information about Visual Impairment	84

LIST OF TABLES--Continued

Table		Page
18.	Mean Ratings of Importance for Assessment of Needs for Daily Living Skills	86
19.	Mean Ratings of Importance for Development of Instruction Plan	89
20.	Mean Ratings of Importance for Techniques for Teaching the Visually Impaired	90
21.	Mean Ratings of Importance for Resources for Teaching . . .	93
22.	Mean Ranks of Importance and <i>t</i> Values for Support Areas for Teaching	96

ABSTRACT

The purpose of the study was to provide a data base for determining content important to include in a course to teach daily living skills to visually impaired. The study focused on three main areas: daily living skills, attitudes and information about visual impairment, and teaching techniques and resources.

A total of 46 participants and jury of experts responded to a questionnaire developed by the investigator. The respondents rated specific skills and support items as to their importance for teacher preparation for teaching daily living skills to visually impaired. They also ranked 11 daily living skill areas and 6 supportive areas as to their importance in a course to prepare teachers.

The results indicated that 98.4 percent of the items in the questionnaire for rating importance were considered important by the respondents. Each of the 98.4 percent of the items was rated as being necessary and should be included in a course to prepare teachers to teach daily living skills to the visually impaired.

CHAPTER 1

INTRODUCTION

The development of visually impaired persons' abilities to take charge of their own lives and to function independently in activities of daily living is imperative for entering the mainstream of a sighted world. Being able to perform daily living skills effectively not only helps visually impaired to lead independent lives but also to find satisfying work and personal fulfillment. If learning adaptive techniques for performing daily living skills have been denied the visually impaired individual the alternative is dependency on others and isolation from active participation in the sighted world.

Being able to take care of personal grooming and hygiene needs, clothing needs, care of living areas, food preparation and related activities, and managing family and personal business are all essential elements of activities of daily living and contribute to total life adjustment. Daily living skills are basic developmental processes which continue across the life span and are essential for effective interaction in home, school, and community environments. Visually impaired individuals need to have appropriate experiences in order to learn to function at an acceptable level at every stage in their lives. Some visually impaired individuals come from very sheltered environments and have not been included in activities of daily living at home or at school. As a result, some visually impaired

are reluctant to be independent (American Foundation for the Blind, 1974; Maron and Hassler, 1979).

Totally blind students and those with limited vision of all ages have individual differences in functioning just as sighted people do. Some visually impaired students possess usable vision and need to be encouraged to make maximum use of it. Some are adventitiously blind; that is, they have had sight long enough to have the ability to visualize learning experiences. Some are congenitally blind who are impaired from birth or have lost vision prior to having visual memory. Training adventitiously blind people differs from training congenitally blind.

Congenitally blind have the same needs for learning daily living skills but must have learning experiences to develop other senses to compensate for lack of visual sense. Development of concepts and sense of spatial relationships are elements needed in activities of daily living but are difficult to conceptualize without visualization. The adventitiously visually impaired person developed concepts prior to losing vision but must rely on remaining senses and visual memory to relearn skills (Freyberger, 1971). When vision is lost, either partially or totally, the visually impaired need to learn adaptations for performing daily living skills to ultimately function again in an independent manner commensurate with previous level of functioning. The individual should be able to continue to grow and to use new ideas and materials that become available for daily living activity.

If some sight remains, learning techniques for making best use of remaining vision and utilizing low vision aids can be important assets in daily living skill functioning. Adaptations for daily living skills are

needed to compensate for the partial loss while using remaining vision effectively.

Providing blind and visually impaired students of all ages with learning experience to prepare them for independent living is a challenge for teachers today. Until recently teaching daily living skills was not considered the responsibility of the schools but that of families and friends. However, it is now considered the responsibility of educational institutions to provide preparation for complete living for all students rather than academics only. It is not at all unusual for a congenitally visually impaired adult to function well on an intellectual level but to have grown to adulthood unable to function independently in any aspect of daily living skills, even at a minimal level. Attitudes of family and the general public too often have kept visually impaired people from being independent by denying their capabilities (Lukoff, Cohen, and Others, 1972). Until recently, the general public and visually impaired themselves have considered it impossible for them to live independently and to perform activities required in daily living.

Visually impaired in the United States have become an active force in demanding equal rights with sighted people and have been able to influence passage of legislation such as PL 94-142, Education for all Handicapped Children Act, and PL 94-602, Amendment to the Rehabilitation Act, which were both enacted in 1978, to support that position. Along with these rights come responsibilities for being able to care for personal daily living needs independently. Gradually, cultural changes have taken place and are taking place so that visually impaired can expect to care for themselves rather than being cared for by others.

Nearly every state has at least one residential school for educating visually impaired students. For many years this type of school was the primary medium for educating this group. Educators now generally agree that blind children can benefit from living at home and attending school with sighted children (Lowenfeld, 1973; Orlansky, 1977). As a result of this change in philosophy and the implementation of the Education for All Handicapped Children Act, PL 94-142, more visually impaired students are enrolled in schools within local communities. Therefore, teachers at all levels, kindergarten through higher education, can expect that at some time they may have visually impaired students. Teachers need to be aware of skills needed for activities of daily living and assume responsibility for providing appropriate learning experiences and opportunities for individual growth at each age level (Tuttle, 1974).

Need for the Study

In many states, including Arizona, preparing teachers to include teaching daily living skills for independent living has not kept pace with the demand. Teaching daily living skills cannot be relegated to a certain time in life, but needs to be taught at the appropriate maturational level of individuals who are visually impaired just as they are for sighted people.

The need for a course on teaching daily living skills to visually impaired persons became evident as recent legislative specifications, competencies for teachers of the visually impaired, and the goals in rehabilitation teaching were reviewed (1978 Amendment to the Rehabilitation Act; Asenjo, 1975; Spungin, 1977). Historically, schools have provided instruction in academic skills for visually impaired children, and departments

of vocational rehabilitation have provided training and retraining for newly blinded adults. However, training in activities of daily living so that visually impaired can live independently has been neglected over the years. Families of visually impaired individuals look to professionally trained people for direction and guidance in this area of skills (Tuttle, 1974).

Adult visually impaired, both congenitally blind and adventitiously blind, are requesting instruction in activities of daily living. This group, over 18 years of age and not served by the public schools, is served by both state and private agencies in Arizona. During fiscal year 1978-79, teachers in the seven Arizona agencies serving visually impaired adults reported that 336 different people had received some training in activities of daily living.

At the adult level, daily living skills are taught by rehabilitation teachers who, according to the new certification requirements adopted by the American Association of Workers for the Blind, must have graduate-level preparation in this area. The federal government has given the responsibility for the accreditation process to the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC) (U.S. Congress, 1975). This Council stipulates in accreditation guidelines that rehabilitation teachers must meet certification requirements established by the American Association of Workers for the Blind. As of December 31, 1980, the State of Arizona has specified that agencies receiving public funding must be accredited (Tyrrell, 1978). In order for agencies to be accredited, professional staff must be certifiable. At the present time there are seven agencies serving adult blind throughout Arizona. In addition to public schools, children are served by the Arizona

State School for the Deaf and Blind and a private agency. There are other diagnostic centers for those having visual impairment plus other handicapping conditions.

The Advisory Committee to the Teacher Training Program for the Visually Impaired, Special Education Department at The University of Arizona, concerned because visually impaired students graduating from high school were unable to perform daily living skills, recommended in 1977 that the Department offer a course on teaching daily living skills to visually impaired and that it be a required course for the teacher preparation program for that area. In addition, such a course would be available to other people preparing to work with adult visually impaired and for regular classroom teachers. The Special Education Department accepted the recommendation and has included such a course as a requirement for the master's program in education of the visually handicapped.

For several years such a course had been listed in the graduate catalog but had not actually been offered. To fill this need, the investigator developed a pilot workshop which was taught during the spring semester 1978 as a two-weekend intensive workshop, summer 1978 as a three-week workshop meeting daily, and again summer 1979 as a five-week workshop meeting daily. During the spring of 1980 the workshop material was used for inservice training for a group of teachers of adult visually impaired.

In the view of the investigator and the students enrolled, a serious limitation of the pilot workshop format was that there was insufficient time to cover many important skills needed in daily living or for interaction and teaching experiences. A semester course would give time

for experiences with the type of students teachers are preparing to teach and make possible the inclusion of more of the daily living skills. However, daily living skills cover a broad range of activities and a multitude of specific skills. Even for a semester course choice of what daily living skills to include would be required.

Purpose of the Study

The purpose of the study was to provide a data base for determining content important to include in a semester course, Teaching Daily Living Skills to Visually Impaired. Judgments about specific daily living skills, attitudes, information about visual impairment, assessment of needs of visually impaired, development of instructional plans, techniques for teaching, and resources were sought from two groups: experts in the field of visual impairment who were in administrative positions and participants in the pilot workshops and inservice training conducted by the investigator 1978-1980.

Research Questions

Questions the study was designed to answer were:

1. What daily living skills are important for teachers of the visually impaired to teach their students to perform?
2. What information about visual impairment is important for teachers to use in teaching daily living skills to visually impaired?
3. What information about teaching techniques and resources is important for teaching daily living skills to visually impaired?

Assumptions

The following assumptions were made by the investigator in order to carry out this study.

1. The questionnaire directed to workshop and inservice training participants would elicit valid responses as to the content needed to teach daily living skills to visually impaired.

2. Participants were able to provide accurate information.

3. The time lapse between taking the course in teaching daily living skills and reporting feelings regarding content did not affect reliability of responses.

4. The procedures set up for the study protected the investigation from bias by the investigator who was also the teacher of the workshop and inservice training.

Limitations

The following factors may have affected the ability to generalize findings from this study.

1. Number of people in the study was small and was limited to a jury of experts in the field of visual impairment and workshop and inservice training participants.

2. Respondents were self-selecting and may not have been representative of all workshop and inservice training participants.

3. Ideas of respondents about content needed may be applicable for the present but not for the future.

4. The instrument for data collection was developed by the investigator and was reviewed only for content validity.

Definitions

The following definitions were used in the design and conduct of the study:

1. Workshop and inservice training participants--the 46 individuals who participated in the pilot workshop, Teaching Daily Living Skills to Visually Impaired, during one of the three times it was offered or during inservice training spring 1980. Participants included students in a master's program either in rehabilitation or special education, professionals already working in the field of visual impairment, home economics teachers, and other classroom teachers. The term "participants" is used throughout to designate this group.
2. Daily living skills--home economics-related activities such as meal management, food preparation, food service and eating, cleaning, laundry and clothing care, ironing and pressing, bedmaking, sewing, personal cleanliness, personal grooming, and personal business management skills.
3. Visually impaired--all individuals with impairment which limits visual activity and functioning. Included are individuals who are totally blind, legally blind, and partially sighted.
4. Legally blind--individuals whose central visual acuity does not exceed 20/200 in the better eye with best possible correction or whose visual field angle is no more than 20 degrees (Delaney, 1978). This definition was made a part of the Social Security Act of 1935 and is used as a basis to determine eligibility for services and for tax deduction under Internal Revenue regulations.
5. Partially sighted--individuals whose visual acuity is better than 20/200 and up to and including 20/70 (Lowenfeld, 1973). The term,

"low vision," is also used to describe this group between blindness and normal vision, but visual acuity can be better than 20/70 (Colenbrander, 1978).

6. Congenitally blind--individuals who have been impaired from birth from prenatal influences and individuals whose impairment came about following birth but prior to time of any environmental learning or visual memory experiences..

7. Adventitiously blind--a term used in the field of visual impairment to describe individuals who have had visual loss after experiencing visual learning and memory.

8. Rehabilitation--the process designed to assist visually impaired individuals to regain former efficiency and skill in functioning independently in daily living skills and to assist visually impaired who have never learned daily living skills to function in this area. The latter is sometimes referred to as "habilitation" rather than rehabilitation in some writings.

CHAPTER 2

REVIEW OF LITERATURE

As a basis for conducting the study to identify content needed to prepare teachers to teach daily living skills to visually impaired, literature was reviewed in nine areas. These areas were: historical overview of daily living skills teaching; teachers of daily living skills--who they are and where they teach; daily living skills important to be taught to children, to adults, and to older adults; attitudes about daily living skills and the implications for teaching; what teachers need to know about visual impairment to teach daily living skills to congenitally blind, to adventitiously blind, and to partially sighted; assessment skills teachers need to teach daily living skills; what teachers of daily living skills need to know about developing curriculum and teaching plans; what teachers of daily living skills need to know about techniques and methods for teaching the visually impaired; and what teachers of daily living skills need to know about resources.

Historical Overview of Daily Living Skills Teaching

Throughout history visually impaired people have been handicapped by the attitudes of sighted people. How sighted people view visually impaired and how visually impaired view their own capabilities has been reflected in what has been available in daily living skill training at different points in time. Attitudes have generally been related to what

people believed visually impaired people were capable of doing physically and mentally. The idea that visually impaired people could function physically developed more slowly than the idea that they could function mentally. Educating visually impaired academically has long been accepted, but at the same time skills requiring much movement were considered impossible for people with no sight or with limited vision.

Home teaching was the forerunner of daily living skills teaching and was started in Philadelphia in the 1880s. Early teaching consisted primarily of instruction in braille in order to read the Scriptures. There was no identifiable philosophy or plan for the program, and no professional training was required for teaching. Job qualifications for teachers were that the applicants be female and visually impaired. Only graduates of blind schools were considered because of their personal experience with visual impairment. No additional schooling was required to be a home teacher. By 1926, twenty-five states were funding home teaching programs, which consisted primarily of teaching braille, handicrafts production, and some methods for self-care (Koestler, 1976).

In 1932 the American Foundation for the Blind, which had been established 11 years earlier, made the first nation-wide study of home teaching. The purpose of the study was to provide a basis to develop minimum standards of practice for home teachers. About the same time the American Association of Workers for the Blind established a committee on professional standards and appointed a certification board for certifying home teachers (Koestler, 1976). Certification requirements were revised in 1959 and again in 1980 following controversy over who could be certified and professional training requirements.

Although the literature reviewed reflected little of the controversy over who might be considered qualified to teach daily living skills to visually impaired or certification requirements, it has come to the attention of the reviewer that in the field of rehabilitation teaching there has been and still is considerable controversy. The visually impaired rehabilitation teachers versus the sighted rehabilitation teacher is one point of controversy (Hanson, 1980). On one side are those who hold the opinion that visually impaired are qualified to teach daily living skills to visually impaired and that regardless of training and experience a sighted person cannot adequately teach those with visual disability (Leavitt, 1974). Home teaching was considered the only type of career available to educated blind people. People were directed to home teaching as a placement solution rather than whether qualified or interested (Koestler, 1976). There was no apparent consideration until recently as to needs of visually impaired individuals who were to receive instruction. The opposing view has been, and is, that visualization on the part of the teacher is necessary in order to observe how a student performs and responds to instruction. The sighted teacher is able from observation to creatively devise safe, efficient methods for skill functioning.

Demands of World War II veterans resulted in dramatic changes in training programs for visually impaired. Mobility techniques were developed during rehabilitation of war-blinded veterans using the long cane developed by Hoover. This led to a new professional field of orientation and mobility or peripatology. There was more emphasis on daily living skill training as visually impaired became more mobile, and

programs were expanded in vocational training and higher education (Lowenfeld, 1973; Koestler, 1976).

In 1942, and continuing for 10 years, the American Foundation for the Blind sponsored six-week training programs to enable present home teachers to qualify for certification. In 1954, the Amendments to the Vocational Rehabilitation Act provided funds for training. This accelerated the trend toward professionalization of home teaching. By 1956 there were 241 home teachers of whom 64 were men and 204 were legally blind. A 1978 survey of rehabilitation teachers by the American Association of Workers for the Blind showed that the number of visually impaired teachers had decreased from 90 percent in 1956 to 54 percent in 1978 (Hanson, 1980).

In 1961, the American Association of Workers for the Blind published the Cosgrove report, Home Teachers of the Adult Blind: What They Could Do, What Will Enable Them to Do It. This report was the result of a year-long federally funded study to evaluate the role of the home teacher and to provide guidelines for improved services. The findings from the study indicated a diffusion of activities, for some of which home teachers were not qualified, general indifference or unawareness on the part of administrators, and no clarification as to the place of home teaching in the overall agency program. The recommendations made by the study were that agencies clarify policies, professionally qualified people be made responsible for intake procedures, functions of home teaching be clearly identified, and appropriate educational curricula be developed accordingly (Asenjo, 1975; Koestler, 1976).

An independent Commission on Standards and Accreditation of Services for the Blind, known as COMSTAC, was appointed by the American Foundation for the Blind following the 1963 report of an advisory committee on standards and accreditation. In 1966, the commission published its report, The COMSTAC Report: Standards for Strengthened Services (Koestler, 1966). Recommendations made by the Cosgrove Study were incorporated in the standards for teaching. The commission changed the name of home teacher to that of rehabilitation teacher. It was not until the 1966 COMSTAC Report that any specific standards were set for teaching daily living skills or for teacher preparation. The following year the National Accreditation Council for Agencies Serving the Blind and Visually Impaired (NAC) was established and was given the responsibility for upgrading services in agencies and schools serving visually impaired. The COMSTAC Report specifically stated that rehabilitation teaching had the duty to train and guide visually impaired through specific instruction to perform daily living skills without sight. Rehabilitation teaching was defined to encompass specific and identifiable teaching techniques and skills as well as skills and techniques common to all teaching and knowledge about visual impairment (Koestler, 1966; Asenjo, 1975; Hanson, 1980; Yeadon and Grayson, 1979).

In 1965, the American Foundation for the Blind recognized the need for an organized body of realistic practical methodology for teaching daily living skills to visually impaired and undertook the development of workable techniques for these activities. Agencies throughout the United States and Canada were surveyed to gather data to use for preparing a manual. In addition, for 3 years national meetings were held in New York,

Chicago, and New Orleans where people from representative agencies met to develop techniques and methods for teaching daily living skills and to refine and improve existing ones. The result of this study was the first edition of A Step-by-Step Guide to Personal Management for Blind Persons (AFB, 1970). Other step-by-step reference manuals have been developed following the subject areas suggested by the American Foundation for the Blind, but to date there is no comprehensive text for teaching daily living skills. None of the reference manuals cover all areas of daily living skills, nor do they treat specific skills fully.

The review of literature revealed that teaching daily living skills was limited to adults until recently when some educators began urging that more be done in skill development for school-aged and preschool visually impaired (Suterko, 1973; Davidow, 1974; Tuttle, 1974; B. Taylor, 1975). They agreed that skill in tasks of daily living were essential to be socially competent, and if taught at an early age they would continue as part of life. Aspects of daily living skills could be taught both formally and informally in many activities of the school day, but the authors emphasized that they must not be left to chance but have a course of study and specific plan for inclusion in the school program.

There appears to be the same indifference on the part of administrators of schools for the visually impaired and the public schools that existed for the home teaching program for adults. Many educators are reluctant to accept daily living skills as a responsibility of the schools. However, the implementation requirements of PL 94-142, Education for All Handicapped Children Act, and accreditation requirements mandate curriculum development and inclusion of daily living skills for this age group.

The review of literature from a historical perspective of teaching daily living skills to visually impaired gave the impression that this area was not considered important enough to receive serious attention and study for most of the years since home teaching was initiated in this country in the late 1800s. The field of teaching daily living skills seemed to grow with no professional direction or thought given to studying what was needed by the visually impaired or in planning specific curriculum and determining preparation needed by teachers. Many decisions were made by people outside the field of teaching daily living skills. There appears to have been little reliance upon the expertise available in the field of home economics for skill development, time management, work simplification, and curriculum development.

When visually impaired people began to demand inclusion into the sighted world, it became apparent that education and training for preparing them for such mainstreaming was lacking. Few were able to live independently and had had no training in daily living skills. As a result, career possibilities were limited as well as participation in community life. There is still not total acceptance of the philosophy that teaching daily living skills to visually impaired of all ages is the responsibility of educational and training programs. Schools are beginning to include this subject area as a specific segment of curricula, and more agencies serving adults are adding daily living skills as part of training programs. As a result there is increased need for professionally trained teachers in the area of daily living skills.

Characteristics of Teachers of Daily Living Skills

People who are preparing to teach daily living skills may be both preservice and inservice teachers with a wide variety of backgrounds and experiences. Some may have had considerable experience with visually impaired individuals and specialized in the field of visual impairment, whereas others have had preparation in home economics, preschool education, elementary or secondary education, or special education as well as other disciplines. They may be preparing to teach or are already teaching as preschool teachers, regular classroom teachers, resource or itinerant teachers, teachers of the visually handicapped or multihandicapped, or rehabilitation teachers teaching adults.

B. Taylor (1975) indicated that preschool teachers work not only in the preschool but also with parents in the homes of individual students. These teachers serve in a supportive and stimulating role in assisting parents in developing tactual, auditory, and visual senses as well as in orientation and mobility and daily living skills.

Classroom teachers may be in residential schools for the visually handicapped or in public or private schools serving all children. Teachers within the public school setting include regular classroom teachers, resource teachers, itinerant teachers, teacher-consultants, and home economics teachers. Resource teachers and itinerant teachers have had training in special education and some in the field of visual impairment. Not all have had preparation for teaching daily living skills. They provide support services for other teachers and give direct instruction to visually impaired students particularly in special skill areas. The resource teacher

has a resource room in the school, and the itinerant teacher travels among two or more schools. Teacher-consultants are similar to itinerant teachers but spend part of their time in a consultant capacity for teachers (J. Taylor, 1973; Spungin, 1978).

Home economics teachers have a unique position because visually impaired students may be introduced to basic daily living skills for the first time in their home economics classes. Home economics teachers need to know how to adapt their expertise to needs of visually impaired students in building experiences of daily living into the curriculum. Their visually impaired students may have been excluded from sharing routine chores at home or in the dormitory and deprived of daily living experiences that others take for granted. The resource teacher or itinerant teachers can be a valuable source of information about visual impairment to the home economics teacher (Napier, 1973; Suterko, 1973; Gibbons, n.d.).

Rehabilitation teachers may or may not be trained to teach daily living skills to adult visually impaired but have that responsibility. Teaching is usually done within an agency training setting or in the homes of clients or in the community. Rehabilitation teachers are beginning to be involved in residential school and public school settings in developing programs for teaching daily living skills to school-age children. Rehabilitation teachers work with visually impaired to help them relearn daily living skills or to make adaptations for performing daily living skills to enable functioning at maximum levels of capability (Asenjo, 1975). Students expect their rehabilitation teachers to have preparation to teach them the skills they need to know to function in daily living.

Daily Living Skills Important to Be Taught

There are both similarities and differences in teaching daily living skills to visually impaired at different age levels, and each age has special needs. These are described in the following sections: daily living skills important to visually impaired children, daily living skills important to adults, and daily living skills important to older adults.

Daily Living Skills Important to Visually Impaired Children

Scholl (1973) indicated that the foundation for acquiring daily living skills is laid during infancy. The child who is totally blind from birth experiences the world using sensory functions that a sighted child does not rely on for this purpose and is at a disadvantage in areas of sensory stimulation. More concrete experiences are essential, activities normally learned by visual imitation specifically taught, and use of remaining vision emphasized. Performing daily living skills requires development of an accurate self-image and body concept and knowledge of many concepts and manipulative skills. It was indicated that visually impaired children have less exact information about their bodies and because of this, motor skill performance and spatial judgments are less effective. It is essential for teachers to explore curriculum to determine integration of concept teaching into regular school routine (Cratty and Sams, 1968; Lydon and McGraw, 1973; Scholl, 1973; Markle, 1977).

Naughton and Sacks (n.d.) recommended in a kitchen curriculum for the parents of visually handicapped children experiences from infancy through age 12, and older. These experiences were specifically designed to give meaning to vocabulary which is regularly used, to develop

basic concepts, to encourage feelings of competence, and to stimulate independent functioning in daily living skills. Included in suggested skills were household chores, cooking experiences, table manners, eating skills, sensory awareness training, and exploration of equipment with movable parts.

The visually impaired child needs to be part of the family by having responsibility for simple chores with increased responsibility as maturation takes place. Children need to master personal and daily living skills while growing. Blindness in and of itself is not the determining factor in the child's development but rather the problems created by failure on the part of adults to know what to expect of the child and how to stimulate for optimum development. The satisfaction of personal accomplishment furthers emotional growth, and being independent is an objective of the maturation process (B. Taylor, 1975).

Although innovative changes in educational services and rehabilitation services to visually impaired have taken place from early beginnings, there are apparent gaps in providing children and youth with the necessary daily living skills to satisfactorily live independent lives. Hatlen, Le-Duc, and Canter (1975) reported that visually impaired young people often continue to live at home or in unsatisfactory living situations after they graduate from high school because the necessary skills to live independently are lacking. The authors reported that even those students who had attended short-term summer programs in daily living skills did not seem to maintain skills if not continued. They recommended a time during school years when students could experience independent living responsibilities as part of the school curriculum.

Spungin (1978) and Tuttle (1974) pointed out that teachers need to be certain that students understand the value of mastering daily living skills. It cannot be assumed that visually impaired students want to be able to live independently or to be socially acceptable. Visually impaired who have mastered daily living skills feel better about themselves and are able to contribute much more to their total living environment.

It is important to be aware that visually impaired children differ in their ability to use remaining vision. Measured acuity may be the same but reliance on other senses to perform tasks may be quite different. The type of visual impairment is a major factor in visual functioning. With some disorders the vision fluctuates and with others is relatively stable. Lighting, fatigue, and emotions may cause temporary fluctuation in vision. Teachers need to know about various eye conditions so that appropriate adaptations can be made for learning experiences in daily living skills (Corn and Martinez, 1978).

Davidow (1974) pointed out specific skill areas considered essential to be taught starting at an early age. Personal appearance is of primary importance including personal cleanliness, personal grooming, care of hair, use of makeup, clothing and its care, eating skills, walking and good posture. Davidow emphasized that much time and patience are needed to teach these skills to children but that learning them at an early age produces greater results later on. Other important skills areas suggested were training in house-related activities, in interpersonal relationships, including general good manners, using the telephone, making introductions, social attitudes, dating and sex, and party etiquette. Dining skills and table etiquette are considered ongoing with appropriate activities for

each age level. Systematic work habits are both basic and necessary. Special safety measures are taught to compensate for the limitation of visual stimuli, and they are included as an integral part of the skills themselves.

Daily Living Skills Important to Visually Impaired Adults

It is apparent that adults not in the traditional classroom setting received instruction long before daily living skills were considered appropriate for inclusion in the school curriculum. The forerunner to the rehabilitation teaching program in which daily living skills are included was the home teaching program which provided homebound visually impaired with something to do. Gradually this teaching included more and more skills needed for independent daily living. On the other hand, school programs concentrated on academic subjects which did not require physical activity and excluded daily living skills. As a result, daily living skills training programs for vocationally oriented adults developed at a faster pace than those for school-age children and for adults who were not vocationally oriented. It is expected that adults not vocationally oriented and older visually impaired adults will receive more attention as a result of the 1978 Amendment to the Rehabilitation Act, which removed the vocational and age requirements for eligibility for receiving instruction in daily living skills (Schein, 1980).

A Step-by-Step Guide to Personal Management for Blind Persons, published by the American Foundation for the Blind (1974), identified daily living skill subject areas needed by visually impaired adults to function independently as follows: personal cleanliness, personal grooming, food preparation, meal service and eating skills, meal management, cleaning,

laundry and clothing care, ironing and pressing, bedmaking, sewing, and personal management and household business. The manual includes steps for some skills within each of the subject areas but is not a complete guide.

Each of the subject areas in daily living skills include many skills that are basic to independent living. The number of skills that an adult visually impaired needs to learn is dependent upon previous training and experience as well as individual eye condition and amount of visual impairment and the individual living arrangement.

Daily Living Skills Important to Older Visually Impaired Adults

In 1977, the number of legally blind in the over 65 age group amounted to over half of all legally blind persons in the United States, and the Bureau of the Census (1977) reported that this number was growing at a faster rate than the total blind population because of increased life expectancy and falling birth rate and death rate (Asch, 1980). However, in the 1970s, this group received only 10 percent of the services available from state and private agencies serving the visually impaired. Historically, the focus has been on those who can be vocationally rehabilitated. Services in providing adequate programs in communication skills, daily living skills, and leisure activities have been inadequate and totally lacking in some areas. Reasons given for this were high costs for providing the variety of services needed by older adults, pattern of institutionalizing the elderly, and the reluctance of many older people to ask for services. An important reason for lack of services until the 1978 Amendment to the Rehabilitation Act broadened availability of services was that this group

was not a part of the work force so generated little return in tax monies (Selvin, 1976; AFB, 1977; W. Inkster, 1977; Asch, 1980; Schein, 1980).

To the older visually impaired person, losing vision is another condition of aging, death, and dying. As the older person's role of giver and provider changes to one of requiring assistance, self-perception and positive image of worth diminish. Some older visually impaired people assume a posture of passivity and dependence and may become doubtful and even suspicious when rehabilitation services are offered. Problems may arise when they find attention they get when dependence on others for daily living activities is more rewarding than working toward adjustment and independence (W. Inkster, 1977).

Since private agencies came into existence, assistance not available from public services because of funding and eligibility requirements became available to older visually impaired people. Much of the assistance given in the past had been in "providing for," which placed an agency in the position of perpetual patron and furthered dependence. Very limited training was offered to older visually impaired individuals in daily living skill areas. When offered, the instructional pattern tended to follow that of public education rather than programs in which relevant individual needs for daily living skills and support services were identified.

A recommended learning environment was one in which the older adult client was maintained as the key decision maker. Streamlined skills in self-care, food preparation, home care and maintenance, and personal management which required little equipment and supplies as well as little energy were most acceptable. When relevant skills which could be used in

the living setting were taught and the individual could put them into immediate use, the rehabilitation process was believed to work. When older visually impaired people remain independent in their own homes or with their families the costs of institutional care are eliminated or family members are freed to work (Freedman and Inkster, 1976; W. Inkster, 1977).

Mayers (1976) indicated that it was the responsibility of agencies serving adult visually impaired to find the elderly of this group out in the community. Older people generally did not think in terms of being blind or visually impaired but rather as being old. They considered losing vision over the years as quite natural and something that is a part of being old. It did not occur to them to seek services for this aspect of their aging losses, and older visually impaired are frequently unaware of available services which could improve the quality of life and make possible continued independence.

Attitudes about Daily Living Skills and the Implications for Teaching

An awareness and understanding of attitudes directed toward visually impaired students and how visually impaired feel about themselves help the teacher in selecting learning experiences which will build self-esteem, self-worth, and confidence that lead to successful performance. Mayers (1976) indicated that teachers of daily living skills need to develop emotional and intellectual sensitivity to the different kinds of visually impaired individuals with whom they work and combine these with specific knowledge and skills needed to provide services useful to them.

Needs of visually impaired are caused not only by conditions of impairment but also by stereotypes and manner in which society attempts

to deal with their impairment. Visually impaired may be faced with restrictions of activity, over protection, rejection, unrealistic expectations, and ignorance. Attitudes of confining benevolence, which tend to segregate visually impaired from sighted society, are often exhibited. Myths and superstitions from the past continue to influence present-day attitudes and have resulted in low standards of performance expected from visually impaired. Many still feel that blindness is a social liability, a punishment for sin, and associate it with darkness, evil, and death. Contrasted to these attitudes are those which consider blind people to have special talents and supernatural powers (Connor and Muldoon, 1973; Koestler, 1976; Mayers, 1976; Yeadon and Grayson, 1979).

Lukoff and Cohen (1972) reported that people working in the field of visual impairment thought that integration of visually impaired into the mainstream of sighted society would cause negative attitudes about the blind to disappear, but this has not been the case. These authors indicated that denial of capabilities is a destructive attitude of people toward the visually impaired, and misconceptions as to their limitations and helplessness have devastating effects upon chances for independence and self-confidence.

Currie-Gross and Heimbach (1980) made the observation that a major obstacle in attaining independent living skills is attitude concerning ability to manipulate the environment. If individuals can learn to be independent in performing daily living skills, this attainment connotes ability to gain control over the environment and to deal effectively with it as well as to be able to control their lives. The coping framework suggested by Wright (1974) regards problems in terms of how they can be ameliorated,

circumvented, or lived with. Teaching is based on what a person can do and the visually impaired individual plays an active role in molding life activities.

When visual loss occurred in a family member, families frequently were unable to function at a level representative of their capabilities. People often reacted with emotion rather than logic and exhibited a range of attitudes from pity, over indulgence, and over protection to denial, doubts, and rejection of the visually impaired person. The whole family was affected, not only the one who had lost vision. Older visually impaired were fearful of rejection and fearful of losing their independence. Their depression over loss of vision and feelings of worthlessness affected their ability to learn adaptive techniques for daily living skills which would maintain their independence (Freedman and Inkster, 1976; Ault, 1977-78).

Siperstein and Bak (1980) reported that physical integration did not necessarily result in harmonious relationships in mainstreamed classrooms. Their research findings showed that sighted children were less willing to interact with their visually impaired peers than with sighted ones. These negative feelings were carried over into work on class projects, sitting together, and eating lunch together. It was noted that sighted children underestimate ability of blind peers.

Actions and tone of voice on the part of teachers and others working with visually impaired reflect attitudes. Tact, complete honesty, patience, and sympathetic understanding are not to be confused with pity, a negative attitude. The relationship between student and teacher provides

a model for the student to relate to others (Greenblatt, 1979; Seeing Eye, Inc., n.d.).

Connor and Muldoon (1973) emphasized that visual impairment on a personal level threatens the entire sense of well-being. Teachers need to understand how this affects personal organization. On a social level visual impairment alters the social structure of the family. The adaptations the social unit of the family makes has implications for the visually impaired student's learning daily living skills. The visually impaired person's attitudes about their handicap plays a major role in determining whether daily living skill functioning can be achieved. Families and friends need to have faith in the visually impaired person's ability to learn to function independently. The attitude that visually impaired people are very much limited in what they can do deprives them of opportunities by unnecessarily restricting what they are allowed and encouraged to do. This happens when people focus on the visual impairment and not on the individual (Wright, 1974; Yeadon and Grayson, 1979).

An aspect of learning to function independently in daily living skills is to be able to adjust to visual impairment and to come to terms with the disability. Delafield (1976) has described adjustment as how a person views behavior and measures self-concept. Individuals adjust to visual loss in different ways. Adjustment is affected by the disability and also by the attitudes and expectations of the individual and of significant others. The final adjustment is the result of the interplay between the visually impaired person's ability to perform certain tasks and these attitudes and expectations. Adjustment can be facilitated by training which increases the individual's self-esteem.

It has been the experience of the investigator that negative attitudes held by visually impaired students about themselves inhibit learning daily living skills. If family members do not accept the capabilities of a visually impaired member they do not permit them to put into practice what they have learned, thus encouraging dependence.

What Teachers Need to Know about Visual Impairment

Whether visual impairment is congenital or adventitious, the degree of impairment and the presence of other handicapping conditions associated with visual impairment affect the learning process. Teachers need to be familiar with the effects of visual impairment on the learning process and implications of this impairment for teaching daily living skills.

Congenitally Blind or Visually Impaired

Those who are congenitally blind are limited to senses other than visual to gain a concept of the world around them. Those with limited vision have some use of visual sense, but it may distort concept of the environment.

Perceptual means of organization are lacking in the congenitally blind because objects cannot be seen in their wholeness. Rogow (1975) found in studies on perceptual organization that assumptions on the part of professionals that tactual and visual data are identical can result in misconceptions that may lead to delayed development and distortions of cognitive processing. Lydon and McGraw (1973) reported that congenitally blind individuals build perceptions from tactual and auditory information. Meaning is found from a sequence of touch sensations rather than

from detailed visual information perceived simultaneously to form associations for object recognition. Information gathered through manipulation of objects proceeds from parts to the whole. This does not allow for depth perception intricacy or total essence of an object. The range and variety of concepts are restricted in that some objects are too large to observe tactually and others are too small and fragile to touch. Sight is a unifying sense which is denied those who are severely visually impaired.

Rubin's (1964) study revealed that many workers in the field of visual impairment share the opinion that early deprivation of sight places definite restrictions on range of individual experiences, thus bringing about deficiencies in concept formation. This study showed that congenitally visually impaired performed lower on tests of abstraction than did adventitiously impaired and sighted people. Knowledge about one's body, kinesthetic perception, and spatial awareness may be lacking in the congenitally visually impaired. In addition to the visual impairment there may be other conditions that influence learning and require more attention than the visual impairment such as diabetes, cerebral palsy, deafness, and mental retardation.

Morrison's (1974) article describing teaching experiences with several congenitally visually impaired young adults parallels experiences of the reviewer. Some of the students who did well academically were totally ignorant of skills for performing simple tasks such as pouring a bowl of cereal or making a peanut butter sandwich. Not all of the students were able to sign their names, some did not know the basic information required to shop for food, and some had never paid a clerk in a store. As young adults, a lifetime of unlearned details inundated them along with

well-established fears of getting severely injured if they tried to function. Morrison found that parents of some of the congenitally visually impaired students took it for granted that their children would always live with them and had no need to learn to function independently in daily living skills. The author questioned the validity of educating visually impaired students academically and vocationally while keeping them dependent upon others for even the most basic skills the smallest sighted child is expected to perform. The importance of including training in daily living skills for independence was stressed as a necessary part of any educational or training program.

Adventitiously Visually Impaired

The term "adventitiously visually impaired" applies to those individuals who have had vision at one time and is used because of the connotation that there is ability to recall from visual memory and kinesthetic memory. When people become visually impaired they may mentally block visual and kinesthetic memory, and as a result feel they cannot function at all. Yeadon (1974) recommended that activities to encourage and stimulate recall be included in daily living skills training.

The needs of a very young, adventitiously visually impaired person are more nearly like those of a congenitally impaired person because of limited time for experiences (Connor and Muldoon, 1973). The newly visually impaired adult finds that life-held habits have to be changed, especially in most obvious areas of orientation and mobility, cooking, shopping, and coping with emotional and financial concerns (Inkster, 1977). The matter of how one looks is often relegated to a lesser position,

sacrificing personal grooming for what is easier but an unnecessary and unacceptable lifestyle for the individual. The adventitiously visually impaired person needs to have an early and thorough evaluation of functioning. The potential for adapting to impairment is thought to be greater than for congenitally visually impaired. Memory of the visual world can be channeled to aid in developing techniques in all subject areas of daily living skills and lessen time required to achieve successful performance (Connor and Muldoon, 1973; Yeadon, 1974).

For the adventitiously visually impaired there may be an uncertainty of balance and direction, resulting in awkwardness in moving about and in performing familiar tasks of daily living. Physical conditions such as diabetes and arthritis which may or may not have caused the visual impairment may accentuate these problems. Remaining senses do not automatically become sharper but require conscientious training to be useful and efficient. The whole sensory capacity of the body becomes increasingly apparent.

The adventitiously visually impaired need retraining in skills for taking care of grooming needs. Eating may be difficult, but eating neatly and in a relaxed manner can be learned. Many social-recreational activities enjoyed as a sighted person can be continued with some adaptations. What a visually impaired person can and cannot do depends upon the individual, his/her own ability, adaptability, and ingenuity. Oversolicitude displayed by those closest to the individual can make adjustment more difficult (Connor and Muldoon, 1973).

Adventitiously visually impaired adults who have received training in daily living skills at the Tucson Association for the Blind have indicated

that they want to be able to function as well as they did prior to visual impairment. They want to learn about new things, keep up with what is going on, and to continue to grow as individuals. It is important for teachers to have sufficient expertise in the subject areas of daily living skills to be able to teach them to function well. Visually impaired who have had vision and lost it cannot accept their impairment and continue to be productive members of their families and communities if instruction is at a level that only permits them to survive rather than to function at a satisfying level.

Partially Sighted

The needs of those who have some vision are different just as the needs of the congenitally and adventitiously visually impaired are different. The person who has some vision may reject the idea of visual impairment and try to adjust as a sighted person. In some cases the individual is unable to function as a sighted person and unable to use resources available to sighted but at the same time rejects help available to visually impaired. Parents and other family members may encourage this situation without realizing it. As a result maturation and development may not proceed adequately or for the adult, frustration may be constant.

Colenbrander (1978), reporting to a Senate Committee, urged workers in the field of visual impairment to recognize the large area between normal vision and blindness, which he feels is most accurately described as low vision. Colenbrander indicated that abilities of people depend upon visual as well as non-visual skills.

There is danger in labeling people with low vision as blind which creates a self-image of not being able to function visually, which, in turn, stands in the way of successful visual rehabilitation and a reduced degree of independence. How persons view themselves is a primary determinant of how they are likely to function. If called "blind" it has been indicated that they expect less of themselves. If they view themselves as capable of using remaining vision for personal care and activities required for continued independence, they will continue interest in using remaining sight. Motivation to continue to be independent is a primary factor in effectively using residual vision (Barraga, 1976; Colenbrander, 1978).

The process of vision has been described as much a function of the mind as of the eyes. Visual capacity and efficiency may be lacking although the eyes see. When there is low vision the mind has to reorganize unclear, distorted, or limited visual input. The individual learns to attend to all visual objects and materials, to study forms and outlines, and to relate them mentally to things previously seen and stored as visual memories. It has been recommended that people with low vision be treated as seeing rather than as blind (Yeadon, 1974; Barraga, 1976; Colenbrander, 1978).

Assessment Skills Needed to Teach Daily Living Skills

Assessment of needs of visually impaired students is essential for developing individual instructional plans at every age level. Teachers of daily living skills need background information about individual student's environment, past experiences and capabilities, medical information, and complete eye information. Assessment of student skill level is needed to

determine present knowledge, general abilities, general interests, and attitudes for a basis to make educational program decisions.

The starting point for instruction is setting overall goals with students and determining objectives based on information gathered from initial assessment which establishes the student's position in the learning continuum (Yeadon, 1974). Teachers need to be able to design suitable instruments for initial assessment as well as for monitoring progress.

Wehrum (1977) indicated that a more extensive initial assessment is needed for congenitally visually impaired than for adventitiously visually impaired to determine understanding of concepts and basic skills. Objectives included in the instructional plan are arranged so that the level of skill acquired increases. Learning experiences are based on efficient methods and specific techniques for achieving objectives. Yeadon (1974) stated that the overall goal for teaching activities of daily living is to provide visually impaired with adequate skills to enable independent living in their own homes. Assessment provides teachers of daily living skills with information to determine what to teach, how to present instruction, and a basis for objectives to use as measures for achievement.

Development of Curricula and Teaching Plans

Philosophically, it is the function of schools to provide educational opportunities to enable all to take their rightful places in society. The potential to be productive members of society is great, but it is the school's responsibility to have a curriculum suitable to develop each child's abilities and capabilities. In assuming this responsibility the inclusion of daily

living skills in the curriculum for visually impaired is an essential complement to academics.

Davidow (1974) as a leader in the field of education of the visually handicapped has been an advocate for teaching daily living skills during school years as a specific segment of the school curriculum. Davidow stated that, although a number of different courses throughout the curriculum can cover aspects of daily living skills, it is important to have a course of study and specific plan for covering all areas of daily living skills as well as segments of each area. Parents, teachers, and house parents all have a responsibility for teaching necessary skills for living. Skills can be taught in both formal and informal situations.

Curriculum for visually impaired students in the area of daily living skills is based on information from the assessment process, and individual teaching plans are based on the curriculum decisions. The behavioral objective approach to teaching provides a quantifiable basis for instruction, class management, and progress evaluation. The task analysis approach to preparing teaching plans provides the teacher with an outline of how a task is performed with enabling objectives arranged in sequential order (Yeadon, 1974, 1978; Redick, 1980). The teacher of daily living skills needs to be familiar with the classifications of educational goals and be able to use them as a basis for behavioral objectives (Bloom, 1956; Simpson, 1967; Krathwohl, Bloom, and Masia, 1974). A team effort is needed for an effective program in teaching daily living skills. Spungin (1978) indicated that a variety of educational alternatives are often necessary to develop a complete program for visually impaired and that it is important to place each individual in a program best suited to needs of that

person. Parents, family members, teachers, friends, youth groups, and community agencies working together can develop such programs if it is recognized there are few tasks that require vision to such an extent that a blind person cannot learn them.

Techniques and Methods for Teaching The Visually Impaired

The review of literature has indicated general agreement that children and adults, both congenitally and adventitiously visually impaired, can live normal lives if necessary daily living skills are systematically and appropriately taught. Teachers need to consider not only what the individual can do but what society expects of the individual. Educating people--the general public, family, and friends--to limitations and potentials of those with limited vision is an important aspect of teaching. When provided with the proper stimulation, reception, and opportunity for organization, the visually impaired person has the potential to expand within the environment and to accomplish many things personally as well as to control some aspects of the environment (Dorward and Barraga, 1968).

Child development specialists now feel there is a definite sequence to how children learn and develop emotionally, physically, intellectually, and socially. People teaching visually impaired children need to be sensitive to readiness signs to assume self-care responsibilities.

Scholl (1973) recommended a structured approach for teaching new skills in which skills are introduced slowly with time to explore, with clear concise verbal explanations, and an unhurried pleasant atmosphere. Providing maximum opportunity for learning new skills and not expecting too little in early developmental stages was recommended by B. Taylor (1975).

Teachers, according to Yeadon (1974), need to be thoroughly familiar with objectives and techniques for teaching tasks. Any hesitancy on the part of the teacher can create a credibility gap and lessen trust. It is important for students to know they can perform safely and efficiently when a task is done correctly. Students need to be encouraged to think through problems and arrive at successful solutions.

Congenitally visually impaired may be living in overly protective environments in which parents feel guilty about the disability. Visually impaired are especially protected from doing any tasks that might pose a potential danger such as using a knife or the stove or an iron. The resulting fears and anxieties have to be overcome in order to learn skills. Training congenitally visually impaired usually requires more time than training adventitiously visually impaired, and there is often more anxiety on the part of the learner.

It has been the experience of the reviewer that congenitally visually impaired young adults who have had limited experience involving use of muscles tire easily when using them for even simple tasks. Tasks requiring particular positioning of the body are difficult to do unless the person has had many experiences in body image exercises and spatial awareness training.

Teachers need to recognize that techniques designed for the congenitally visually impaired may appear overly elaborate for the adventitiously impaired who have visual memory and for those who have had normal growth development and exposure. Techniques require modification to best fit the needs of the individual learner. Teachers need to recognize when a student is unable at some point to master a step and that

underdevelopment is indicated in one of the general abilities areas. Teachers need to be able to recognize accuracy of perceptual formation and basic concepts (Yeadon, 1974; Barraga, 1976).

When vision is lost the individual may lack the ability to perform skills of daily living successfully, and trial and error may result in injury, mistakes, loss of time, and total discouragement. Purposes in training in daily living skills are to provide developmental experiences in understanding skills, to be able to function safely, efficiently, and independently in the home environment, to control realistic fears and to gain confidence in using remaining senses (Markle, 1977). Special experiences and training in special areas can enhance or make learning possible. These include training in basic concepts and body image, sensory awareness, sensory integration, mime, and kinesics (Cratty and Sams, 1968; Apple, 1972; Lydon and McGraw, 1973; Behar and Zucker, 1976; Loeschke, 1977; Sicurella, 1977; Baker-Nobles and Bink, 1979). In developing a student's potential the individual who is visually impaired needs to learn how to perform skills as well as to be reminded to perform them until skill functioning habit patterns are well established.

When teaching daily living skills the use of vision enhancement and vision substitution aids can reduce the impact of visual impairment. Vision enhancement is described as using aids to enhance whatever vision is available such as using large print and optical aids such as magnifiers and closed-circuit television. Vision substitution is the term used when other senses are used to replace or supplement vision such as using raised dots on the stove to tactilely determine temperature settings, talking books, and tactile identification of money and other objects. A thorough

understanding of vision substitution and vision enhancement will help the teacher provide suitable materials and suitable environment for learning daily living skills.

Barraga (1976) stated that a person's self-image as a human being must be considered in teaching. Focus in planning skill training is on what the person needs to learn or needs to adapt to in relation to life situation. It is useless to stress functioning for individuals who have previously not had a need to perform in a particular way. To be considered in program planning is how well the individual previously utilized vision and to what extent utilization can be continued in certain aspects of life.

Spungin (1977) indicated that teacher training programs designed to prepare competent teachers must consider the complexity of training needed for teaching the visually impaired and also provide preparation in teaching special skills such as daily living skills. Teachers need to be prepared to work with a wide range of ages at varying educational levels and at the same time to be able to deal with individual needs and individual differences. In the past, exceptional children such as visually impaired and multihandicapped visually impaired were removed from the mainstream of the regular classroom, but the trend begun in the 1970s was directed toward providing education in the least restrictive environment for all handicapped children in settings as close as possible to that of their peers. With this emphasis the regular classroom teacher is expected to meet the needs of exceptional children along with those of other children. The regular classroom teacher needs to be aware of general teaching techniques for visually impaired students. Orlansky (1977) presented the

problem that few teachers have had any preparation in education for exceptional children and lack basic information about handicapping conditions.

The base common to all teaching and a knowledge about visual impairment are considered essential for teaching daily living skills. Additional training encompasses specific and identifiable evaluation techniques and teaching techniques for skills necessary to teach visually impaired persons to develop or enhance sensory and kinesthetic capabilities. Establishing measurable goals for clearly defined tasks sets a guide for instruction. The Center for Independent living and the Greater Pittsburgh Guild for the Blind have both published guides using Yeadon's behavioral objective approach to step-by-step teaching of daily living skills. Inkster (1977) indicated that teachers have been reluctant in the past to make changes in teaching or to experiment with unfamiliar methods. In order to advance the development of techniques and methodology in the field of daily living skills teaching, it is necessary to improve techniques, to experiment, and to evaluate learning activities.

Resources for Teaching Daily Living Skills

Teachers of daily living skills need to be familiar with the resources available in the field of visual impairment as well as the specialized area of daily living skills. Resources include those for teaching materials, those for information gathering, those for services, and those that provide special training for people in the field of visual impairment.

Resources for teaching materials are grouped in the following categories: teaching guides for daily living skills, teacher reference materials about visual impairment, aids, and appliances, optical aids, electronic

aids, and communication aids. The American Foundation for the Blind and the American Printing House for the Blind are sources for finding information needed. Both agencies publish materials and supply aids and appliances, electronic devices, and communication aids. A number of commercial companies and organizations are also suppliers of materials and aids and appliances.

There are many professional people within the community who can serve as valuable resources. In addition, resource people can supplement teaching by providing materials and services in special areas.

Agencies, institutions, and organizations serving the visually impaired are divided into groups as follows: federal agencies, state agencies, private agencies and groups, national organizations, organizations providing materials for visually impaired, and professional organizations. A directory of agencies, institutions, and organizations is a valuable resource.

Summary

The review of literature provided an overall view of the development of teaching daily living skills in the United States and of the skills necessary for visually impaired individuals to perform in order to be independent. Limited research was found as to how visually impaired individuals learn skills or as to methods and techniques for improving skill performance. Less information was available on assessment directly relating to daily living skills than was found relating to psychological assessment of visually impaired.

An emphasis that appeared throughout the literature review was that visually impaired of all age levels need to learn daily living skills in order to be independent and be a part of the mainstream of society and that if learning does not take place visually impaired are excluded from activities and work others enjoy. Attitudes have played an important part in acceptance or non-acceptance of visually impaired in relation to dependence or independence.

Visually impaired consumers are taking a more active role in decision making regarding determination of needs and setting goals for their learning. With increased emphasis on learning daily living skills on the part of all visually impaired individuals there is increased demand for professionally trained teachers.

CHAPTER 3

PROCEDURES

The procedures used in identifying content important to include in a course to prepare teachers to teach daily living skills to visually impaired used the survey method. The persons surveyed were the jury of experts in the field of visual impairment and the participants in workshops and inservice training for teaching daily living skills to visually impaired. Procedures of this study are described in the following sections: questionnaire development, data collection procedure, description of respondents, and data analysis.

Questionnaire Development

The development of the questionnaire included initial development by the investigator, review by a jury of experts in the field of visual impairment, pretest with colleagues in the field of visual impairment, and revision based on the review and pretest.

Initial Development

In organizing the initial draft of the questionnaire and developing the items relating to important content for the course on teaching daily living skills, the investigator used the pilot workshop she had conducted. The content of this workshop has been based on a review of literature in the field relating to daily living skills, methods for teaching, attitudes toward visual impairment, information about visual impairment, and

resources for use in teaching: consultations with specialists in the fields of visual impairment and home economics and with visually impaired adults, and information from student evaluations of workshops.

The part of the questionnaire dealing with daily living skills was checked with a colleague who was doing a companion study on identifying skills visually impaired adults deem important for independence in daily living skill functioning. This was done to permit comparisons of results of the two studies to be made.

In addition, items were designed to give information about work background of respondents which might influence responses. This section followed the sections concerning content for a course on teaching daily living skills.

For the process of initial design of the questionnaire, references on writing productive questions were reviewed (Dillman, 1973; Gay, 1976). The decision was made to use a closed-form type of rating scale to rate items of content as most important to include, important to include, less important to include, and not important to include. Questions were also included concerning ranking of daily living skill groups. Following initial preparation the questionnaire was submitted to the Human Subjects Committee of The University of Arizona for approval by that body to ensure protection of those asked to participate.

Revision Based on Pretest

Following initial development and approval by the University of Arizona Human Subjects Committee, the questionnaire was pretested by six colleagues in the field of visual impairment (see Appendix A).

Appropriate revision was made in the clarification of wording of directions for responding to the questionnaire following pretesting.

Revision Based on Jury of Experts Review

The jury of experts in the field of visual impairment were selected from people experienced in administering programs at various age levels (Appendix B). The jury was asked to review the questionnaire to assess content validity of the data collection instrument. Members of the jury were asked to give their opinions about the content of the questionnaire, the form, and the length. Suggestions and concerns about content were as follows:

1. Additional questions were suggested for the personal cleanliness and personal grooming areas of the Daily Living Skills section of the questionnaire and these were added.
2. One question concerning assessment of need during periods of crisis was added at the suggestion of one of the jury of experts.
3. A suggestion for categorizing food preparation skills was not followed because participants had not had skills presented in categories in the workshop and in inservice training and would be unfamiliar with the terminology.
4. One jury member expressed concern about the section on information about visual impairment. The concern was that students majoring in education of the visually handicapped would have covered items in this section in another class, but for others not in the field of visual impairment that information would be extremely important.

Concern and ideas regarding the form of the questionnaire were:

1. Suggestions were made for repositioning some of the questions which improved flow.
2. Concern was expressed about the length of the questionnaire, but no one suggested any way to shorten it.

Following the review of the questionnaire by the jury of experts, revisions were made and the final draft prepared (Appendix D). The questionnaire consisted of three main parts: daily living skills, attitudes and information about visual impairment, and teaching techniques and resources. A fourth part consisted of information about work background of respondents.

Content Related to Daily Living Skills

The Daily Living Skills section of the questionnaire was divided into 11 skill groups: meal management skills, food preparation skills, food service and eating skills, cleaning skills, laundry and clothing care skills, ironing and pressing skills, bedmaking skills, sewing skills, personal cleanliness skills, personal grooming skills, and personal business management skills. Groups of skills are those accepted by rehabilitation teaching in the field of visual impairment.

Respondents were asked to rate each skill in the 11 areas as to how important it is for teachers of the visually impaired to be able to teach their students for effective performance. Rating choices were: 4 = most important, 3 = important, 2 = less important, and 1 = not important. At the end of the Daily Living Skills group the respondents were asked to prioritize the 11 skill groups in order of importance in a course to prepare teachers

for teaching daily living skills by ranking them 1 to 11 with 11 = most important and 1 = least important.

Content Related to Attitudes and Information about Visual Impairment

The second section of the questionnaire was divided into two groups: attitudes toward visually impaired and information about visual impairment. Respondents were asked to rate each item in the two groups as to its importance to teachers of the visually impaired to teach daily living skills. Responses were requested with 4 = most important, 3 = important, 2 = less important, and 1 = not important.

Content Related to Teaching Techniques and Resources

The third section of the questionnaire was divided into four groups: assessment of needs of visually impaired for daily living skills, development of instructional plan for individual visually impaired, techniques for teaching the visually impaired, and resources for use in teaching daily living skills. Assessment items were based on needs assessment as described in the literature. Development of instructional plan items were based on review of literature and model used by the investigator at the Tucson Association for the Blind. Techniques for teaching were based on materials used by the Tucson Association for the Blind and those emphasized in the literature. Resources for use in teaching daily living skills were based on those found useful by the investigator as a teacher of daily living skills and suggestions found in the literature.

Respondents were asked to rate items in each group as to their importance in a course for teaching daily living skills to visually impaired

on the same basis as previous responses with 4 = most important, 3 = important, 2 = less important, and 1 = not important.

At the end of the third section respondents were asked to rank the six groups included in the second and third sections which were determined by the investigator to be important supportive areas for teaching daily living skills. Ranking was requested on a 1 to 6 prioritization with 6 = most important to prepare teachers for teaching daily living skills and 1 = least important.

Information about Work Background of Respondents

Included in this section was information about field of specialization, whether or not respondent had ever worked with visually impaired, if they had taught daily living skills and the age level taught, and present position. This section was designed to describe characteristics which might have an influence on responses.

Data Collection

The questionnaire (Appendix D) designed for gathering information about content needed to prepare teachers to teach daily living skills to visually impaired was mailed to two groups: a jury of six experts in the field of visual impairment and 47 of the 48 participants in workshops and in inservice training, Teaching Daily Living Skills to Visually Impaired. Pilot workshop participants included students in master's programs for education of the visually handicapped and in rehabilitation, classroom teachers, home economics teachers and administrators, rehabilitation teachers, and volunteers working with the visually impaired. It

was not possible to secure an address for one person who had participated in the pilot workshop so that name was eliminated from the participant group prior to sending out the questionnaire.

The jury of selected experts in the field of visual impairment were contacted by letter (Appendix C) and personal contact to ask for their participation in responding to the questionnaire. Potential respondents who were workshop and inservice training participants were contacted personally when possible or by a questionnaire cover letter (Appendix E) soliciting their participation.

A cover letter (Appendix F) was enclosed with the questionnaire requesting participation and describing purpose of the research and the importance of each individual's response. A stamped addressed return envelope was included for returning responses. A return date deadline of 3 weeks was indicated. If the questionnaire had not been returned by the end of the 3 weeks, a follow-up letter (Appendix G) with another questionnaire was sent or a telephone call reminder made to those in the area.

All but one who received a telephone reminder responded, whereas the follow-up letter reminder had a lesser response. Five out of the six jury of experts responded to the questionnaire, and 41 out of the 47 participants responded for a combined total of 46 out of 53 possible. The overall response rate was 86.8 percent.

Description of Respondents

Respondents differed in their fields of specialization. Fields of specialization are shown in Table 1. All but two respondents indicated a field of specialization. More respondents had specialized in education of

Table 1. Fields of Specialization of Respondents. -- N = 46

Field of Specialization	N	%
Education of visually handicapped	11	23.9
Home economics	10	21.8
Rehabilitation teaching	9	19.6
Education, elementary and secondary	8	17.4
Rehabilitation Counseling or Counseling	2	4.3
Other	4	8.7
No response	<u>2</u>	<u>4.3</u>
Total	46	100.0

the visually handicapped than in any other field with home economics having a similar proportion.

Table 2 indicates distribution of those who had taught daily living skills to visually impaired in the under 18 age group, over 18 age group, and both groups. All but one, who did not respond to the question, had worked with visually impaired in some capacity, but seven had not taught daily living skills.

Table 2. Experience of Respondents in Teaching Daily Living Skills to the Visually Impaired. -- N = 46

Teaching Experience	N	%
Taught daily living skills to those under 18 only	11	23.9
Taught daily living skills to those 18 and over only	10	21.7
Taught daily living skills to both age groups	17	37.0
No experience in teaching daily living skills	7	15.2
No response	<u>1</u>	<u>2.2</u>
Total	46	100.0

Respondents who reported that they were working indicated a variety of positions as shown in Table 3. Three of the 46 respondents did not respond to this question. Of the 43 who responded to this question, 28 (65%) were working in the field of visual impairment in some capacity.

Table 3. Positions Held by Respondents. -- N = 46

Position	N	%
Teacher, visually impaired, K-12	7	15.2
Rehabilitation teacher	8	17.4
Other visually impaired related	13	28.3
Home economics or classroom teacher	6	13.0
Counseling or other	5	10.9
Not working	4	8.7
No response	3	6.5
Total	46	100.0

Data Analysis

Questionnaires received from respondents were coded as they arrived, and responses were recorded for transfer to computer cards. Data concerning the identification of content important to include in a course to prepare teachers to teach daily living skills to visually impaired were analyzed in several ways. The statistician was consulted for guidance in selecting and using appropriate statistical analyses.

Respondents ratings for each item in the daily living skills section of the questionnaire were given a numerical value. Ratings assigned were 4 = most important, 3 = important, 2 = less important, and 1 = not

important. Respondents' ratings for each item in the second and third sections of the questionnaire relating to attitudes and information about visual impairment and teaching techniques and resources were treated in the same manner as data concerning daily living skills. Mean ratings were computed for each item for all respondents, for participants only and for jury only with the t value computed, and for respondents who had taught daily living skills to visually impaired only to those under 18 years of age and only to those 18 years of age and older with the t value computed.

A numerical value of 1 to 11 was assigned to the ranking of daily living skills areas at the end of the first section of the questionnaire on daily living skills with 11 = most important and 1 = least important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. At the end of the third section of the questionnaire respondents were asked to rank the six groups of supportive areas for teaching daily living skills included in the second and third sections. A numerical value of 1 to 6 was assigned to the ranking of the six support areas with 6 = most important and 1 = least important to include in a semester course to prepare teachers to teach daily living skills to visually impaired.

The general frequencies statistical test was used to provide descriptive statistics for each variable in the questionnaire. Mean ratings were computed for each item in the questionnaire as well as the mode and range. The t test was used for analyzing significance of differences of responses of participants and the jury of experts. The t test was also used to analyze differences in responses of respondents who had taught daily living skills to visually impaired under 18 years of age only and

and those who had taught only those 18 years of age and older. The level of significance accepted for use in identifying differences greater than those that could be attributed to chance was .05.

Kendall's concordance coefficient test was used for the two groups of rankings in the questionnaire to determine the disagreement or agreement of the participants and the jury of experts. The test was also used to determine disagreement or agreement of the respondents who had taught daily living skills to visually impaired under 18 years of age only and those who had taught only those 18 years of age or older. Total agreement was considered as 1.0 and total disagreement as 0.0 with degree of agreement or disagreement ranging between the two numerals.

The same procedure was used for all three sections of the questionnaire to identify significant differences in mean ratings computed from responses for each item in the questionnaire. The test to determine agreement or disagreement was applied only to the two rankings contained in the questionnaire.

Summary

This study used survey methods to secure opinions from participants and a jury of experts concerning content important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. A questionnaire was developed by the investigator and reviewed for content validity by a jury of experts in the field of visual impairment. Those selected to receive questionnaires were the participants who included all who had participated in the workshop teaching daily living skills to visually impaired and those who had participated in inservice training plus

the jury of experts in the field of visual impairment referred to in the study as the jury of experts.

Responses to the questionnaire were received from 41 of the participants and from 5 of the jury of experts. Appropriate tests were used for securing data and statistical analysis of data.

CHAPTER 4

FINDINGS AND CONCLUSIONS

This study surveyed opinions as to content to include in a semester course to prepare teachers to teach daily living skills to visually impaired. The study focused on identifying content important to include in specific areas of daily living skills and content important to include in support areas of attitudes toward visual impairment, information about visual impairment, assessment of needs of visually impaired for daily living skills, development of instructional plans for individual visually impaired, techniques for teaching the visually impaired, and resources for use in teaching the visually impaired. The findings are reported in three sections as follows: daily living skills, attitudes and information about visual impairment, and teaching techniques and resources.

Daily Living Skills

Data were analyzed to provide answers to the research question:

1. What daily living skills are important for teachers of the visually impaired to teach their students to perform?

Findings are presented for each of the groups of skills included in daily living skills: meal management, food preparation, food service and eating, cleaning, laundry and clothing care, ironing and pressing, bed-making, sewing, personal cleanliness, personal grooming, and personal business management. Respondents rated each item in the daily living skills section of the questionnaire as 4 = most important, 3 = important,

2 = less important, and 1 = not important. The following scale was used for categorizing mean ratings for skills: 3.25 - 4.00 = most important, 2.50 - 3.24 = important, 1.75 - 2.49 = less important, and 1.00 - 1.74 = not important to include in a semester course for preparing teachers to teach daily living skills to visually impaired.

Meal Management Skills

Mean ratings of the importance of meal management skills are shown in Table 4. The mean ratings of all meal management skills were in the most important or important categories. Of the 11 meal management skills, 6 were rated most important and 5 were rated important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. Shown in Table 4 are *t* values from a comparison of participants and the jury of experts and *t* values from a comparison of respondents who had taught daily living skills only to those under 18 years of age and only to those 18 years of age and older. There were no significant differences at the .05 level in mean ratings for either of the comparisons.

Food Preparation Skills

Mean ratings of the importance of food preparation skills are shown in Table 5. All food preparation skills were rated by respondents most important or important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. Of the 26 food preparation skills, 16 were rated as most important and 10 were rated as important.

As is indicated in Table 5, the participants and the jury of experts were significantly different in mean ratings of 1 of the 26 food preparation

Table 4. Mean Ratings of Importance for Meal Management Skills. -- N = 46

Meal Management Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Organizing the kitchen	4.0	3.72	0.54	1.40	-.51
Organizing work area	4.0	3.59	.58	1.61	-.59
Detecting safety of foods ^a	4.0	3.56	.67	-.86	.61
Identifying and selecting foods	4.0	3.52	.62	-1.06	.15
Developing labeling system for kitchen	4.0	3.46	.72	-.47	.17
Planning safe food storage	4.0	3.39	.75	-.03	1.37
Planning nutritious meals	4.0	3.17	.85	-.07	1.62
Shopping for groceries	4.0	3.17	.83	1.08	.79
Planning for special diets	3.0	3.07	.88	-.36	.41
Locating best place for meal preparation tasks	3.0	3.02	.75	.07	.51
Making a shopping list	3.0	3.00	.82	1.16	-1.21

a. Only 43 responses

*Significant at .05 level.

Table 5. Mean Ratings of Importance for Food Preparation Skills. -- N = 46

Food Preparation Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Using the stove	4.0	3.89	.32	.68	-.51
Cutting, slicing, chopping	4.0	3.74	.44	.74	.10
Judging doneness of foods	4.0	3.74	.54	.61	-2.27*
Pouring	4.0	3.61	.61	.73	-.79
Measuring	4.0	3.57	.50	1.77	-.70
Frying	4.0	3.52	.66	1.16	-2.19*
Boiling	4.0	3.48	.81	.23	-.66
Baking	4.0	3.44	.72	2.17*	-1.30
Using small tools and equipment	4.0	3.41	.65	.77	-.12
Turning foods	4.0	3.41	.75	.04	-1.14
Opening containers	4.0	3.39	.80	-.03	-1.83
Peeling	4.0	3.33	.82	1.55	-.36
Broiling	4.0	3.30	.73	.99	-.89
Breaking eggs	4.0	3.30	.79	.92	-1.48
Striking a match	4.0	3.30	.84	.29	2.17*
Spreading ^a	4.0	3.27	.86	.18	.40
Stirring	4.0	3.24	.87	1.77	-.41
Roasting	4.0	3.22	.76	.05	-1.00

Table 5. Mean Ratings of Importance for Food Preparation Skills--Continued

Food Preparation Skills	Mode	Mean	SD	<i>t</i> Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=41) / ≥18 (N=10)
Judging time required for food preparation ^a	3.0	3.18	.72	-.07	1.03
Setting timers	3.0	3.15	.76	.47	-.69
Blending	4.0	3.15	.82	1.02	-.58
Beating	3.0	3.09	.78	.86	-.63
Washing fruits and vegetables	3.0	3.07	.88	.17	-.29
Judging end product ^a	4.0	2.98	.94	.95	.67
Grating	2.0	2.96	.87	.97	-.02
Rolling	3.0	2.80	.86	.56	.07

a. Only 45 responses.

*Significant at .05 level.

skills, that of baking. The participants rated baking significantly higher than did the jury of experts. There was no significant differences for other food preparation skills.

There was significant difference in mean ratings for 3 of the 26 food preparation skills in the comparison of respondents who had taught daily living skills only to those under 18 years of age and only to those 18 years of age and older. The three skills with significant differences were judging doneness of foods, frying, and striking a match. For those who had taught students 18 years of age and older the mean rating of importance for these skills was significantly higher than for those who had taught students under 18.

Food Service and Eating Skills

Mean ratings computed from responses concerning food service and eating skills are shown in Table 6. The mean ratings of all food service and eating skills were in the categories of most important or important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. Of the five food service and eating skills, three were rated most important and two were rated important.

Shown also in Table 6 are *t* values from a comparison of participants and the jury of experts and from a comparison of respondents who had taught daily living skills only to those under 18 years of age and only to those 18 years of age and older. There were no significant differences in mean ratings for either of the comparisons.

Table 6. Mean Ratings of Importance of Food Service and Eating Skills. -- N = 46

Food Service and Eating Skills	Mean	Mode	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Eating in public	4.0	3.83	.44	-.94	.07
Eating techniques at home	4.0	3.46	.69	.88	.88
Dishwashing techniques	4.0	3.39	.65	-.03	-.43
Preparing food for serving	3.0	2.91	.73	-.28	.59
Table setting techniques	3.0	2.87	.72	.23	.94

*Significant at .05 level.

Cleaning Skills

Mean ratings for cleaning skills are shown in Table 7. All cleaning skills were rated by respondents in categories of most important and important to include in a semester course to prepare teachers to teach daily living skills to visually impaired. Of the 13 cleaning skills, 5 were rated most important and 8 were rated important.

Also shown in Table 7 are *t* values for comparison of mean ratings of participants and the jury of experts. The participants and jury of experts showed a significant difference for 1 of the 13 cleaning skills, clean-kitchen equipment and appliances with the mean ratings of the jury of experts being higher than that of the participants. As shown in Table 7, there was no significant differences in mean ratings of importance of any of the cleaning skills by teachers of those over and under 18 years of age.

Laundry and Clothing Care Skills

Table 8 shows that the mean ratings for all the laundry and clothing care skills were in the categories of most important and important to include in a course to prepare teachers to teach daily living skills to visually impaired. Of the eight laundry and clothing care skills three were rated most important and five were rated important.

A comparison of mean ratings by participants and the jury of experts revealed no significant differences. Furthermore, there were no significant differences in mean ratings of the laundry and clothing care skills by teachers of those over and under 18 years old.

Table 7. Mean Ratings of Importance of Cleaning Skills. -- N = 46

Cleaning Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Cleaning bathroom ^a	4.0	3.57	.63	-.12	-1.34
Sweeping	4.0	3.35	.74	-.17	1.37
Selecting appropriate cleaning supplies	4.0	3.30	.84	.86	.74
Vacuuming	3.0	3.28	.69	.97	-1.11
Mopping	4.0	3.28	.72	.27	.51
Using large equipment (such as vacuum cleaners)	4.0	3.24	.82	.69	.47
Cleaning kitchen equipment and appliances	4.0	3.22	.79	-2.49*	.53
Using small equipment ^b (such as brushes)	4.0	3.16	.82	-.13	.57
Cleaning furniture and woodwork	3.0	3.07	.74	-.43	-.59
Cleaning flat surfaces	4.0	3.02	.91	-.46	-.02
Dustmopping	4.0	2.98	.91	-.58	1.31
Making a plan for doing cleaning jobs	4.0	2.98	1.04	-.05	-.21
Cleaning windows	3.0	2.91	.76	.35	.58

a. Only 44 responses.

b. Only 45 responses.

*Significant at .05 level.

Table 8. Mean Ratings of Importance for Laundry and Clothing Care Skills. -- N = 46

Laundry and Clothing Care Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Using washer and dryer	4.0	3.72	.58	.47	-.76
Sorting clothes	3.0	3.35	.64	-.93	1.19
Folding and storing clean laundry	4.0	3.30	.76	-.30	.78
Selecting laundry supplies	3.0	3.09	.66	-.40	-.68
Handwashing clothes	3.0	2.91	.76	.98	.61
Prewashing techniques	2.0	2.74	.74	-.83	.38
Using clothesline	2.0	2.65	.90	.14	.49
Cleaning and polishing shoes	3.0	2.59	.81	-1.22	.59

*Significant at .05 level.

Ironing and Pressing Skills

Mean ratings computed from responses for ironing and pressing skills are shown in Table 9. The mean ratings for all skills fell into three categories of importance to include in a course for preparing teachers to teach daily living skills to visually impaired. Three skills were rated most important, three skills important, and one as less important. Dampening clothes was the skill rated as less important.

As indicated in Table 9, the participants and jury of experts showed a significant difference in mean ratings for one of the seven skills and that was for the skill, using the iron. The participants rated that skill significantly higher in importance than did the jury of experts. There were no significant differences in mean ratings for other skills.

The respondents who had taught daily living skills only to those under 18 years of age rated hanging clothes significantly higher than did respondents who taught only those 18 years of age and older. There were no significant differences in mean ratings for other ironing and pressing skills.

Bedmaking Skills

Mean ratings computed for bedmaking skills are shown in Table 10. Two of the bedmaking skills, changing the bed and making the bed, were rated as most important, and one, caring for bedding, was rated as important.

Also included in Table 10 are *t* values for comparisons of mean ratings by participants and the jury of experts and for a comparison of mean ratings by respondents who had taught daily living skills only to

Table 9. Mean Ratings of Importance for Ironing and Pressing Skills. -- N = 46

Ironing and Pressing Skills	Mode	Mean	SD	t Values	
				Participants (N=41) Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Using iron	4.0	3.61	.61	2.48*	-1.49
Hanging clothes	4.0	3.41	.65	.77	2.35*
Ironing and pressing garments	3.0	3.30	.63	1.96	.18
Folding ironed clothes for storage	3.0	3.02	.91	-.46	1.37
Setting up ironing board	3.0	2.98	.75	.56	-.59
Ironing flat pieces	3.0	2.85	.84	1.27	.31
Dampening clothes ^a	2.0	2.33	.77	-.82	.90

a. Only 45 responses

*Significant at .05 level.

Table 10. Mean Ratings of Importance for Bedmaking Skills. -- N = 46

Bedmaking Skills	Mode	Mean	SD	<i>t</i> Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Changing the bed	4.0	3.57	.58	.67	-.59
Making the bed	4.0	3.52	.62	1.23	-.89
Caring for bedding	3.0	3.07	.77	-.41	0

*Significant at .05 level.

those under 18 years of age and only to those 18 years of age and older. There were no significant differences for either of the comparisons.

Sewing Skills

Mean ratings of importance of sewing skills are shown in Table 11. The mean ratings for all skills in this group were in the categories most important and important. Of the seven sewing skills four were rated as most important and three as important to include in a course to train teachers to teach daily living skills to visually impaired.

The t values for the mean ratings of participants and jury of experts are also shown in Table 11. There were no significant differences between mean ratings for responses of participants and jury of experts.

Also included in Table 11 are t values for a comparison of respondents who had taught daily living skills only to those under 18 years of age and only to those 18 years of age and older. There was significant difference in mean ratings of importance for one of the seven sewing skills in this comparison, using the sewing machine for simple sewing. Respondents who had taught daily living skills to only those under 18 years of age rated using the sewing machine for simple sewing significantly higher than did respondents who had taught only those 18 and older.

Personal Cleanliness Skills

Mean ratings of importance of personal cleanliness skills are shown in Table 12. All of the skills were rated by respondents in the category of most important.

Also shown in Table 12 are t values for comparisons of mean ratings by the participants and jury of experts and by respondents who had

Table 11. Mean Ratings of Importance of Sewing Skills. -- N = 46

Sewing Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Student <18 (N=11) / ≥18 (N=10)
Using scissors	4.0	3.65	.57	.22	1.70
Threading needle	4.0	3.50	.69	.34	-.29
Sewing on buttons	4.0	3.44	.66	.85	-.70
Sewing by hand	3.0	3.26	.68	.21	1.37
Identifying thread	3.0	3.13	.69	.45	.66
Using sewing tools	3.0	3.13	.78	.39	-.06
Using sewing machine for simple sewing (such as repairing seams) ^a	2.0	2.84	.84	.66	2.70*

a. Only 43 responses.

*Significant at .05 level.

Table 12. Mean Ratings of Importance for Personal Cleanliness Skills. -- N = 46

Personal Cleanliness Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Bathing (showering and tub bathing)	4.0	3.91	.35	-.58	-.95
Brushing teeth	4.0	3.80	.45	.02	1.05
Selecting clean clothing	4.0	3.76	.48	-1.19	.10
Shaving	4.0	3.76	.52	.72	.49
Shampooing	4.0	3.74	.58	.57	1.96
Using deodorants	4.0	3.67	.60	-.49	.49
Cleaning fingernails and toenails	4.0	3.63	.57	-.70	1.28
Using other dental hygiene techniques (such as flossing)	4.0	3.50	.69	-.34	-.52
Selecting products for cleanliness tasks	4.0	3.37	.83	1.06	-.56

*Significant at .05 level.

taught living skills only to those under 18 years of age and who had taught only those 18 and older. There were no significant differences in mean ratings for either of the comparisons. All respondents who had taught daily living skills to only those under 18 years of age rated brushing teeth and shampooing as 4.00, most important, in complete agreement. All respondents who had taught only those 18 and older rated bathing in complete agreement as 4.00, most important.

Personal Grooming Skills

Mean ratings for personal grooming skills are shown in Table 13. All skills had mean ratings in categories most important and important to include in a course to prepare teachers to teach daily living skills to visually impaired. Of the 12 personal grooming skills 8 were rated as most important and 4 as important.

Also include in Table 13 are *t* values from a comparison of mean ratings by participants and jury of experts and for a comparison of mean ratings by respondents who had taught daily living skills only to those under 18 years of age and those who had taught only those 18 and older. There were no significant differences between mean ratings for participant responses and jury of experts responses. There were significant differences in mean ratings for four of the personal grooming skills by those who had taught skills either to those under 18 years of age or to those 18 and older. The four skills were dressing techniques, caring for skin, exercising for good posture and walking techniques, and manicuring and pedicuring. In all four instances those who taught only those under 18 years of age rated the importance of skills significantly higher than did

Table 13. Mean Ratings of Importance for Personal Grooming Skills. -- N = 46

Personal Grooming Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students /<18 (N=11) / ≥18(N=10)
Identifying clothing	4.0	3.83	.44	1.23	0
Selecting appropriate clothing	4.0	3.76	.52	-.17	.93
Combing and brushing hair	4.0	3.76	.57	-1.00	1.20
Dressing techniques	4.0	3.61	.58	.85	2.21*
Caring for skin	4.0	3.54	.59	-1.04	2.79*
Exercising for good circulation ^a (appropriate for diabetics and other special needs)	4.0	3.44	.92	1.15	.86
Grooming hands and feet	4.0	3.41	.72	.04	1.53
Exercising for good posture and walking techniques	4.0	3.41	.83	1.79	2.77*
Manicuring and pedicuring	3.0	3.22	.79	-.55	2.17*
Selecting grooming supplies	4.0	3.22	.84	-.51	.19
Applying makeup	3.0	3.02	.72	-.59	1.61
Using styling equipment	3.0	2.94	.68	.47	.30

a. Only 45 responses.

*Significant at .05 level.

those who had taught only those 18 and older. There were no significant differences for other personal grooming skills. All those who had taught daily living skills at each of the age levels rated identifying clothing as 4.00, most important, thus indicating complete agreement.

Personal Business Management Skills

Mean ratings computed from responses for personal business management skills are shown in Table 14. The mean ratings for all skills in this group were in the category, most important to include in a course to prepare teachers to teach daily living skills to visually impaired.

The results of the *t* test for significance of difference in mean ratings by participants and jury of experts and by teachers of students under and over 18 are shown in Table 14 as *t* values. No significant differences were indicated in the comparisons. All respondents who had taught daily living skills only to those under 18 years of age were in agreement in rating the skill, handling money/identifying, folding, and arranging, as 4.00, most important.

Ranking of Daily Living Skills

The respondents were asked to rank the 11 groups of daily living skills for importance with 11 being most important and 1 being least important. The mean ranks are shown in Table 15 for the following: all respondents, participants, jury of experts, those who had taught students under 18 years of age, and those who had taught only those 18 and older. The three skill groups with the highest mean ranks were placed in the same order by participants, jury, and teachers of students under and over 18 with the order personal cleanliness skills, personal grooming skills, and

Table 14. Mean Ratings of Importance for Personal Business Management Skills. -- N = 46

Personal Business Management Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Handling money/identifying, folding, arranging	4.0	3.98	.15	-.35	1.05
Telling time	4.0	3.74	.49	.67	1.20
Handling checking and savings accounts	4.0	3.70	.51	1.38	-.51
Using the telephone	4.0	3.67	.63	.27	.42
Using banking services	4.0	3.63	.53	.13	1.75
Writing checks	4.0	3.63	.61	.12	1.00
Budgeting techniques	4.0	3.54	.66	-.92	.89
Using filing system (business, addresses, telephone)	4.0	3.48	.75	1.53	-.22
Handwriting	4.0	3.46	.78	-.43	1.33
Making personal and household purchases ^a	4.0	3.36	.80	-.72	1.30

a. Only 45 responses.

*Significant at .05 level.

Table 15. Mean Ranks of Importance and *t* Values for Groups of Daily Living Skills

Daily Living Skills	Mean Rank		Mean Rank				<i>t</i> Value	
	Respondents N=46	<i>SD</i>	Participants N=41	Jury N=5	<18 N=11	≥18 N=10	Participants/ Jury	<18/≥18
Personal cleanliness skills	9.26	3.12	9.17	10.00	9.09	9.60	-.56	-.38
Personal grooming skills	8.74	2.42	8.71	9.00	8.82	8.40	-.25	.40
Food preparation skills	7.44	2.60	7.24	9.00	8.09	7.60	-1.45	.44
Food service and eating skills	7.15	2.04	7.05	8.00	7.00	6.90	-.98	.10
Meal management skills	6.48	1.95	6.34	7.60	6.73	7.00	-1.37	-.35
Personal business management skills	6.07	2.41	6.27	4.40	6.64	6.10	1.67	.62
Laundry and clothing care skills	5.52	1.84	5.46	6.00	6.09	5.40	-.61	.79
Cleaning skills	5.17	2.01	5.20	5.00	4.45	5.40	.20	-1.13
Bedmaking skills	3.76	2.83	4.00	1.80	2.55	3.50	1.67	-.93
Ironing and pressing skills	3.41	2.74	3.44	3.20	3.55	2.80	.18	.60
Sewing skills	2.98	3.00	3.12	1.80	2.91	3.30	.93	-.28

food preparation skills. For the other skill groups there was variation in rank ordering.

Also shown in Table 15 are t values for significance of difference. There were no significant differences for the comparisons of mean ratings between participants and jury of experts and between those who had taught only those 18 and older.

Kendall's concordance coefficient test was used to determine agreement or disagreement of responses on ranking of daily living skills groups between all respondents, participants and jury of experts and between those who had taught students under 18 years and those who had taught students 18 and older. The w score for Kendall's test was .395 based on 1.0 = total agreement and 0 = total disagreement. The difference was not statistically significant.

Summary

For all of the 111 daily living skills rated by respondents 69, or 62.2 percent, had mean ratings in the category of most important to include in a course to prepare teachers to teach daily living skills to visually impaired, 41, or 36.9 percent, in the category of important, and 1, or 0.9 percent, in the category less important. None was in the category, not important.

There were significant differences in mean ratings of the participants and the jury of experts for three of the skills and for nine of the skills in the comparison of mean ratings of teachers who had taught those under 18 years of age and those who had taught only those 18 and older. The participants rated baking and using the iron significantly higher in

importance than did the jury of experts. The jury of experts rated cleaning kitchen equipment and appliances significantly higher than did the participants. Respondents who had taught daily living skills only to those 18 and older rated judging doneness of food and frying significantly higher in importance than did those who had taught only those under 18 years of age. Respondents who had taught only those under 18 years of age rated the following skills significantly higher than did those who had taught only those 18 and older: striking a match, hanging clothes, using sewing machine for simple sewing, exercising for good posture and walking, and manicuring and pedicuring.

In mean ranking of groups of daily living skills there were no significant differences between participants and jury of experts and between those who had taught students under 18 and those who had taught students 18 and older. A degree of disagreement was indicated by Kendall's concordance coefficient test but the difference was not significant.

It can be concluded that with the exception of dampening clothes all of the skills in the 11 groups of daily living skills are considered by respondents important to include in content of a course to prepare teachers to teach daily living skills to visually impaired.

Attitudes and Information about Visual Impairment

Data were analyzed to provide answers to the research question relative to information about visual impairment.

1. What information about visual impairment is important for teachers to use in teaching daily living skills to visually impaired?

Finding are presented for two groups of items in this section, attitudes toward visually impaired and information about visual impairment. Respondents rated each item in the attitudes and information section of the questionnaire as 4 = most important, 3 = important, 2 = less important, and 1 = not important. The following scale was used to categorize mean ratings for items: 3.25-4.00 = most important, 2.50-3.24 = important, 1.75-2.49 = less important, and 1.00-1.74 = not important to include in a course to prepare teachers to teach daily living skills to visually impaired.

Attitudes toward Visually Impaired

Mean ratings for attitudes toward visually impaired are shown in Table 16. All items in this group were rated by respondents in the categories of most important and important. Of the 11 items, 8 were rated most important and 3 were rated important.

Also shown in Table 16 are *t* values for significance of differences for a comparison of participants and the jury of experts and a comparison of those who had taught daily living skills to visually impaired only to those under 18 years of age and those who had taught only those 18 and older. There were no significant differences at the .05 level for any of the items for the comparison of the participants and jury of experts. For the comparison of teachers who had taught daily living skills to those under 18 years of age and those who had taught those only 18 and older there was a significant difference in mean ratings for the item, development of attitudes as a congenitally visually impaired grows to adulthood. Those who had taught only those under 18 years of age rated it significantly higher

Table 16. Mean Ratings of Importance for Attitudes toward Visually Impaired. -- N=46

Attitudes toward Visually Impaired	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Attitudes of visually impaired toward themselves and other visually impaired	4.0	3.63	.71	-.56	1.32
Family attitudes and how they affect daily living skill functioning of visually impaired member	4.0	3.63	.74	-1.19	1.47
Attitudes held by adventitiously blind individuals concerning functioning in daily living skills	4.0	3.52	.81	-.23	1.00
Attitudes held by potential employers about hiring visually impaired	4.0	3.50	.78	-.91	.79
Influence of attitudes held by teachers on effectiveness of teaching daily living skills	4.0	3.48	.86	-.33	1.88
Development of attitudes as a congenitally visually impaired grows to adulthood	4.0	3.37	.88	-.08	2.39*
Personal attitudes and feelings of class members about visually impaired	3.0	3.28	.75	-1.00	.59
Teacher/student attitudes about having visually impaired class members	4.0	3.26	.88	-.37	1.12
Attitudes of school administrators about role of visually impaired students in school	4.0	3.20	.91	-.53	1.79

Table 16. Mean Ratings of Importance of Attitudes toward Visually Impaired--Continued

Attitudes toward Visually Impaired	Mode	Mean	SD	t Values	
				Participation (N=41) Jury (N=5)	Teachers of Students
					<18 (N=11) / ≥18 (N=10)
Attitudes of volunteers in relation to functioning of visually impaired	3.0	3.00	.79	-.60	1.50
Trends in attitudes of general public toward visually impaired	4.0	3.00	1.03	-1.39	1.83

*Significant at .05 level.

than did those who had taught only those 18 and older. There were no significant differences for other items.

Information about Visual Impairment

Mean ratings computed from responses for information about visual impairment are shown in Table 17. Mean ratings were in three categories: three were rated most important, five as important, and two as less important to include in a course to prepare teachers to teach daily living skills to visually impaired.

Also shown in Table 17 are *t* values from the *t* test for significance of difference. There were no significant differences in mean ratings for either the group of participants and jury of experts or for respondents who had taught daily living skills to those under 18 years of age only and those who had taught only those 18 and older.

Summary

For the 21 items pertaining to attitudes and information about visual impairment mean ratings indicated 11, 52.4 percent, were in the category of most important to include in a course to prepare teachers to teach daily living skills to visually impaired, 8, 38 percent, in the category of important, and 2, 0.6 percent, were less important. None was in the category of not important.

A significant difference was indicated in 1 of the 21 skills and that was in the group, attitudes toward visual impairment. Those who had taught daily living skills to visually impaired to only those under 18 years of age rated development of attitudes as a congenitally impaired individual grows to adulthood higher than those who had taught only those

Table 17. Mean Ratings of Importance for Information about Visual Impairment. -- N = 46

Information about Visual Impairment	Mode	Mean	SD	t Values	
				Participation (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18)N=10)
Review of medical aspects of disabilities and their implications for teaching daily living skills	4.0	3.46	.81	.16	.14
Terminology related specifically to teaching daily living skills	4.0	3.44	.75	-1.16	-.77
General characteristics of visually impaired	4.0	3.35	.82	-.72	-.17
Problems of aging and visual impairment	3.0	3.22	.76	-1.87	-.69
Major terms used in the field of visual impairment	4.0	3.17	.90	-.59	.23
Vocabulary for general field of visual impairment	4.0	3.17	.90	-.07	-.32
Differences between visual impairment and refractive errors ^a	3.0	2.73	.96	-1.13	0
Review of major causes of visual impairment in United States	2.0	2.70	.92	1.29	-.20
Review of major causes of visual impairment worldwide	2.0	2.41	.81	.62	.82
Incidence of visual impairment by age groupings	3.0	2.37	.80	1.10	.43

a. Only 45 responses

*Significant at .05 level.

18 and older. In all other items there were no significant differences. It can be concluded that with the exception of two items relative to major causes of visual impairment worldwide and incidence of visual impairment that respondents consider all items in the support area of attitudes and information about visual impairment to be important to include in content of a course to prepare teachers to teach daily living skills to visually impaired.

Teaching Techniques and Resources

Data were analyzed to provide answers to the research question relative to teaching techniques and resources.

1. What information about teaching techniques and resources is important for teaching daily living skills to visually impaired?

The findings are presented in the following order: assessment of needs of visually impaired for daily living skills, development of instructional plans for individual visually impaired, techniques for teaching the visually impaired, and resources for use in teaching the visually impaired. The same rating scale and the same categories were used as in previous sections, with items rated 4 = most important, 3 = important, 2 = less important, and 1 = not important. Categories of importance for including in content of a course to prepare teachers to teach daily living skills to visually impaired were: 3.25-4.00 = most important, 2.50-3.24 = important, 1.75-2.49 = less important, and 1.00-1.74 = not important.

Assessment of Needs of Visually Impaired for Daily Living Skills

Mean ratings computed for responses pertaining to assessment of needs are shown in Table 18. The mean ratings for all assessment of needs

Table 18. Mean Ratings of Importance for Assessment of Needs for Daily Living Skills. -- N = 46

Assessment of Needs of Visually Impaired for Daily Living Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Determining needs of the multihandicapped visually impaired child at home and school	4.0	3.63	.68	.80	1.28
Assessing needs of the young visually impaired child at home and school ^a	4.0	3.62	.65	1.57	.13
Determining needs of visually impaired teenagers	4.0	3.61	.65	1.51	.13
Determining needs of visually impaired working adults	4.0	3.59	.58	.76	.51
Determining needs of elderly visually impaired living alone	4.0	3.57	.75	-.11	-.66
Assisting visually impaired in assessing own abilities in relation to assistance needed in learning skills	4.0	3.54	.72	-.18	.45
Determining needs of visually impaired homemakers	4.0	3.50	.69	.34	-.94
Determining entry level for learning skills	4.0	3.48	.69	-.41	-.25
Determining needs of multihandicapped adults at home and work	4.0	3.41	.72	.04	.54
Determining need priorities during periods of crisis intervention ^a	4.0	3.36	.71	-.15	.65

Table 18. Mean Ratings of Importance for Assessment of Needs for Daily Living Skills--Continued

Assessment of Needs of Visually Impaired for Daily Living Skills	Mode	Mean	SD	<i>t</i> Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Assessing skill performance ^a	4.0	3.33	.80	-.79	-.79
Assessing need for socialization	3.0	3.26	.77	-.42	1.76
Determining future needs looking beyond immediate services	4.0	3.26	.77	.80	.26
Determining needs of elderly visually impaired living in family settings	4.0	3.26	.83	-.39	.54
Assessing need for leisure time activities ^a	3.0	3.18	.75	-.70	1.31
Determining needs of elderly visually impaired living in institutional settings	3.0	3.04	.94	-.39	-1.31

a. Only 45 responses.

*Significant at .05 level.

items were in the categories of most important and important. Of the 16 assessment items, 14 were rated most important and 2 were rated important to include in content of a course to prepare teachers to teach daily living skills to visually impaired.

Shown also in Table 18 are t values from the t test of significance of difference. There were no significant differences for the comparisons of the participants and jury of experts or for those who had taught daily living skills to visually impaired only to those under 18 years of age and those who had taught only those 18 and older.

Development of Instructional Plans

Mean ratings for development of instructional plans are shown in Table 19. All means were within the categories of most important and important. Of the nine items in this group, seven were rated most important to include in content of a course to prepare teachers to teach daily living skills and two were rated important.

Also shown in Table 19 are t values that indicate there were no significant differences in mean ratings of the participants and jury of experts. There were no significant differences between mean ratings of those who had taught daily living skills to visually impaired only under 18 years of age and those who had taught only those 18 and older.

Techniques for Teaching

Mean ratings for responses pertaining to techniques for teaching the visually impaired are shown in Table 20. The mean ratings for all but 1 of the 21 items in this group were rated as most important. One item was rated in the category, important.

Table 19. Mean Ratings of Importance for Development of Instruction Plan. -- N = 46

Development of Instructional Plan for Individual Visually Impaired					Teachers of Students	
	Participants (N=41) / Jury (N=5)				<18 (N=11) /	≥18 (N=10)
Using assessment information to develop individual plan	4.0	3.63	.65	-.62		.13
Involving visually impaired in determining goals	4.0	3.61	.68	.03		.13
Using assessment information and personal goals of visually impaired in writing behavioral objectives	4.0	3.50	.86	-.82		-1.07
Activating individual instructional plan	4.0	3.46	.81	.75		-.59
Reviewing plan with individual visually impaired	4.0	3.37	.90	.44		-.86
Selecting sequence in which to teach specific skills	4.0	3.35	.92	.38		.40
Determining personal, medical, and psychological information needed about visually impaired ^a	4.0	3.34	.86	.22		.58
Developing lesson plans for teaching specific skills	4.0	3.24	.92	-1.46		-.07
Determining time required to reach objectives	3.0	2.94	.88	-.17		-.34

a. Only 44 responses

*Significant at .05 level.

Table 20. Mean Ratings of Importance for Techniques for Teaching the Visually Impaired. -- N=46

Techniques for Teaching the Visually Impaired	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Dealing with fear	4.0	3.76	.48	-.19	.10
Utilizing family members and friends in support role in teaching daily living skills	4.0	3.74	.61	-.23	.49
Teaching safety ^a	4.0	3.71	.66	-.32	-1.34
Learning experiences in relation to general abilities	4.0	3.65	.67	-.52	-1.33
Making adaptations and modifications to the learning and living environment	4.0	3.61	.61	.03	-1.53
Orienting visually impaired to a room	4.0	3.61	.65	.76	-1.61
Orienting visually impaired to work area	4.0	3.61	.65	.76	-1.61
Learning experiences in relation to varying visual conditions ^a	4.0	3.60	.72	-1.33	-.88
Orienting visually impaired to equipment and supplies	4.0	3.59	.69	-.04	-1.61
Utilizing low-vision aids and appliances	4.0	3.57	.78	-1.33	-.16
Utilizing basic concepts in teaching and in orientation ^a	4.0	3.53	.66	.47	-.59
Describing as a technique for teaching daily living skills ^a	4.0	3.51	.70	-.30	-1.14

Table 20. Mean Ratings of Importance for Techniques for Teaching the Visually Impaired--Continued

Techniques for Teaching the Visually Impaired	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / ≥18 (N=10)
Teaching congenitally visually impaired	4.0	3.50	.84	-.85	.12
Teaching sensory awareness	4.0	3.48	.84	-.34	-.47
Arranging room for teaching ^a	4.0	3.44	.73	1.47	.18
Utilizing team effort in teaching daily living skills	4.0	3.44	.72	.77	-.54
Teaching adventitiously visually impaired	4.0	3.44	.86	-.45	.35
Teaching efficient use of body movement ^a	4.0	3.38	.86	-.61	-.18
Teaching partially sighted	4.0	3.35	.92	-.64	.81
Learning experiences in relation to individual goals	4.0	3.30	.87	.83	-.54
Learning experiences in relation to individual entry level	3.0	3.15	.84	.42	-.12

a. Only 45 responses.

*Significant at .05 level.

Also shown in Table 20 are t values for significant difference. There were no significant differences in mean ratings for either the group of participants and jury of experts or for those who had taught daily living skills to only those under 18 years of age and those who had taught only those 18 and older.

Resources for Use in Teaching Daily Living Skills

Mean ratings for resources for use in teaching daily living skills are shown in Table 21. The mean ratings for all items in this group were most important to include in content of a course to prepare teachers to teach daily living skills to visually impaired.

Also shown in Table 21 are t values from the t test for significance of difference. There were significant differences in mean ratings for 4 of the 15 items pertaining to resources in the comparison of ratings by participants and jury of experts. The participants rated all of the following items significantly higher than did the jury of experts: organizations providing materials for visually impaired, organizations with particular commitment to serving visually impaired, national agencies serving visually impaired, and professional organizations concerned with visual impairment. There were no significant differences for any items in the comparisons between respondents who had taught daily living skills to visually impaired only under 18 years of age and those who had taught only those 18 and older.

Table 21. Mean Ratings of Importance for Resources for Teaching. -- N = 46

Resources for Use in Teaching Daily Living Skills	Mode	Mean	SD	t Values	
				Participants (N=41) / Jury (N=5)	Teachers of Subjects <18 (N=11) / ≥18 (N=10)
Community resources ^a	4.0	3.71	.59	1.26	-.66
Organizations providing materials for visually impaired	4.0	3.65	.64	2.56*	-.37
Organizations with particular commit- ment to serving visually impaired ^b	4.0	3.64	.61	2.63*	-1.10
Agencies, schools, and departments serving visually impaired in Arizona	4.0	3.59	.62	1.51	-1.49
Resources for taped materials	4.0	3.54	.69	.49	.71
Resources for low-vision aids	4.0	3.52	.59	-1.13	.54
Resources for aids and appliances	4.0	3.52	.59	-.31	.17
Resources for large-print materials	4.0	3.52	.69	.41	.71
Resources for printed reference material	4.0	3.46	.62	-.54	.54
Resources for braille materials	4.0	3.46	.66	.20	1.30
Organization resources for education aids	4.0	3.44	.62	.13	.14
National agencies serving visually impaired ^a	4.0	3.40	.69	2.15*	-.33
Professional organizations concerned with visual Impairment ^a	4.0	3.40	.72	2.05*	-1.32
Commercial resources for educational aids	4.0	3.30	.73	-.31	-.41

Table 21. Mean Ratings of Importance for Resources for Teaching Daily Living Skills--Continued

Resources for Use in Teaching Daily Living Skills	Mode	Mean	SD	t Value	
				Participants (N=41) / Jury (N=5)	Teachers of Students <18 (N=11) / >18 (N=10)
Resources and services for electronic devices and equipment	4.0	3.26	.74	-.44	.79

a. Only 45 responses

b. Only 44 responses

*Significant at .05 level.

Summary

Of the 61 items rated in the section on teaching techniques and resources, 56, or 91.8 percent, were rated most important and 5, or 8.2 percent rated as important. It can be concluded that respondents considered all items in the support area of teaching techniques and resources as important to be included in content of a course to prepare teachers to teach daily living skills to visually impaired.

Ranking of Groups of Support Areas

The respondents were asked to rank the six groups of items included in the sections of the questionnaire dealing with attitudes and information and teaching techniques and resources. The group most important to be included was to be ranked as 6 and the least important as 1. The mean ranks are shown in Table 22 for the following: all respondents, participants, jury of experts, teachers who taught those under 18 only, and teachers who taught those 18 and older only.

Table 22 also shows *t* values for the *t* test for significance of difference for the participants and jury of experts and for those who had taught daily living skills to visually impaired and those who had taught only those 18 and older. There were no significant differences for any of the comparisons.

Kendall's concordance coefficient test was run to determine agreement or disagreement of responses on rankings of the six supportive areas for teaching daily living skills of all respondents, of participants only, of jury of experts only, and of those who had taught those under 18 years of age only and those who had taught those 18 and older only.

Table 22. Mean Ranks of Importance and *t* Values for Support Areas for Teaching

Support Areas for Teaching	Mean Rank		Mean Rank				<i>t</i> Value	
	Respondents N=46	<i>SD</i>	Participants N=41	Jury N=5	<18 N=11	≥18 N=10	Participants/ Jury	<18/≥18
Assessment of needs of visually impaired for daily living skills	4.59	1.50	4.56	4.80	4.73	4.80	-.33	-.13
Techniques for teaching the visually impaired	3.98	1.45	3.93	4.40	3.45	4.10	-.68	-1.05
Development of instructional plan for individual visually impaired	3.61	1.40	3.51	4.40	3.73	3.80	-1.36	-.11
Attitudes toward visually impaired	3.15	2.07	3.22	2.60	3.36	2.90	.63	.46
Information about visual impairment	2.91	1.72	3.07	1.60	2.73	2.70	1.85	.04
Resources for use in teaching daily living skills	2.78	1.38	2.73	3.20	3.00	2.70	-.71	.51

The w score for Kendall's test was .138 based on 1.0 as total agreement and 0 as total disagreement. There was no significant difference, but the w score indicates the degree of agreement or disagreement is toward disagreement.

Unsolicited Responses

Most of the unsolicited responses relative to the daily living skills section of the questionnaire emphasized importance of responses rated or some particular aspect of the items in eating skills, grooming skills, personal business management, and meal management skills. Four responses were relative to using alternatives for the visually impaired and avoiding the following whenever possible: striking a match, frying, broiling, and ironing. Four responses suggested including birth control information in the content of a course to prepare teachers to teach daily living skills to visually impaired.

Unsolicited responses for the support areas for teaching the visually impaired emphasized teaching techniques concerning using low-vision aids and appliances, and use of assessment tools and their application and interpretation. Two responses indicated feelings about information about visually impaired. One thought this support area redundant and that information could be acquired elsewhere, and one indicated that the medical aspects of disabilities were unrelated to teaching daily living skills.

Personal notes received with responses indicated that what had been learned from participating in the workshop or inservice on teaching daily living skills to visually impaired was useful to participants in their work with the visually impaired.

Summary of Findings

The analysis of data provided information about judgments of respondents about content important to include in a course to prepare teachers to teach daily living skills to visually impaired. Only 3 of the 193 items to be rated were considered less important, whereas 190 were rated as either most important or important to include according to the categories established by the investigator. The participants and jury of experts and the teachers of those under 18 years of age and those 18 and older differed significantly on rating of 12 of 111 daily living skills and on 5 of the 82 support items. It can be concluded that respondents were more similar than different in their perception of important content and that most items in daily living skills and support areas were considered important to include in a course for preparing teachers to teach daily living skills to visually impaired.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The purpose of the study was to provide a data base for determining content important to include in a course teaching daily living skills to visually impaired. The results of the analyses indicated that in the judgment of respondents teachers needed to have training for teaching daily living skills to visually impaired.

It was indicated in the literature that in order for teachers to be effective in their teaching of daily living skills they need training in adaptive techniques for specific skills as well as in methods and techniques for teaching the visually impaired (Suterko, 1973; American Foundation for the Blind, 1974; Davidow, 1974; Tuttle, 1974; Asjeno, 1975; B. Taylor, 1975; Spungin, 1977, 1978; Yeadon and Grayson, 1979). Specific skills needed for daily living skill functioning have been identified (American Foundation for the Blind, 1974) and the respondents indicated agreement with the literature in their responses. Results will be discussed in relation to daily living skills and the support areas of attitudes and information about visual impairment and teaching techniques and resources.

Daily Living Skills

The results of the study provided information for the research question to determine what skills are considered important for teachers to know how to teach daily living skills to visually impaired. The skill groups ranked as most important for teachers to know how to teach were those

related to personal care, including personal cleanliness and personal grooming. Next in importance were those related to food preparation, food service and eating, and meal management. Last in importance were those related to managing the household and included personal business management, laundry and clothing care, cleaning, bedmaking, ironing and pressing, and finally sewing.

None of the items included in daily living skills was identified as not important, and only one item as less important. Therefore, it can be assumed that in the judgment of the respondents all were important in a course for preparing teachers. There were few significant differences indicated in comparisons made between the participants and jury of experts, indicating their objectives for teaching daily living skills to visually impaired are similar. The few differences there were between those who had taught daily living skills to only those under 18 and those who had taught only those 18 and older may be due to varying teaching experiences and needs of age level learners taught.

In determining content for a course to prepare teachers to teach daily living skills, priorities of skill groups indicated by respondents are to be considered as well as the number of skills included in each group of skills. Of the five highest ranked groups, three were related to food in some way and made up a total of 42 of the 111 skills in all of the daily living skills. Priorities can be used in determining amount of time to allot for each group as well as for the order of teaching groups of skills. The priorities of the visually impaired who are the consumers of education for daily living skills should also be considered. Information from results of

a companion study will provide information related to what consumers identify as their needs for instruction in daily living skills.

Attitudes and Information about Visual Impairment

The findings indicated that respondents were in agreement with the literature in rating knowledge about attitudes and information about visual impairment as important to teaching daily living skills (Lukoff et al., 1972; Freedman and Inkster, 1976; Ault, 1978; Greenblatt, 1979). Attitudes toward visually impaired ranked fourth, and information about visual impairment ranked fifth in importance in the ranking of importance of the support areas. Their importance was not ranked as high as the support areas related to planning and techniques for teaching. Of the 11 attitude items, 8 were considered most important and 3 as important; and for the information items, 3 were considered most important, 5 as important, and 2 as less important. When asked to rank all six support areas respondents were put in a position of making choices of group importance. Although respondents rated all items in the resources for use in teaching group as most important, when asked to rank this group with other support areas for teaching it was ranked least important.

Although the view was expressed by some in unsolicited comments and in the review by the jury of experts that the segment on information about visual impairment might not be important to include in content for teaching daily living skills, it was still rated by all the respondents as important with the exception of two items. Because a course for preparing teachers to teach daily living skills would be available to people other than those specifically in the field of visual impairment, a solution to possible

overlapping of course content might be to prepare a learning packet on information about visual impairment for those unfamiliar with the field. This could make more time available for higher priority groups.

Teaching Techniques and Resources

In the ranking of the six support areas for teaching daily living skills, three of the four in the group on teaching techniques and resources were ranked in the highest three positions. Assessment of needs of visually impaired was considered most important, followed by techniques for teaching and development of instructional plans for individual visually impaired. Resources for use in teaching daily living skills was ranked least important of the six areas by the respondents when they were asked to make choices by rank ordering.

Respondents indicated that they considered the mechanics of actual preparation for teaching daily living skills to visually impaired as important as learning to teach specific skills. It was indicated that learning how to assess needs of students, translating needs into individual plans for students, and then learning the actual teaching techniques were important to include in content of a course to prepare teachers to teach daily living skills. Respondents rated all resources for teaching items as most important, but when asked to make choices and rank importance, it was rated as least important to include in content for teacher preparation. This material, rated as most important for teachers, could be developed as a resource information packet.

Recommendations

Findings from this study can be applied in determining content for a course to prepare teachers to teach daily living skills to visually impaired. The University of Arizona as the only university in the area offering such a course can take a leadership role in preparing teachers to meet the needs of all visually impaired consumers in the area of daily living skills.

Future research is needed in the area of teaching daily living skills. Replicating this study with a larger sample from a greater geographic area and including all those currently teaching daily living skills at all age levels would contribute to the continuing development of curricula in this area.

Information about needs for daily living skill instruction from the consumer's viewpoint would be of value in preparing content for a course to prepare teachers. The companion study to this study surveying visually impaired consumers of education for daily living skills will to a limited extent provide information about consumer needs. The study of consumers also used a small sample of only those in Arizona who had received some training during a one-year period. Future research using a larger sample of visually impaired consumers of education for daily living skills would direct further attention to this area. In addition, a survey of parents of visually impaired children and of pretraining young people and pretraining adventitiously blind adults as to what is needed from teachers of daily living skills would all together provide a comprehensive data base for developing curriculum to meet the needs of all visually impaired without a gap between learner needs and university training of

teachers. Consumer needs should be considered in relation to teacher preparation.

Research is needed in the area of developing assessment materials directly related to daily living skills. Very little is currently available. A survey is needed to assemble what teachers of daily living skills have developed for their own use in assessing needs of students followed by compilation, refinement, and distribution.

Research is also needed in methods for teaching skills particularly for those who have special problems. Further research into areas of mime, kinesics, sensory awareness training, and sensory integration to improve the learning experiences and environment for visually impaired to be successful in daily living skills performance. Finally, refinement of present adaptive techniques for teaching daily living skills would be valuable for increasing effectiveness of teacher training in the area of daily living skills.

APPENDIX A

PRETESTERS FOR QUESTIONNAIRE

The following colleagues pretested the questionnaire:

1. Work adjustment manager of a work activities center of a municipal agency serving the visually impaired.
2. Rehabilitation teacher of a state agency serving the visually impaired.
3. Rehabilitation counselor of a state agency serving the visually impaired.
4. Orientation and mobility specialist of a municipal agency serving the visually impaired.
5. State vocational rehabilitation counselor.
6. Recreation assistant for a private agency serving the visually impaired.

APPENDIX B

JURY OF EXPERTS

The jury of experts in the field of visual impairment were selected from people experienced in administering programs at various age levels. They were asked to review the questionnaire to assess content validity of the data collection instrument developed by the investigator. Members of the jury were also asked to give their opinions by rating the items in the revised questionnaire sent to all participants and jury of experts members. The jury of experts included the following:

1. Director of a teacher training program for the visually impaired, Special Education Department of a state university.
2. Superintendent of a state school for the visually impaired and a former director of the teacher training program for visually impaired and adviser for pilot workshop development.
3. Supervisor of a state rehabilitation instructional services serving the visually impaired.
4. Director of a private municipal agency serving visually impaired adults.
5. Director of a private municipal agency serving visually impaired children 0-21 years of age.
6. Regional representative of a national organization serving the visually impaired.

APPENDIX C

INITIAL LETTER TO JURY, AUGUST 1980

August 1, 1980

Dear

Since you are in a leadership position in the field of visual impairment, you are being asked to assist in a research project to identify content to include in a semester course at the University of Arizona in teaching daily living skills to visually impaired. This course has been taught as a pilot workshop (SPEC 6297a) three times and is scheduled to be a semester course starting with the 1980-81 school year.

Participants in the pilot workshops and in inservice training will be asked to respond to a questionnaire regarding content needed to enable teachers to be effective in teaching daily living skills to visually impaired. I would like to have you review the questionnaire for content and return it with your comments and suggestions, after which it will be revised, if needed, to send to participants. Your responding to the same questionnaire sent to participants will also be appreciated.

Finally, I would appreciate your review of the findings of the data analysis which will be used in making recommendations about content for a semester course.

Your participation in this study is completely voluntary, and you may withdraw at any time without incurring any ill will. Reviewing the initial questionnaire and returning with your comments and suggestions indicates your consent to participate in the study. Please do not sign your name on any of your responses so that they will be anonymous and confidential.

A benefit to you from the study is that you will have a chance to state confidentially what you believe should be included in a course to prepare teachers to effectively teach daily living skills to visually impaired. If you have any questions regarding this research, please do not hesitate to telephone me at the number listed below.

Dolores Fricke
Tucson Association for the Blind
3767 E. Grant Rd.
Tucson, Arizona 85716

Telephone - 795-1331

APPENDIX D
QUESTIONNAIRE

QUESTIONNAIRE

for project

IDENTIFICATION OF CONTENT NEEDED TO PREPARE TEACHERS TO
TEACH DAILY LIVING SKILLS TO VISUALLY IMPAIRED

by

Dolores Fricke

CONTENT FOR A COURSE IN
TEACHING DAILY LIVING SKILLS TO VISUALLY IMPAIRED

Listed below are areas of content which might be included in a course in teaching daily living skills to visually impaired. The items in the questionnaire are based on the content included in the pilot workshops, evaluations made by workshop participants, and recommendations made by professionals in the field of visual impairment. Your assistance is needed in identifying what topics and activities to include in a semester course to prepare teachers to teach daily living skills to visually impaired students at various age levels and functioning levels as well as with varying eye conditions.

I. Daily Living Skills

DIRECTIONS: Rate each of the daily living skills as to how important it is for teachers of the visually impaired to be able to teach their students techniques for effective performance. Circle the number for each item which indicates your rating:

- 4 = most important
- 3 = important
- 2 = less important
- 1 = not important

<u>Meal Management Skills</u>	<u>Degree of Importance</u>
1. Organizing the kitchen. . . . .	.4 3 2 1
2. Developing labeling system for kitchen. . . . .	.4 3 2 1
3. Locating best place for food preparation tasks. . . . .	.4 3 2 1
4. Organizing work area. . . . .	.4 3 2 1
5. Identifying and selecting foods . . . . .	.4 3 2 1
6. Planning nutritious meals . . . . .	.4 3 2 1
7. Planning for special diets. . . . .	.4 3 2 1
8. Making a shopping list. . . . .	.4 3 2 1
9. Shopping for groceries. . . . .	.4 3 2 1
10. Planning safe food storage. . . . .	.4 3 2 1
11. Detecting safety of foods . . . . .	.4 3 2 1
12. Other, please list	

Food Preparation Skills

1. Measuring . . . . .	.4 3 2 1
2. Using small tools and equipment . . . . .	.4 3 2 1
3. Using the stove . . . . .	.4 3 2 1
4. Striking a match. . . . .	.4 3 2 1
5. Setting timers. . . . .	.4 3 2 1

Continued on page 2

<u>Food Preparation Skills, Continued</u>	<u>Degree of Importance</u>
6. Pouring	4 3 2 1
7. Spreading	4 3 2 1
8. Cutting, slicing, chopping.	4 3 2 1
9. Peeling	4 3 2 1
10. Turning foods	4 3 2 1
11. Grating	4 3 2 1
12. Breaking eggs	4 3 2 1
13. Opening containers	4 3 2 1
14. Washing fruits and vegetables.	4 3 2 1
15. Stirring	4 3 2 1
16. Blending	4 3 2 1
17. Beating	4 3 2 1
18. Rolling	4 3 2 1
19. Boiling	4 3 2 1
20. Frying	4 3 2 1
21. Roasting	4 3 2 1
22. Broiling	4 3 2 1
23. Baking	4 3 2 1
24. Judging doneness of foods.	4 3 2 1
25. Judging end product.	4 3 2 1
26. Judging time required for preparation.	4 3 2 1
27. Other, please list	

Food Service and Eating Skills

1. Table setting techniques	4 3 2 1
2. Preparing food for serving	4 3 2 1
3. Eating techniques at home.	4 3 2 1
4. Eating in public	4 3 2 1
5. Dishwashing techniques	4 3 2 1
6. Other, please list	

Cleaning Skills

1. Using large equipment (such as vacuum cleaners).	4 3 2 1
2. Using small equipment (such as brushes).	4 3 2 1
3. Selecting appropriate cleaning supplies.	4 3 2 1
4. Making a plan for doing cleaning jobs.	4 3 2 1
5. Cleaning flat surfaces	4 3 2 1
6. Cleaning furniture and woodwork.	4 3 2 1
7. Sweeping	4 3 2 1
8. Mopping	4 3 2 1
9. Dustmopping.	4 3 2 1
10. Vacuuming.	4 3 2 1
11. Cleaning kitchen equipment and appliances.	4 3 2 1
12. Cleaning windows	4 3 2 1
13. Cleaning bathroom.	4 3 2 1
14. Other, please list	

Laundry and Clothing Care Skills Degree of
Importance

- | | |
|--|---------|
| 1. Selecting laundry supplies. | 4 3 2 1 |
| 2. Using washer and dryer. | 4 3 2 1 |
| 3. Sorting clothes | 4 3 2 1 |
| 4. Prewashing techniques | 4 3 2 1 |
| 5. Handwashing clothes | 4 3 2 1 |
| 6. Using clothesline | 4 3 2 1 |
| 7. Folding and storing clean laundry | 4 3 2 1 |
| 8. Cleaning and polishing shoes. | 4 3 2 1 |
| 9. Other, please list | |

Ironing and Pressing Skills

- | | |
|--|---------|
| 1. Dampening clothes | 4 3 2 1 |
| 2. Setting up ironing board. | 4 3 2 1 |
| 3. Using iron. | 4 3 2 1 |
| 4. Ironing flat pieces | 4 3 2 1 |
| 5. Ironing and pressing garments | 4 3 2 1 |
| 6. Folding ironed clothes for storage. | 4 3 2 1 |
| 7. Hanging clothes | 4 3 2 1 |
| 8. Other, please list | |

Bedmaking Skills

- | | |
|--------------------------------|---------|
| 1. Making the bed. | 4 3 2 1 |
| 2. Changing the bed. | 4 3 2 1 |
| 3. Caring for bedding. | 4 3 2 1 |
| 4. Other, please list | |

Sewing Skills

- | | |
|--|---------|
| 1. Threading a needle. | 4 3 2 1 |
| 2. Using scissors. | 4 3 2 1 |
| 3. Identifying thread. | 4 3 2 1 |
| 4. Using sewing tools. | 4 3 2 1 |
| 5. Sewing on buttons | 4 3 2 1 |
| 6. Sewing by hand. | 4 3 2 1 |
| 7. Using sewing machine for simple sewing (such as
repairing seams) | 4 3 2 1 |
| 8. Other, please list | |

<u>Personal Cleanliness Skills</u>	<u>Degree of Importance</u>		
1. Bathing (showering and tub bathing)	4	3	2 1
2. Using deodorants.	4	3	2 1
3. Shampooing.	4	3	2 1
4. Shaving	4	3	2 1
5. Brushing teeth.	4	3	2 1
6. Using other dental hygiene techniques (such as flossing	4	3	2 1
7. Cleaning fingernails and toenails	4	3	2 1
8. Selecting clean clothing.	4	3	2 1
9. Selecting products for cleanliness tasks.	4	3	2 1
10. Other, please list			

Personal Grooming Skills

1. Selecting grooming supplies	4	3	2 1
2. Applying makeup	4	3	2 1
3. Caring for skin	4	3	2 1
4. Grooming hands and feet	4	3	2 1
5. Manicuring and pedicuring	4	3	2 1
6. Combing and brushing hair	4	3	2 1
7. Using hair styling equipment.	4	3	2 1
8. Identifying clothing.	4	3	2 1
9. Selecting appropriate clothing.	4	3	2 1
10. Dressing techniques	4	3	2 1
11. Exercising for good posture and walking techniques.	4	3	2 1
12. Exercising for good circulation (appropriate for diabetics and other special needs)	4	3	2 1
13. Other, please list			

Personal Business Management Skills

1. Handling money/identifying, folding, arranging.	4	3	2 1
2. Handling checking and savings accounts.	4	3	2 1
3. Using banking services.	4	3	2 1
4. Writing checks.	4	3	2 1
5. Handwriting	4	3	2 1
6. Budgeting techniques.	4	3	2 1
7. Using filing system (business, addresses, telephone).	4	3	2 1
8. Using the telephone	4	3	2 1
9. Telling time.	4	3	2 1
10. Making personal and household purchases	4	3	2 1
11. Other, please list			

RANKING:

DIRECTIONS: Please rank the 11 daily living skill groups in what you believe to be their order of importance in a course to prepare teachers for teaching daily living skills to visually impaired. Use each number only once. Use 11 for the most important and 1 for the least important.

	<u>RANK</u>
Meal Management Skills	_____
Food Preparation Skills.	_____
Food Service and Eating Skills	_____
Cleaning Skills.	_____
Laundry and Clothing Care Skills	_____
Ironing and Pressing Skills.	_____
Bedmaking Skills	_____
Sewing Skills.	_____
Personal Cleanliness Skills.	_____
Personal Grooming Skills	_____
Personal Business Management Skills.	_____

Sections II and III:

DIRECTIONS: Rate each of the daily living skills as to how important it is for teachers of the visually impaired to be able to teach their students techniques for effective performance. Circle the number for each item which indicates your rating:

- 4 = most important
- 3 = important
- 2 = less important
- 1 = not important

II. Attitudes and Information about Visual Impairment

Degree
Importance

Attitudes toward Visually Impaired

1. Trends in attitudes of general public toward visually impaired. 4 3 2 1
2. Family attitudes and how they affect daily living skill functioning of visually impaired member. . . . 4 3 2 1
3. Attitudes of visually impaired toward themselves and other visually impaired. 4 3 2 1
4. Teacher/student attitudes about having visually impaired class members 4 3 2 1
5. Attitudes held by potential employers about hiring visually impaired 4 3 2 1

Continued on page 6

Attitudes toward Visually Impaired, continuedDegree of
Importance

6. Development of attitudes as a congenitally impaired individual grows to adulthood	4	3	2	1
7. Attitudes held by adventitiously blind individuals concerning functioning in daily living skills.	4	3	2	1
8. Influence of attitudes held by teachers on effectiveness of teaching daily living skills.	4	3	2	1
9. Attitudes of school administrators about role of visually impaired students in school	4	3	2	1
10. Attitudes of volunteers in relation to functioning of visually impaired	4	3	2	1
11. Personal attitudes and feelings of class members about visually impaired.	4	3	2	1
12. Other, please list				

Information about Visual Impairment

1. Terminology related specifically to teaching daily living skills.	4	3	2	1
2. Major terms used in the field of visual impairment	4	3	2	1
3. Vocabulary for general field of visual impairment.	4	3	2	1
4. General characteristics of visually impaired	4	3	2	1
5. Differences between visual impairment and refractive errors	4	3	2	1
6. Review of major causes of visual impairment worldwide.	4	3	2	1
7. Review of major causes of visual impairment in the United States.	4	3	2	1
8. Review of medical aspects of disabilities and their implications for teaching daily living skills	4	3	2	1
9. Incidence of visual impairment by age groupings.	4	3	2	1
10. Problems of aging and visual impairment.	4	3	2	1
11. Other, please list				

III. Teaching Techniques and ResourcesAssessment of Needs of Visually Impaired for Daily Living Skills

1. Assessing needs of the young visually impaired child at home and school 4 3 2 1
2. Determining needs of the multihandicapped visually impaired child at home and school. 4 3 2 1
3. Determining needs of visually impaired teenagers . . 4 3 2 1
4. Determining needs of visually impaired working adults 4 3 2 1
5. Determining needs of visually impaired homemakers. . 4 3 2 1
6. Determining needs of multihandicapped adults at home and work. 4 3 2 1
7. Determining needs of elderly visually impaired living alone 4 3 2 1
8. Determining needs of elderly visually impaired living in family settings. 4 3 2 1
9. Determining needs of elderly visually impaired living in institutional settings 4 3 2 1
10. Determining need priorities during periods of crisis intervention. 4 3 2 1
11. Assessing need for leisure-time activities 4 3 2 1
12. Assessing need for socialization 4 3 2 1
13. Assessing skill performance. 4 3 2 1
14. Determining of entry level for learning skills . . . 4 3 2 1
15. Assisting visually impaired in assessing own abilities in relation to assistance needed in learning skills. 4 3 2 1
16. Determining future needs looking beyond immediate services 4 3 2 1
17. Other, please list

Development of Instructional Plan for Individual Visually Impaired

1. Determining personal, medical, and psychological information needed about visually impaired 4 3 2 1
2. Using assessment information to develop individual plan 4 3 2 1
3. Involving visually impaired in determining goals . . 4 3 2 1
4. Using assessment information and personal goals of visually impaired in writing behavioral objectives 4 3 2 1
5. Determining time required to reach objectives. . . . 4 3 2 1
6. Reviewing plan with individual visually impaired . . 4 3 2 1
7. Activating individual instructional plan 4 3 2 1
8. Selecting sequence in which to teach specific skills 4 3 2 1
9. Developing lesson plans for teaching specific skills 4 3 2 1
10. Other, please list

<u>Techniques for Teaching the Visually Impaired</u>	<u>Degree of Importance</u>
1. Learning experiences in relation to individual goals.	4 3 2 1
2. Learning experiences in relation to individual entry level.	4 3 2 1
3. Learning experiences in relation to general abilities (tactile perception, kinesthetic sense, finger manipulation, muscle coordination, retention, etc.)	4 3 2 1
4. Learning experiences in relation to varying visual conditions.	4 3 2 1
5. Utilizing team effort in teaching daily living skills	4 3 2 1
6. Utilizing family members and friends in support role in teaching daily living skills	4 3 2 1
7. Dealing with fear.	4 3 2 1
8. Making adaptations and modifications to the learning and living environment (labeling techniques, using special aids and appliances, etc.)	4 3 2 1
9. Arranging room for teaching (lighting, for demonstrations, etc.)	4 3 2 1
10. Utilizing basic concepts in teaching and in orientation.	4 3 2 1
11. Orienting visually impaired to a room.	4 3 2 1
12. Orienting visually impaired to work area	4 3 2 1
13. Orienting visually impaired to equipment and supplies	4 3 2 1
14. Describing as a techniques for teaching daily living skills.	4 3 2 1
15. Teaching safety.	4 3 2 1
16. Teaching efficient use of body movement.	4 3 2 1
17. Teaching sensory awareness	4 3 2 1
18. Teaching congenitally visually impaired.	4 3 2 1
19. Teaching adventitiously visually impaired.	4 3 2 1
20. Teaching partially sighted	4 3 2 1
21. Utilizing low vision aids and appliances	4 3 2 1
22. Other, please list	

<u>Resources for Use in Teaching Daily Living Skills</u>	<u>Degree of Importance</u>
1. Commercial resources for educational aids.	4 3 2 1
2. Organization resources for educational aids.	4 3 2 1
3. Resources for low vision aids.	4 3 2 1
4. Resources for aids and appliances.	4 3 2 1
5. Resources for braille materials.	4 3 2 1
6. Resources for large print materials.	4 3 2 1
7. Resources for taped materials.	4 3 2 1
8. Resources and services for electronic devices and equipment.	4 3 2 1
9. Resources for printed reference materials.	4 3 2 1
10. Agencies, schools, and departments serving visually impaired in Arizona.	4 3 2 1
11. Organizations providing materials for visually impaired	4 3 2 1
12. Organizations with particular commitment to serving visually impaired.	4 3 2 1
13. Community resources.	4 3 2 1
14. National agencies serving visually impaired.	4 3 2 1
15. Professional organizations concerned with visual impairment	4 3 2 1
16. Other, please list	

RANKING:

DIRECTIONS: Please rank the 6 groups from Sections II and III according to what you believe to be their order of importance in a course to prepare teachers for teaching daily living skills to visually impaired. Use each number only once. Use 6 for the most important and 1 for the least important.

	<u>RANK</u>
Attitudes Toward Visually Impaired . . .	_____
Information about Visual Impairment. . .	_____
Assessment of Needs of Visually Impaired for Daily Living Skills . . .	_____
Development of Instructional Plan for Individual Visually Impaired	_____
Techniques for Teaching the Visually Impaired	_____
Resources for Use in Teaching Daily Living Skills.	_____

IV. Information about Your Work Background

1. In what area did you specialize? _____

2. Do you work with, or have you ever worked with, visually impaired?

___ YES

___ NO

3. If answer is YES to above, are you teaching, or have you ever taught, daily living skills to visually impaired under 18 years of age?

___ YES

___ NO

to visually impaired 18 years of age and above?

___ YES

___ NO

4. What is your present position? _____

THANK YOU!

Thank you for assisting in identifying important topics and activities to include in a semester course to prepare teachers for teaching daily living skills to visually impaired. Your assistance is greatly appreciated.

Your response by October 15, 1980 is important to complete the study and will be appreciated. If you would like a copy of the findings from the questionnaire, please clip and complete the form below and return with your questionnaire. Please be assured that your form will be removed separately from the questionnaire to insure confidentiality.

Yes, I would like a copy of the findings from the questionnaire. Please send to me at the address below:

NAME _____

ADDRESS _____

APPENDIX E

LETTER WITH QUESTIONNAIRE TO JURY

Tucson, Arizona

September 22, 1980

Dear

I want to thank you for reviewing the questionnaire for my research project to identify content to include in a semester course at the University of Arizona in teaching daily living skills to visually impaired. Your comments and suggestions were most helpful and have been used in revising the questionnaire.

The revised questionnaire is now being sent to those who participated in the pilot workshops and in inservice training. I would appreciate your responding to the same questionnaire which is enclosed. Your participation in this study is completely voluntary. The completion of the questionnaire will take approximately one hour of your time, but there will be no other cost or risk to you for your participation. You may withdraw from completing the questionnaire or may choose not to answer any of the questions without incurring any ill will.

Completion of the questionnaire indicates your consent to participate in the study. Please do not write your name on the questionnaire so that responses are anonymous and confidential. Your responses will be summarized with those of other respondents. We will provide you with a summary of the study upon request.

A benefit to you from the study is that you will have a chance to state confidentially what you believe should be included in a course to prepare teachers to effectively teach visually impaired daily living skills. If you have any questions regarding this study, please do not hesitate to telephone me at the number listed below.

Dolores Fricke
Tucson Association for the Blind
3767 E. Grant Rd.
Tucson, Arizona 85716
Telephone: (602) 795-1331
(602) 887-7126

APPENDIX F

LETTER WITH QUESTIONNAIRE TO PARTICIPANTS

Tucson, Arizona
September 22, 1980

The course, Teaching Daily Living Skills to Visually Impaired (SPEC 6297a) which has been taught three times as a workshop at the University of Arizona will be taught as a semester course starting with the 1980-81 school year. Since you have participated in this course as a workshop or received inservice training, we need your ideas and opinions about content which will enable teachers to be effective in teaching daily living skills to visually impaired so that decisions can be made wisely in making recommendations about revising the workshop content.

I would appreciate your completing the attached questionnaire which is part of a study to determine content to include in a semester course in teaching daily living skills to visually impaired. Your participation in this study is completely voluntary. The completion of the questionnaire will take approximately one hour of your time, but there will be no other cost or risk to you for your participation. You may withdraw from completing the questionnaire or may choose not to answer any of the questions without incurring any ill will.

Completion of the questionnaire indicates your consent to participate in the study. Please do not write your name on the questionnaire so that responses are anonymous and confidential. Your responses will be summarized with those of other respondents. We will provide you with a summary of the study upon request.

A benefit to you from the study is that you will have a chance to state confidentially what you believe should be included in a course to prepare teachers to effectively teach visually impaired daily living skills. If you have any questions regarding this study, please do not hesitate to telephone me at the number listed below.

Dolores Fricke
Tucson Association for the Blind
3767 E. Grant Rd.
Tucson, Arizona 85716

Telephone - (602) 795-1331
887-7126 (home)

APPENDIX G

FOLLOW-UP LETTER

Tucson, Arizona

October 19, 1980

Dear

About three weeks ago I sent a questionnaire to you about identifying content to include in a semester course to prepare teachers for teaching daily living skills to visually impaired. As of today I do not believe your completed questionnaire has been received. If you have returned it, thank you for your response. You need not read further.

If you have not returned your completed questionnaire, I hope you will do so very soon. Since you were a participant in the pilot workshop or in inservice training, your opinions regarding content for teaching daily living skills to visually impaired as a semester course will be of considerable value. In case you did not receive the questionnaire or that it has been misplaced, another is enclosed with this letter.

I look forward to receiving your response.

Dolores Fricke
Tucson Association for the Blind
3767 E. Grant Rd.
Tucson, Arizona 85716

Telephone - 795-1331

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