

Chapter V

Activities of Daily Living and Home Economics

1. Introduction

Activities of Daily Living (ADL) comprise everything entailed in human life and relationships. These are the basic activities necessary during an ordinary day. There are hundreds of activities which a person performs from the moment he wakes up in the morning till he goes to sleep at night.

Sighted persons normally learn to perform these activities by themselves by observing other persons. A large part of daily living activities are learnt by observation and imitation. As visual discrimination is involved in these activities, a visually impaired person cannot learn the same on his own. Through his other senses, he may get an idea of what is going on but he cannot learn the exact procedure.

It has been observed that loss of confidence associated with the loss of vision retards the daily living skills of such a person. At the same time, lack of opportunity and environment are also the major causes of restricted performance of such activities. Thus the major objectives of imparting training in daily living skills should be to:

- enable him to carry out his day to day activities with the least possible external assistance and with safety;
- help him to be self-sufficient in all functional activities;
- instill confidence to enable him to be socially integrated;

- develop healthy personal and family relationships;
- learn scientific management of self and home;
- become aware of safety precautions to be taken in the home;
- become a well groomed person;
- reduce dependence upon the care-takers;
- expedite comprehensive rehabilitation including economic independence; and
- develop a positive self image.

Thus activities of daily living include all those activities which people do everyday. Training a visually impaired person in these activities would enable him to become self-reliant, independent and more confident in his routine activities. Although these activities are not an end in itself, these certainly are a very essential means toward complete, meaningful and comprehensive rehabilitation.

2. Training Strategy

Due to lack of visual perception as well as discrimination, it is difficult for a visually impaired person to learn daily living skills on his own. As most skills are of a routine nature, he does not need to learn any special techniques for performing these skills. However, it is essential to train him for the particular procedures involved in performing the activity. In swimming, for example, he has to follow the same steps as a sighted person but may need to be given special training in safety matters.

Many times, special techniques or special equipment or adaptations may help him to perform certain activities more proficiently. These techniques or adaptations make use of other senses of touch, hearing, taste etc. for his convenience. By using a Talking Clock, for example, he may know the time, day and date as conveniently as a sighted person.

2.1 Procedure for Designing the Daily Living Skills

- a. Observe daily living skills of sighted persons of different age groups.
- b. Identify the difficulties faced by a visually impaired person in performing such activities and learning the skills.
- c. Develop specific procedures for each skill with suitable modifications.
- d. Consider the following aspects concerning visually impaired persons while evolving the training schedule:
 - individual felt needs
 - physical potentials
 - age
 - age at the on-set of visual impairment
 - family background, economic status and occupation
 - environment, and
 - past experience
- e. Explain the procedure followed by sighted persons in performing a particular activity to visually impaired persons.
- f. Impart relevant training in orientation and mobility associated with the effective performing of a particular activity.
- g. Supplement the skills with appropriate assistive devices and adaptations.
- h. Incorporate an in-built system of monitoring and evaluation of the training programme.
- i. Adopt a system of follow-up for sustaining the abilities to perform the activities.

2.2 Specific Rules for Teaching Daily Living Skills

- a. Gather the relevant and needed following items before initiating the training:
 - All materials
 - Equipment
 - Special assistive devices and adaptations
 - Embossed diagrams and tactile adaptations
- b. Perform task analysis for
 - evolving the proper sequence;
 - deciding the procedure of performing the activity; and
 - finalizing the lay-out and positioning of the material and equipment.
- c. Orient the person regarding
 - location of the materials;
 - procedure of taking and replacing the same;
 - hand co-ordination;
 - sequence of various operations;
 - safety measures;
 - use of equipment and adaptations; and
 - safety measures.
- d. Ensure
 - appropriate use;
 - safety of the individual;
 - no damage to equipment; and
 - least possible wastage.

- e. Supervise during the performance of the procedure and provide instructions whenever essential.
- f. Follow-up, evaluate and appreciate good performance.

2.3 Example: Preparing a Cup of Tea

Step 1. Collecting the Material and Equipment

- a. Material
 - milk
 - sugar
 - water
 - tea leaves
- b. Equipment
 - stove/cooking gas
 - kettle/utensil, cup, strainer, table spoon
- c. Adaptations (optional) for:
 - measuring volume
 - * listed in the chapter on Assistive Devices
 - * can be easily developed locally
 - * kitchen utensils can be used
 - indicating boiling liquid
 - * can be developed on the lines of pressure milk boiling pot
 - * by sound
 - sugar measure
 - * commonly used spoon in the house



Preparing a Cup of Tea

Measuring devices are available abroad but are very expensive and not advisable for developing countries. It is best to teach how to use utensils and other items which are used by the general population. Thus adapting techniques to suit visually impaired person would be necessary.

Most adapted material like measuring and pouring devices (to name a few) are generally expensive and not easily available, the majority of visually impaired persons would have to learn to utilize the existing and available equipment after careful sensory training.

Step 2. Task Analysis for Evolving the Procedure

On task analysis, the activity of preparing a cup of tea can be divided into following tasks:

Pouring Water

1. Lift and scrub kettle/utensil
2. Fetch water
3. Measure water
4. Pour water into kettle/utensil

Making Fire

5. Locate stove/gas stove
6. Lift match box/gas lighter with one hand
7. Hold match box/gas lighter in one hand
8. Pour kerosene by pressure in case of stove or switch on gas stove
9. Strike match or press lighter
10. Make fire by holding match or lighter near the stove/gas stove



Lighting a Match Stick

Boiling

11. Lift kettle/utensil
12. Position the kettle/utensil on stove/gas stove
13. Cover the kettle/utensil with the lid

Adding Tea Leaves

14. Lift the container containing tea leaves
15. Open the lid
16. Fill a spoon with tea leaves
17. Remove the lid when water is boiling and add tea leaves
18. Replace the container back to its original position

Adding Sugar

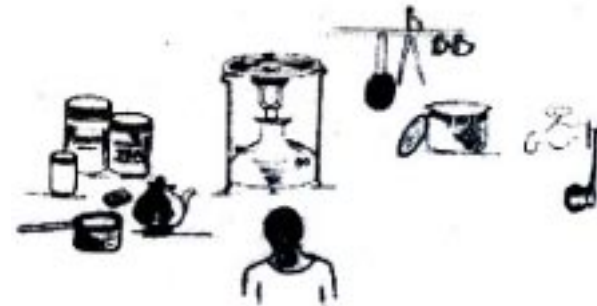
19. Lift sugar measure
- 19a. If it is not available, lift the sugar container
- b. Fill a spoon with sugar
20. Add sugar by tilting the measure (or from the spoon)
21. Replace the sugar measure (or sugar container) to its original place

Adding Milk

22. Take milk pot
23. Measure the desired quantity using a measure or a cup
24. Pour milk into the utensil/kettle
25. Cover the utensil/kettle
26. Replace the milk pot to its original position

Pouring Tea

27. Wait for the tea to boil
28. Switch off the stove/gas stove to put off fire
29. Wait for two minutes
30. Bring tea-pot near the stove
31. Remove lid of the tea-pot
32. Lift strainer and place it on the tea-pot
33. Remove lid of the kettle/utensil
34. Lift the kettle/utensil off the stove/gas stove using cloth or clamp
35. Pour tea into the tea-pot through the strainer
36. Cover tea-pot with lid
37. Place the kettle/utensil, strainer and clamp in the sink for washing
38. TEA is READY for serving.



Location of Materials and Equipment for Preparing Tea

Serving Tea

39. Hold handle of the tea-pot in the right hand
40. Touch the cup with left hand and keep first finger on outer side of the top of the cup
41. Lift tea-pot with right hand and bring the pouring point over the cup.
42. Start pouring till first finger of the left hand feels hot.
43. Leave the tea-pot back with right hand, lift cup with right hand itself and drink tea.

Step 3. Time Study for Deciding Location of Various Materials and Equipment

Consider the following pre-requisites of efficient production performance while evolving the most appropriate location pattern:

- a. All materials and equipment should be within arm's length
- b. Left hand should move clockwise and right hand anti-clockwise while lifting materials and equipment etc. and in the reverse direction while keeping it back

- c. Positioning should be according to sequence of the tasks to be performed. The kettle/utensil, for example, as required first should be at the left extreme; and water as required next should be on the right extreme
- d. Safety of the person should be ensured while performing the activity
- e. Overlapping and criss-crossing of materials and equipment should be avoided.

Based on time study, task analysis and other principles of production and operations management, the location pattern as given in the figure may be evolved.

Step 4. Orientation

- explain location of materials and equipment to a visually impaired person
- enable him to touch all these things
- explain him the relative positioning of these things in the context of the entire room and his own self.

Step 5. Explaining the Procedure

- explain all 43 tasks involved in the process
- explain the sequence of the tasks
- explain the need for following the sequence correctly, safety measures and likely eventualities.
- explain the procedure for measuring water, sugar and tea-leaves
- explain the procedure of pouring hot liquid

Step 6. Performing the Activity

- supervise while a person is performing the tasks
- instruct him as and when required
- advise him to repeat the task whenever correct sequence is not understood or being followed
- follow-up the process.

Hand Movement: The hand coordination based upon the above noted task analysis, positioning of equipment and materials and sequence of tasks in case of preparing a cup of tea is as listed below:

Task No.	Hand	Activity
1.	Left	Lift the kettle/utensil
2.	Both	Measure and pour water
3.	Left	Lift match box/gas lighter
4.	Both	Light the stove/gas stove
5.	Left	Lift the lid and cover kettle/utensil
6.	Right	Lift tea-leaves container
7.	Both	Add tea leaves to kettle/utensil
8.	Right	Lift stirring spoon
9.	Left	Lift sugar measure/container
10.	Right	Add sugar to kettle/utensil
11.	Right	Measure and pour milk
12.	Left	Lift tea-pot
13.	Right	Lift strainer
14.	Both	Position tea-pot with strainer on top

Task No.	Hand	Activity
15.	Right	Lift kettle/utensil
16.	Both	Pour tea into the tea-pot
17.	Right	Place kettle/utensil, strainer in the wash basin
18.	Left	Lift tea-pot
19.	Right	Pour tea
20.	Right	Returning tea-pot to its position
21.	Right	Lift cup and DRINK tea.

Step 7. Follow-up and evaluation in terms of

- correct sequence
- convenience in handling equipment and materials
- pouring of tea leaves, sugar, milk or tea etc.
- correct measurement of materials
- speed of handling the tasks
- confidence while performing tasks
- any unnecessary delays, confusion, criss-crossing,
- over lapping of tasks and collision of equipment
- uniformity in operations and sequence when the same activity is repeated

By following this procedure, activities of daily living, self care skills and systems of home economics can be modified suitably to enable a person to perform the same independently.

3. Training Content

To enable a visually impaired person to be independent in the activities of daily living and home economics, training should be imparted in the aspects described below. The activities may be adapted to suit the needs of visually impaired persons

of rural and urban areas. The principles are the same but minor modifications may be necessary.



Training in ironing of clothes

3.1 Personal Care

a. Hygiene

- bathing
- care of hands and feet
- cleaning of ears
- nail cutting
- oral hygiene: manage toothpaste, brush teeth
- personal hygiene

b. Grooming

- combing and care of hair
- dressing and undressing
- shaving, using facial cream
- skin care, applying cosmetics
- female grooming and hygiene
- using hair oil, cosmetics

c. Social Graces

- social manners, etiquette , courtesy
- table manners, eating habits with fingers, spoon etc.
- style and mode of dressing
- postures while sitting, standing and talking
- gestures
- gait
- socializing, art of conversation

d. Toilet Activities

3.2 Cooking Skills

a. Orientation of

- kitchen equipment, utensils, knives
- weights and measures and modifications in techniques
- special adaptations
- grains, pulses, vegetables, flour, spices and provisions
- different parts of stove, fuel, fire place
- gas lighter, match box

b. Preparatory Operations

- cutting, slicing, peeling, pouring
- grinding, mixing, kneading, grating
- washing, cleaning, soaking, scrubbing
- seiving, filtering, straining

- rolling bread and roasting (*chapati* making)
- boiling, frying, baking
- making fire, lighting stove or cooking gas
- operation and care of stove/gas stove
- setting curd, preparing butter milk
- steaming and pressure cooking

c. Serving Food

- taking out food in serving bowls
- setting dining table or arranging on floor
- putting food on dining table/floor
- following clock-wise method of putting food in plates
- serving water
- removing bowls, plates and cleaning table

3.3 House Keeping Skills

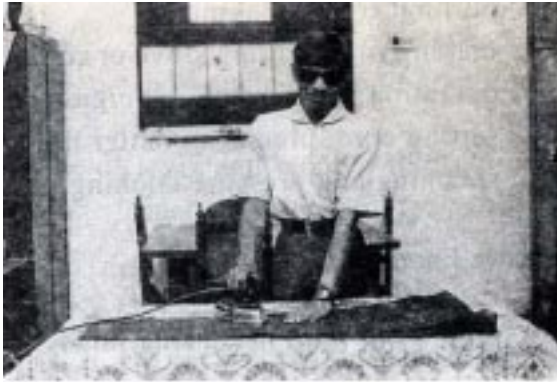
a. Cleaning

- sweeping, dusting
- washing, scrubbing, mopping floor

b. Care of Furniture

- dusting
- washing of upholstery
- wiping of table tops
- keeping furniture at fixed locations
- hanging curtains

c. Laundry



Ironing clothes

- sorting, washing, drying
- folding, ironing, proper stacking
- mending, stitching, buttoning, darning

d. Washing Utensils



- sequence in scrubbing and washing
- use of cleaning powder and scrubber
- disposing off waste
- drying utensils
- replacing utensils at pre-determined locations
- special care of crockery

e. Bed-making

- location of cots
- adjusting of mattresses
- spreading of bed spreads
- positioning of pillows, blankets and bed-sheets

3.4 Home Economics

a. Money Management

- currency identification, coin counting
- safe keeping of money
- budgeting for the month
- simple account keeping
- savings and investment
- maintaining and operating a bank or post office account
- depositing or withdrawing money
- signing of cheques
- knowledge about interest

b. Time and Energy Management

- time and routine activity planning
- leisure time planning

- work simplification techniques
- process of cooking, heating water and lighting for energy conservation

c. Furnishing the Home

- selection and arrangement of furniture, furnishings and decoration articles
- proper lighting and ventilation
- proper placing of calendars, pictures, idols and other decorative articles
- positioning of wall clock and alarm clock

d. Shopping Techniques

- quality of products
- types of shops and their location
- system, period and frequency of buying
- benefits of bulk buying
- awareness of mal-practices in faulty weights and measures; deceptive packaging and adulteration
- consumer rights and responsibilities
- method of using shopping bags
- sequence in stacking of items in the bag

e. Using Appliances

- electric switches, plugs, fan regulators
- telephone
- call bell

- oven, refrigerator, toaster, mixer, geyser, pressure cooker
- cassette player, radio, television
- shaver

f. Care of the Home

- sweeping and mopping floors
- repair & maintenance of doors, windows, furniture & fixtures
- proper placing of furniture, TV, other appliances etc.
- keeping doors and windows properly closed or opened to avoid protruding shutters
- white-wash, painting of walls etc.
- polishing, painting of doors, windows, furniture & fixtures
- proper arrangement and parking of vehicles
- keeping movement areas free of obstructions.

4. Training in Individual Activities

4.1 Bathing techniques are the same for both sighted and the visually impaired. However, training in following aspects should be provided:

- orientation of the bathroom or bathing place, hanging clothes and towel, place for keeping soap, bucket, tumbler etc.
- method of fetching water and its source
- safety precautions
- steps to be followed.

4.2 Brushing Teeth techniques are the same for both sighted and the visually impaired. The main difficulty may be applying tooth paste on the tooth brush. The following steps may be followed for this purpose:

- Hold brush in the left hand with bristles upward between the thumb and the forefingers.
- Open the lid of the tooth paste with the thumb and the first finger while holding the same in the right hand
- Hold tooth paste tube in right hand and place the opening at end of the bristle
- Squeeze the tube so that tooth paste comes out and move it along the bristles taking care that the tooth paste does not fall on clothes or the ground.
- Replace the cap while holding the tube in right hand and replace the tooth paste to its original position.
- Shift the brush to the right hand and rinse the bristles with water
- Brush the teeth by moving the bristles up and down over the teeth and gums
- Wash the brush while holding the same in right hand and replace it to its original position
- Use left hand for taking water to the mouth for gargling and repeat it twice.

4.3 Shaving technique is the same for both sighted and the visually impaired. However, the latter should be slow, more careful and observe the following precautions:



- Double-edged safety razor is more safe
- Downward movement of razor is advisable and the same pattern to be followed every time
- Check with the hand if all areas of the face have been shaved properly
- Electric shaver is safe and convenient but very expensive

4.4 Washing Clothes

- Gather material: soap, detergent, tub, brush, dirty clothes etc.
- Organize the material
 - * place tub in the centre
 - * dirty clothes on the left hand side
 - * soap, detergent on the right hand side
 - * source of water supply should be above the tub or nearby

- Apply soap on clothes, rub gently and soak in the tub
- Remove soap by rinsing clothes in water
- Squeeze and wring the clothes to remove water
- Clothes should be dried by spreading on a clean place or by hanging on a clothes-line



Folding clothes

4.5 Identifying Clothes

- By the material they are made of
- By design, tailoring style, pattern etc.
- By special markings in braille or otherwise which can be identified by touch
- By stacking at a particular place in a particular pattern

4.6 Money Identification

4.6.1 Coins

Coin Paise	Identification
5	square
10	round with deep scallops on sides
20	hexagonal
25	round, very thin, one centimeter diameter
50	perfect circle with plain circular boundary
One Rupee	perfect circle, bigger and thicker than the 50 paise coin, circular boundary has a all central round groove

New One same size as 50 paise coin but with a central Rupee all round groove on boundary

4.6.2 *Currency Notes*: It is generally difficult for a visually impaired person to identify the currency notes. In India, currency notes of one, two, five, ten, twenty, fifty and hundred are common. The rupee one and two notes are almost of the same size. Other currency notes are bigger. These notes can be identified by using the following methods:



Identification of currency notes

- a. Notex: is a device developed by the NAB-Louis Braille Memorial Research Centre. It holds the currency notes in two flaps and the same is identified by the notches on the upper flap.
- b. Folding Around the Wrist: This method is advocated by the officials of the National Association for the Blind, Rural Activities Committee. The visually impaired person can be trained to identify a currency note by folding it around his wrist and then determining the denomination by the extra length after the first fold. The width of the note is also considered.
- c. Spreading Along the Palm: In this method the currency note is spread on the palm of the left hand from the wrist downward. The denomination of the note is determined by the point on the fingers at which the other end touches. The width of the note is also considered.
- d. Thickness of the Note: may also enable a person to identify the currency notes. The crispness is also considered. In case of old currency notes, this method may be misleading.

4.6.3 Special Dot on Rs. 500 Note: The Rs. 500 currency note introduced during 1999 carries a round embossed dot at the periphery on the lower side of smaller arm. A visually impaired person can identify Rs. 500 note by locating this dot through finger movement on the outer side.

A visually impaired person has to develop his own individualized sense of recognition based on the above. No blanket approach is viable or advisable.

4.7 Pouring Liquids

Pouring liquids requires good eye-hand coordination. A visually impaired person needs proper training to overcome the limitation imposed by blindness.

- a. Cold Liquids
 - Hold the tumbler near the tip of the jug containing cold liquid
 - Place index finger inside the tumbler
 - Pour liquid slowly till it touches the finger
- b. Hot Liquids
 - Hold the cup near the tip of the tea-pot containing tea
 - Place index finger on the rim of the cup
 - Pour liquid slowly till it is sensed that the cup is full:
 - * by feeling the steam on the index finger
 - * by realizing that the outside of the cup is hot
 - * by feeling the difference in the weight of the cup
 - * by hearing the change in sound associated with filling of the cup to the brim

The volume measuring device explained in the chapter on Aids and Appliances may also be used for measuring the volume in case of hot liquids.

4.8 Making Open Fire

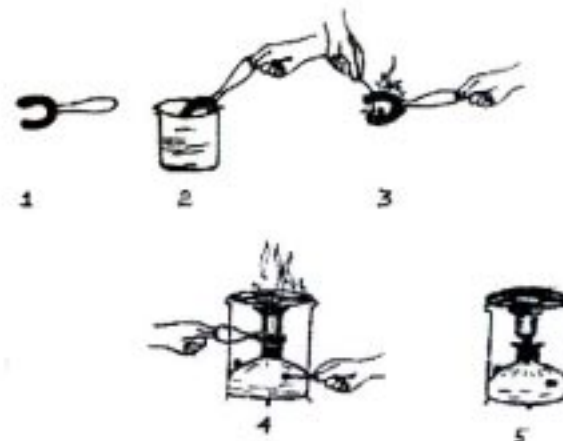


Making fire

In rural areas, the most common mode of making fire is an *Angithi*, *Chullah* or open space covered by bricks and mud.

- Clean the open space
- Pour kerosene on cow-dung cake or a dry wood
- Stack small wood pieces over and around the cow-dung cake with air gaps
- Light a kerosene lamp - the lamp generally has a metal or glass bottle for storing kerosene and lid into which a wick is embedded. One end of the wick protrudes outside and the other is soaked in the kerosene.
- Make fire by taking burning wick of the kerosene lamp near the stacked wood and cow-dung cake which has been sprinkled with kerosene
- Remove wood pieces or other like objects from near the fire place
- Keep on adding wood or cow dung cake as required
- After cooking, put off fire using water
- Check by moving hand close to ash that no live coal or burning wood is left.
- As far as possible, no inflammable material should be kept near the fire place

4.9 Lighting a Stove



Lighting a Stove

- Pour kerosene using a funnel and a standard bottle for measurement.
- Difference in sound or weight would indicate when the stove is almost full.
- Wipe away any spilled oil to make the stove safer.
- Clean the burner nozzle using the stove pin.
- Pour kerosene in the cup below the burner.
- Use a safety match for lighting.
- Use stove lighting ring, which is easily available in the market, for lighting the stove.
- Operate the pump two minutes after lighting the ring to vaporize the kerosene and activate the burner.
- Sound of the burner indicates intensity of fire.
- Release pressure to reduce intensity of the fire or to put it off.

4.10 Lighting Gas Stove

For safety, the gas regulator which is mounted on the cooking gas cylinder should always be switched off. The knob of the regulator should be turned anti-clockwise till it touches the lower circle of the regulator.

The following procedure is recommended while lighting the cooking gas stove:

- Check that the knob of the regulator is in off position
- Check that the rubber tube is well connected at both the ends, i.e. regulator as well as gas stove ends.
- Check that the knob of the gas stove is in off position.
- First of all, twist the knob of the regulator clockwise till there is click sound.
- Hold the gas lighter in right hand, keep its front part on the gas burner and keep the thumb on the lighter knob
- With the help of left hand, move the knob of the gas stove clock-wise, only one step to slow position, to start the flow of the gas.
- Simultaneously, ignite the lighter by pushing its knob by the use of thumb of the right hand.
- Move the left hand little above the gas burner to ascertain where the gas starts burning.
- There is “*Bhuup*” sound when the gas is lighted.

Precautions:

- Always keep the lighter on the right side of the gas stove, preferably stuck to the wall at a arm’s distance.

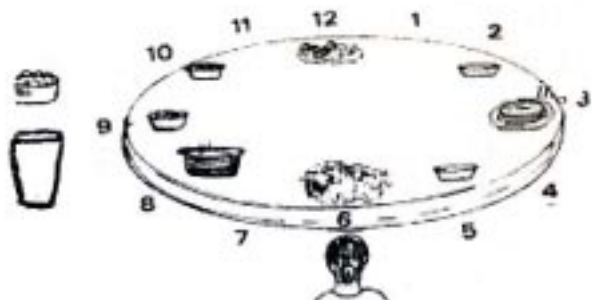
- Keep the regulator in switched off condition when gas stove is not in use.
- If there is a foul smell which indicates gas leakage, move the knob of the gas stove anti-clockwise and close the regulator also.
- Do not make fire till the smell persists.
- While lighting the stove, the knob of the gas stove as well as lighter should be operated simultaneously to prevent flow of unburnt gas.

Switching off the Gas Stove : The following procedure is recommended for this purpose:

- Move knob of the gas stove with the right hand anti-clockwise till the lower end.
- Take left hand on the burner to ensure that fire has completely disappeared.
- Move the knob of the regulator anti-clockwise till there is click sound and upper ring of the regulator moves downward.

The leading cooking gas marketing companies viz. Indian Oil, Hindustan Petroleum, Gujarat Gas, Reliance Gas issue instructions in the newspapers as regards various precautions to be taken. It is advisable to understand and follow these instructions strictly. The Braille Presses may produce these warnings in Braille and distribute the same among visually impaired persons. Similarly, the cassette book libraries should record such precautionary measures on the audio cassettes and distribute the same among visually impaired persons.

4.11 Eating



- Avoid serving food by keeping the meals plate on the ground, if possible
- If dining table is not available, use a stool or a raised wooden platform (*chowki*)
- It is easier for the visually impaired person to locate food if it is always placed at the same spot and served in familiar utensils
- It is more convenient and desirable to prepare the plate with vegetables, rice, *chapati* etc.
- Serve food according to the dial of a clock as indicated below:

The following hours of the clock positioning of various items of standard Indian meals is recommended. It may be suitably modified according to the menu and the individual needs:

- Water glass should be on the left hand side outside the plate.
- Vegetable bowl should be on the left side outside the plate.
- It is easy for a person to feel what food he is eating and how much, if he eats food with his fingers.

Clock Position	Item
1-2 O'clock	Sweet/dessert
3 "	<i>Chapati</i> (bread)
4 "	Curd
5 "	Gravy
6 " & Centre	Rice
7-8 "	Pulses
9-10 "	Vegetables
11 "	Pickles
12 "	Salad

- The proper way to hold and use a spoon and a fork is the same for both the sighted and the visually impaired. *Generally the fork is held in the left hand and spoon in the right.*
- The system of coordination of fingers is the same for both the sighted and the visually impaired.
- It is essential to maintain a proper posture while eating.
- The local manners and customs which are to be observed while eating must be taught to the visually impaired.

4.12 First Aid

- Definition:* It is the first help given to an injured person or to those taken suddenly ill before taking them to a health centre or hospital.

- b. *Objectives* :
- to save life
 - to prevent injuries becoming worse
 - to help recovery
- c. *Importance*: Many a times, while performing activities of daily living, travelling, moving around or in the course of employment, a visually impaired person may injure himself. Particularly when moving in an unknown environment, he may bump into some obstructions, walls, household articles, parked vehicles etc. At such time, immediate medical care may not be available. If he is trained in First Aid, he will be able to take immediate measures and prevent injuries from becoming worse.
- d. *First Aid Kit*: should contain the following:
- Bandage
 - Cotton swab
 - Scissors
 - Antiseptic material like dettol, safeguard etc.
 - Band-aid
 - Burnol
 - Simple medicine like Analgine, Metacin etc.
- e. *Illustration*: First Aid in case of bleeding
- Apply steady and very firm pressure directly over the bleeding
 - Make the injured person lie down
 - Lift up the injured organ
 - When the bleeding slows, apply a pressure bandage over a pad

- f. *Training*: During training in Activities of Daily Living, 2-3 lectures on First Aid should also be included. A local physician, or qualified health worker or the officials of the Red Cross may be invited for this purpose. The field staff in turn should train the visually impaired person in First Aid. He should be encouraged to keep a First Aid Kit in the house or at the place of work.

5. Nature of Training in Activities of Daily Living in Indian Conditions

Irrespective of the age of the person or the different customs or the different economic strata a person may come from, there are certain common basic daily activities for everyone. It is possible to do classification according to age groups for providing training in the activities of daily living.

It is, however, essential to consider the following aspects while planning training in activities of daily living:

- Specific felt needs
- Family back-ground
- Past experience
- Physical potentials, and
- Educational background of the individuals.

It has been observed that it is essential:

- to provide training in natural settings as simulating conditions may not be result oriented;
- to support such training with relevant training in orientation and mobility and sensory perceptions;
- the training should be considered an integral part of all subjects taught to the visually impaired; and

- in case of a visually impaired child, it is essential to train the parents in basic skills so that they may in turn teach these skills to the child when he is at home.

The training needs can be classified according to age groups.

5.1 Age Group 0-16 Years

a. Personal Hygiene

- bathing
- toilet training
- oral hygiene: dental care, brushing teeth, keeping brush at proper place
- nail cutting
- cleaning ears

b. Grooming

- care of hair
- shaving
- putting on clothes, buttoning them properly
- wearing footwear

c. Social Graces

- holding of meals plate, eating without spilling food
- positioning of glass, drinking cold and hot liquids
- use of spoon, if applicable
- table manners, proper posture and gait

d. Cooking Activities

- lighting of stove, making fire
- general cooking skills, cooking vegetables, pulses
- preparing tea, coffee and boiling milk
- rolling and roasting *chapati*
- using frying pan, kettle, utensils
- boiling of rice

e. Preparatory Kitchen Activities

- washing and cutting of vegetables
- kneading dough
- setting curd and preparing butter milk
- preparing salad

f. House-Keeping Skills

- scrubbing and cleaning utensils
- drying and stacking utensils
- cleaning, dusting and mopping floor
- washing clothes in the house, at the pond and the canal
- adjusting house-hold things
- making and folding bed and bed linen
- positioning and removing cots

g. Home Economics

- currency identification
- counting of coins and currency notes
- safe keeping of money, maintaining accounts
- understanding barter system
- preservation of grains etc.

h. School Activities

- understanding and proper upkeep of the school uniform
- maintaining proper posture in the school
- playing common games: stick walking, carom, chess, playing cards
- keeping pocket money carefully
- proper handling of school bag, books and stationery
- memorizing poems, songs and lessons

5.2 Working Age Group 17-60 Years

The visually impaired persons of this age group are in the prime of their life. They are expected to be the earning members of the family. They must be economically rehabilitated. Hence, the training in activities of daily living must focus at enhancing their earning capacity and their integration into the mainstream of society.

The training in activities of daily living which is provided to visually impaired persons in the age group 0-16, as listed earlier, should be provided to the persons in this age group also with the exception of training in school activities.

The additional components of training for this age group are listed below

i. Social Graces

- social manner, etiquette and graces
- posture while at work and while talking
- polishing and maintaining of shoes

- sense of dressing according to the occasion
- skills of developing inter-personal relations

j. House Keeping Skills

- washing floor, covering it with cow-dung and mud
- pounding and grinding grains and spices
- cooking handling, proper keeping and preservation of food articles, pickles, spices and like materials
- fetching water from the well and storing the same in pots
- making open fire
- boiling pulses in earthen pots
- washing utensils at the pond
- taking care of the children and the elderly
- threading needle, elementary darning and mending of clothes; stitching of mattresses, quilts, pillows



Threading needle

k. Shopping Techniques

- purchasing vegetables and provisions from a nearby market or the weekly rural market
- verifying quality of vegetables and fruits
- safe keeping of money at proper place in the house

l. Economic Activities

- going to farm independently
- learning to perform economic activity in terms of local crafts, trades or agriculture operations
- buying of raw materials and selling of finished products
- performing of social obligations
- taking care of domestic animals
- feeding, grooming, milking and grazing of milch animals

5.3 Age Group: 60 Years and Above

Due to physical constraints, most of the persons in this age group can not undertake laborious work. Thus the economic and production activities have a very limited scope. It is, however, desirable to plan for their social integration. It is essential to actively involve the family members in the training process as their assistance would be of utmost importance later on.

The training components as listed for age groups 0-16 and 17-60 years may also be provided to this age group also with the exception of school activities, house keeping and kitchen activities. The persons of age group 60 years and above should be provided additional training as regard:

- method of offering prayer, performing worship at the local temple;
- meeting other aged persons at public places and exchanging views;
- special aspects of toilet training;
- taking medicines whenever required;
- taking care of children and ailing family members;
- assisting in the family occupation;
- becoming active member of the senior citizen club;
- assisting other family members in house keeping, home economics and other daily activities; and
- training children in personal hygiene, social graces, school activities and home economics.

6. Special Tips For The Rehabilitation Functionaries

- a. It is necessary to explain the causes of visual impairment to visually impaired person and community to eliminate prevailing superstitions. If the visual impairment is incurable, the person must be informed accordingly. He must be convinced to accept his visual impairment.
- b. Win his confidence, motivate him to take personal and keen interest in the training programme.
- c. Plan training in orientation and mobility and activities of daily living according to :
 - felt needs of the individual;
 - his interests and aspirations;
 - his physical potentials and educational background;

- past experience, age at on-set of visual handicapped existing level of performing these activities; and
 - in consonance with his family background, occupation and economic status.
- d. Have patience and help the visually impaired person to:
- touch the materials and equipment;
 - understand procedures and implications of each task; and
 - permit him to touch the body of the field staff to understand motion of performing the activity.
- e. Demonstrate to him a particular activity, wearing a blind fold, to convince him regarding:
- usefulness of activity;
 - ease of performance; and
 - possibility of performing activity in the absence of sight.
- f. Counsel the family in the following respects:
- He is normal otherwise
 - Lend him assistance in performing these activities
 - Active participation in the training process.
 - He is not a burden and through proper training he may become independent and contribute towards family earning
 - His social integration and economic rehabilitation is essential

- g. Encourage fellow students to
- accept the visually impaired child;
 - help him in studies and daily routine;
 - not patronize or overprotect him;
 - encourage him to perform daily activities independently; and
 - participate in school functions and social get-togethers.
- h. Convince the school teacher to
- pay personal attention to such a student;
 - make him sit in the front row;
 - speak out whatsoever is being written on the black board;
 - encourage his acceptance among fellow students;
 - involve him in all class-room, sport and other co-curricular activities;
 - make adjustments, be patient, and not get irritated;
 - give him plenty of opportunity to repeat what he has learnt; and
 - encourage him to modify these techniques or activities to suit his requirement.
- i. Consistent follow-up and evaluation is essential for enabling him to internalize the activity in his daily routine.
- j. **Most Important:** The list of activities of daily living provided earlier must not be considered an exhaustive one. It merely provides guidelines to enable the field functionaries to think of many more such activities depending upon the individuals, their needs and the environment.

References

1. **Horton, Kirk J** (1986): Ibid
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6. *Syllabus for Training Blind in Home Management*, Dehradun: National Institute for the Visually Handicapped (Unpublished), P. 9
7. **Tonkovic, Dr. Franjo**: *Learning to be Independent*, Our Blind Child, Paris: Secretariat of the European Regional Committee of the WCWB, P. 42

The Persons with Disabilities Act, 1995 makes the following provisions as regared special support to visually impaired persons :

Section 31: All educational institutions shall provide or cause to be provided amanuensis to blind students and students with low vision.

Section 43(c): The appropriate Government and local authorities shall by notification frone schemes in fevour of persons with disabilities, for the preferential allotment of land at concessional rates for establishment of special schools.