

Vocational Training Functional Skill Assessment for Students with Visual Impairment: Case Study Report

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Abstract- *The main objective of providing rehabilitation and care for those with special needs is to make society, in all of its forms, better psychologically and socially. As a result, it is important to create the right environment for this group of people in education and society by hiring them and integrating them into social life so that they can become a useful and charitable group. Operational, vocational, environmental, social, health, and human rights issues are just a few of the numerous challenges that persons with special needs face. Students with disabilities, including those with visual impairments, can access a wide variety of long-term career options or vocational training, but it is crucial to explicitly instruct them in career exploration, planning, and job skills so that their impairments do not unduly stand in their way. This study presents the findings of a research study of how educators apply and conduct functional assessment scales and how to prepare IEPs for pre- or post-vocational training for students with visual disabilities in functional skill classes.*

Indexed Terms- *Vocational Training, Functional Skill, Assessment, Visual Disabilities*

I. INTRODUCTION

A person's ability to see is a gift from God and a very vital blessing, and losing that ability makes it challenging to gather the data needed to lead a regular life. A person with a visual disability finds it difficult to carry out daily tasks. The inability to travel from one location to another effortlessly and independently is a handicap. This is the primary issue that someone with

a visual impairment face, especially in modern environments. And vocational training and rehabilitation today help the persons with special needs as well as those with a visual disability in all aspects of their lives, in education or mobility. Why is it necessary to have vocational education and training? Vocational education and training (VET) are a global trend today in modern education for all and give students the necessary skills to improve their employability and disabled persons can be independent, while also fostering their personal development and encouraging active citizenship. Enterprise performance, competitiveness, research, and innovation are all improved through VET. This study used a strategy for constructing and assessing the standardization of an educational scale for students with visual impairments in the field of functional skills, with the use of vocational training being one of the scale's most important subscales. The scale items for vocational training skills in the field or main domain are discussed by the research groups in the education program.

II. PREVIOUS STUDIES

- Studies on vocational training skills
The related literature on vocational training skills is reviewed and given in this section.
- Çalik, Aslan, Aslan, and Kabul, (2019) have conducted a study to examine the effectiveness of static and dynamic balance training on balance in children with congenital blindness in Turkey with 18 congenitally blind children of special primary/secondary school. They used Balance Subtests of the Bruininks-Oseretsky Motor

Proficiency Test to evaluate the balance functions at baseline and at the end of the training program. In addition, the Timed Up and Go Test, the Functional Reach Test, and the One-Legged Stance Test were also used. The training program was applied twice weekly for 8 weeks. The study has found that there was a significant improvement in all the balance tests after the training program. According to the findings, the study has suggested that the balance exercises need to pay more attention to rehabilitation programs to improve the balance of children with congenital blindness.

- The functional vocational training skills. Career education for students with visual impairments needs to begin as early as possible and include activities such as self-awareness and career exploration, job-seeking skills teaching, information regarding job retention, and encouragement of possibilities for getting work experience. Students with visual impairments of all ages can learn first-hand about the job done by members of the household and community by teaching skills in the field of career education (Willings, 2019). This skill should be involved in the curriculum of children with VI and hence it also included in the present study.
- According the Howze, (1987). that a social skills training package may be effective in increasing certain verbal behaviors of severely visually impaired young adults during the job interview. Further, findings support the theory that programs serving low-incidence populations may need to include role-playing and modeling in their vocational training or job-training programs.
- Vocational training programs for the handicapped have existed at the secondary and post-secondary level for many years. At the high school level these programs usually involve a work experience coordinator talking with the student and the student's teachers and placing him or her in a job in the school setting or community. This job experience is often supplemented with related instruction in the special education classroom. The majority of these programs seldom contain any provision for systematically obtaining vocational assessment data on the student and if there is an assessment component, it is usually a one- to two-week segment in the student's three- or four-year

program. and on it. Sitlington, P. L. (1979). this study is about construction assessment scale for the vocational training skills of visually impaired students.

- Vocational Training for Visually Impaired Students

In the development of educational programming around the world, learner-centred learning is the basis for inputs, processes, and outputs in the educational process. Within the framework of education for all, the educator with a more humanistic orientation is likely to maintain a classroom climate in which active interaction and communication, close personal relationships with students, mutual respect, positive attitudes, flexibility of rules, as well as student self-discipline, self-determination, and independence are fostered. (Willower, Eidell& Hoy, 1967). Advanced levels in the teaching performance of male and female teachers and the acquisition of basic functional skills for compensatory academic skills or daily life, raising the percentage of academic achievement, and using vocational training available for them are the most prominent educational aids for students with visual impairment.

According to Heller, K. W., et al. (1999), in order to interact successfully with communication partners during community-based vocational training, students with a visual impairment, deaf-blindness, or other impairments frequently need some sort of communication system. A skill deemed essential for employment success is the ability to begin requests for goods or services; nonetheless, students could require particular training in this area. Dual communication boards and gestures were used to teach students how to make requests. A multiple-baseline probe approach that gathered information throughout the baseline, intervention, and generalisation periods was used to track student performance. At vocational locations, the communication technology allowed students to start requests with an accuracy of 80% to 100%. It could be necessary to focus on teaching pupils to make requests when they are initially learning a job, as this is when most naturally occurring opportunities exist.

Excellence in vocational training for individuals with special needs must be the vision. Provide and develop practical skills for people with special needs so they

can be educated to handle the challenges of a changing society. The values comprise, but are not limited to All of our clients are treated with the utmost care and politeness by Courtesy, who focuses on teaching and training skills to students with a visual disability or other disabilities. Train them with communication skills such as Braille and an introduction to assistive technology or ICT related to and associated with and appropriate to their level of ability; give directions and mobility advice; provide instruction in daily living activities and social skills; and offer advice on how to interact with others. Enhance good specialised vocational training skills practice with the target group of individuals with visual impairments in the training area through demonstrative practice to promote social inclusion of individuals with disabilities.

Students with visual or hearing impairments are given the tools they need to perform on the job market and keep their employment through the use of special equipment and/or adaptations. 14 different fields of vocational education are offered, including computer and assistive technology training, autobody repair, the Business Enterprise Program for the Visually Impaired (BEP), carpentry, sewing, building custodial services (janitorial work), industrial assembly, food service, laundry and dry cleaning, printing, welding, and vending machine repair (VMR).

III. SIGNIFICANCE OF THE STUDY

In this day and age, unexpected vocational educational and vocational training development is critical to the education of all students, including those with visual impairments. The development of vocational technology has a significant impact on how skills, knowledge, attitude, and assessment are assessed for students with visual impairments in the context of individualised education plans (IEPs), and it does so in a way that saves time and efforts. This section requires a number of investigations. Therefore, the field of study selected by the researcher is an investigation into the use of functional assessment scale approaches in assessing and educating visually impaired students' vocational training skills.

The Rights of Persons with Disabilities Act of 2016 places an emphasis on making suitable modifications to the curriculum. Thus, current investigation in the

area of functional assessment scales methodologies has led to a deeper understanding of which method is the best practise used by the visually impaired students in vocational training skills. On the other hand, this gives teachers a better understanding of the best learning methods for a student with a visual impairment. As a result, a brief list of new methodologies for the assessments of vocational training skills and investigations to identify needs in individual educational programs or training available jobs for the visually impaired students has been suggested to achieve holistic learning. The functional assessment scale for vocational training skills for students with visual impairments is very important, as this helps the teacher transmit the content of the general curriculum effectively to the visually impaired learners.

The employment of pre- and post-vocational training rehabilitation can be used in place of teaching and learning techniques for students with visual disabilities, such as types of jobs available around the student's environment, parent jobs, for example farmer, carpenter, and reception in an office or hotel. With the assistance of vocational training, visually impaired or visually impaired individuals can choose an interest job. The researcher has tried to create a construction and functional standard assessment scale for vocational training skills approaches for instructing students with visual impairments and evaluate its efficacy through an experimental design.

IV. IMPORTANT TERMS

- Vocational rehabilitation

It is a set of services that are provided to people with special needs in the areas of vocational guidance, vocational training, vocational employment, and aftercare for this group, with the aim of helping them enter the labour force as productive individuals.

- Objectives of the study

This study aims to determine whether or not students with visual impairments in secondary and elementary school can benefit from vocational training. Determining the vocational training options available for students with visual impairments is the main objective of the study. The purpose of this study was to assess the unique educational needs of learners with

visual impairments using the in-school vocational training program. The results of the study are then used to create brand-new individualised education programs for students with visual impairments, emphasising the advantages of adopting vocational training and making the scale's use more accessible in schools for students with visual impairments.

- Hypotheses of the study

The following hypotheses will be used to test the study's findings: For students with visual impairments, a functional skill based on a vocational training skills assessment scale can be developed.

- Methodology

In the present study, the investigator used their review of previous studies, and a case study as a research approach to generate a multi-faceted and in-depth understanding of vocational training skills assessment in its real-life context. In this established approach, the investigator used Focus Group Discussion (FGD) as a data collection tool. The representatives of the study are special educators and general teachers who identified functional skills for students with visual disabilities through qualitative analysis and a teacher's perspective on vocational training skills.

- Sample

The researcher relied on their review of previous studies, as well as selected four teachers (special educators and visual impairment field specialists) in Al-Nor for the visual impairment school, Al-Aman for the visual impairment school for women, and the Educational Integration Complex School. These three are Yemeni special schools for students with visual impairments.

V. RESULT AND DISCUSSION

Case study 1:

(Discussion with JihanAlfahd, B.Ed. Special education, Teacher and Inclusion Supervisor)

Jihan Al-Fahad, B.Ed., Special Education, Director of Women's and Children's Rights, Head of the Vocational Rehabilitation Project for Persons with Disabilities since 20012, and Supervisor of Case Management for Social Workers in Social Affairs and

Labor She started by saying, from her point of view, that developing the concepts of vocational rehabilitation for students with disabilities, including the visually impaired, is useful and necessary for students in grades one through nine of basic education in order to find inclinations, desires, and preparation for the profession according to the capabilities available to the disabled student and according to the possibility of the surrounding environment. Starting training before practicing the profession and training during the profession, she adds that the use of tools and games can help develop trends and preparations for the future profession and to know its steps and requirements. And she inferred that it is possible to benefit from that by making applications and programming of modern technology that contribute to making learning and training tools in a quick and easy way to access for their use in the professional future with a guide to the system or programs dealing with customers in hotels that can help provide a profession that visually impaired people of both sexes can work in, and from it, a source of income is provided for them that enables them to build a family of their own in the future. She explains and confirms that the paragraphs of the functional skills scale help in diagnosing the levels of training needs for visually impaired students.

She explains that she has a vision for a project to build vocational rehabilitation center's for people with special needs, including the visually impaired, as outputs from the field visit teams, through which the reality and levels of vocational rehabilitation for people with special needs in Yemen can be explored. They were assessed in 2007, as well as by an international evaluation team with the participation of CBM International in the best practices project for people with disabilities, including the reality of vocational rehabilitation in 2012, but because of the war in Yemen, these projects have stalled.

Case study 2:

(Discussion with the person with the visual impairment, Mr. Hassan Ismail, Director of Al-Noor Center for Rehabilitation and Care for People with Visual Disabilities)

The special and integrated schools offer vocational training and education for those with disabilities. According to Hassan Ismail, stated as the most

important phase for orientation, guidance during the movement, and transferring disabled students through the stages of study, especially visual impairment students. Additionally, it is learned and trained how to be independent in their social and personal lives so they may build families and find occupations that will enable them to support themselves.

When assessing and defining the level of special vocational training needs of any visually impaired student during the stages of basic and secondary school, he discusses the need for vocational education programs, but he also focuses on his own life and that of other colleagues as a visually impaired person. They served as role models for others to follow in achieving this level of excellent performance in carrying out the duties of being directors of an educational center's schools and visual impairment charitable hostels, and they have students who integrate into the majority of the schools in Yemen's schools for students with visual impairments.

As a result, Haditha developed many of the skills that a disabled person can use and worked to build generations of students with visual disabilities who are personalities in both their personal and social lives. This was especially important in light of the availability of the power of laws in the right to employment for the disabled. In 2009, while functioning as the deputy for employment affairs for individuals with special needs, he defined the function of the General Administration of the Handicapped Fund. Introducing awareness campaigns to persuade state institutions and society of the abilities of the disabled professionally in performing administrative and service tasks in accordance with the needs of some professions that the disabled can generally perform, including the visually impaired. Other strategies include convincing government agencies to accept the percentage of employment according to the law for students with disabilities and how the disabled worker or employee can handle the achievement of his tasks and activities, achieve advanced levels of communication and effective communication during those tasks with the various functional administrative work levels, and use and benefit from them in life skills through lifelong learning like other sighted people. He highlighted that the first factor is that assessment-based functional skill vocational

preparation occurs through developing tendencies and vocational preparations, tribal training, and during the performance of professions, and the second factor is training the professions, honing abilities, competencies, and skills among students with special needs, diagnosing tendencies for the future profession, and preparing them for it.

This can assist them in a variety of different aspects of their lifetime. It also demonstrates how the use of ICT, media, and social awareness of professional rights alongside other human rights of persons with disabilities, as well as the awareness of society and its institutions about them and the development of positive trends in society, enhance the chances for citizens and decent livelihoods in daily life to learn and save time and effort under best practices. Finally, he sums up his position by stating that despite the difficulties and war that Yemeni society is experiencing, people with special needs continue to work towards completing the requirements for the rehabilitation of all vocational rehabilitation centres for people with special needs in an integrated manner for all types and levels of people with special needs. Who have the capabilities for rehabilitation and professional work, including people who are visually impaired, and although the cost of purchasing these tools and devices is high, it is necessary to keep up with it. professional achievement of students with visual impairments. Even if just in comparison to the vocational training provided in vocational schools and the equipment provided to their sighted students in today's classrooms. He noted the need for using a functional assessment scale to assess vocational skills and the need to activate vocational training in light of its results as he closed off the interview.

Case study 3:

(Discussion with Jawaher ABU-AL regal, Bachelor of Special Education, and the Al-Aman Association for the Care and Rehabilitation of Visually Impaired Women)

Jawaher has more than fifteen years of experience in educational preparation and integration for visually impaired students. She starts by saying that the reality of the idea of educational integration is represented in the access of the student with special needs to a profession that suits their available capabilities in all

independence, efficiency, safety, and social interaction. She cites an example of when she was watching students while they were professionally trained in the teaching profession, including teaching on computer applications and the Internet, and she adds that it was very nice. It is useful for rehabilitating students with visual impairments because it provides them with a decent life. The functional skills assessment scale, the subject of this study, verifies the accuracy of students' professional concepts and skills and takes into consideration those paragraphs for age groups as well as the levels of experience with the relevant profession, using the methods that are available from basic to advanced in age groups and stages of transfer. For instance, parents of handicapped students practise school stages in a setting where disabled people are present. School stages, for example, are skills practised by parents of disabled students in the environment surrounding the disabled, and the disabled can also practise them, including teaching. It is a skill that includes both personal and professional capabilities in the preparation of topics, techniques of presentation, and assessment of the learning of educational content for students, as well as the training of educators with visual impairments.

The presentation of educational material within the confines of the teaching profession must be improved and expedited with the assistance of many assistive technologies in order to maintain the capacity of the visually impaired teacher and teachers. Teachers see student competition as a fundamental human right that they acquire just like everyone else. She fully agrees with her assertion, pointing out that as long as ICTs are used and developed, it will be necessary to provide students with disabilities with teaching or other appropriate skills for visually impaired people, such as training in programs dealing with hotel guests. There are also other vocations that require expertise and physical skills, such as agricultural assistance, basket and pottery manufacturing, etc., in addition to the applications required to develop the vocational talents of the disabled. And the functional assessment scale for vocational training skills is essential for people with a visual impairment and serves as a starting point for diagnosing, planning, implementing, and setting up educational and rehabilitation programs for people with special needs who want to keep living independent and secure lives like their sighted peers.

Case study 4:

(Discussion with Mr. Mohammed Al-Ahmar, responsible for vocational rehabilitation at the Physically Handicapped Association and the Disabled Union)

He participated in various trainings on the care and rehabilitation of people with special needs, and he created professional and development initiatives for people with special needs. Despite his motor disabilities, he has at least fifteen years of experience and is one of the most well-known special needs professionals. He began by explaining that real-world experiences in the care and rehabilitation of people with special needs have demonstrated that owning a skill or profession has advanced levels of success for the handicapped in independence, having a family, and leading an honorable life, whether one has a public job or access to owning private projects. He explained that most of the problems and challenges facing the reality of care and professional rehabilitation for people with special needs, including the visually impaired, the lack of vocational specialised qualitative rehabilitation for crafts suitable for the disabled, the small number of old and traditional centers, and the concentration of the few center's that do exist in the capitals of the governorates, are the main issues and challenges facing the reality of care and professional rehabilitation for people with special needs.

In his opinion, the most significant and effective options for rehabilitation in today's world have expanded to include more cutting-edge areas like computer applications and programming and the uses of assistive technology according to the degree, nature, and type of disabled people in their personal lives, education, vocational training, and the surrounding social environment. For instance, skills for the visually impaired who adopt computer programs, including call centers, office management, and hotel reception, as well as from his perspective, the most important solutions are working to modernise and develop existing centers, opening branches in the directorates, and providing examples of vocational training for the physically disabled. Hearing and mentally, provide new quality services in the fields of furniture design, carpentry, antiques, hairdressing and beautification arts for women, catering for parties, and other related fields. Regarding the significance of the functional

skills assessment scale for developing education programs for students with a visual disability, the steps of applying the means (the device) in each item of the functional evaluation scale or study tool, as well as the integration of enjoyment and interest in the use of professional skills appropriate for the visually impaired, are clearly included in the development of the concepts of professional skills. The impaired student or the person who assists him can receive a gradient of instruction in how to use it, depending on their degree of awareness, and they can make repeated attempts to learn the trade or vocation that will aid them.

It is simple to use, accepted, and enjoyable when you enable family, instructors, and coaches to assist just when necessary. By employing these strategies, the student compensates for the traditional tools, affairs, and methods of developing skills, preparing, and professional inclinations during the educational process, as well as academic and professional performance, particularly in the interactive learning environment. Through difficulties in performance and competence, the paragraphs highlight the demands of students with special needs for a future career and to continue engagement with their peers in general and vocational education and training programs. The standards of needs testing, measurement, and evaluation for problem-solving, exploration, and experimentation, especially in this digital age when the student is the centre of the educational process, entail the provision of vocational rehabilitation resources and appropriate trades specific to each disability and collaboration levels of integration in the areas of assessments in the areas of scale. The consultant highlights the importance of the results of this study. In order to focus on the outcomes of problem solving while learning the craft and profession, students, from the technical point of view represented by the use of these tools and training devices in the vocational and educational skills, must have the functional skills specified in the curricula, training contents, and actual practical experience. Examine the viability and results of vocational and vocational coordination in the context of the future of the trade or profession in the real world, and revise and update the plans to account for the new perspective on the scope of service for education and vocational rehabilitation.

Data interpretation:

- Four teachers of students with visual impairments show a deep inclination towards using functional assessment for vocational training skills in the learning process or daily living skills.
- This shows a positive attitude of teachers towards vocational training in teaching students with visual impairments when compared to traditional tools.
- More studies are required in this area to look into other factors like the potential for creating new jobs, the visual empowerment that comes with having a job opportunity, like book binding, the professionalism of project management in long-term learning, vocational independence outcomes, and cognitive functions. The fields of education and vocational rehabilitation.
- Barriers and strategies that assist or prevent visually impaired students and clients from obtaining competitive vocational training in Yemen
- The need for effective communication between visual impairment associations as well as with centers of vocational training, clients, and workplaces was the first major subject. Under this category, many strategies are suggested, one of which was to create mechanisms for better interaction communication between employers and training centers.
- The second issue was the need for improved workforce and client access to and use of training programs and employment-related data. The agency's bold commitment to provide vocational training and employment-related materials in a variety of media (speech, braille, and big print) to enable effective access by both staff and client's visual impairment was one ground-breaking solution. A second planned tactic was to integrate the bureau's counsellors and their clients with the state's general employment aid computer system, which would also enable them to immediately investigate career alternatives and job opportunities.
- The need to provide individuals who have visual impairments with the skills they need to apply for jobs and perform once they have them was the third problem. The issue of the clients' poor braille literacy is just now garnering wide-ranging national attention. The concept of literacy, which

also covered reading and writing, was expanded to include braille, large type, computers with multiple outputs, and closed-circuit TVs where appropriate. Teaching visually impaired clients how to use a white cane and public transportation, if accessible, is a new attitude that focuses the need for independent living skills and an open awareness of the lack of available resources in reaching that aim. The second topic's second skill area that was focused was training for interviews for jobs.

- The fourth issue was the need for a national effort to make work more central to impairment policy and the need to focus staff efforts on vocational training and job placement, the transition from school to work, keeping people who are blind in their occupations, and development beyond entry level. techniques designating certain counsellors to act in each of the following capacities: experts in vocational training, placement, transition, working with students with visual impairments, specialists in job retention, and lastly specialists in career development. Moreover, placement teams must be established that comprise a teacher, instructors of vocational training, and a placement expert for clients who only need placement assistance. developing a plan for educational techniques and resources, needs to strategy for the development of methods and materials to educate eye care professionals and employers about the bureau's services with emphasis on early referral, before someone loses a job. It must develop a plan to educate employers and eye care professionals about the services with a focus on early referral, before someone loses their employment.
- The need to use effective vocational training and occupations for visually impaired individuals as resources was the fifth issue that's been addressed but given unique status to stress its importance. The main objective was to develop a national database of employment held by people with visual impairments throughout the states of Yemen so that clients could easily get in touch with people who were successful in professions that interest them. This approach takes planning to be effectively built on Yemen's visual impaired vocational training and implements future.

CONCLUSION

Individuals with special needs, such as students with visual disabilities, have often used vocational training to their advantage in almost everything. It also has a significant impact on helping visually impaired students socially interact, develop communication skills and experiences, develop positive attitudes towards others, find the right jobs, develop functional skills, and develop comprehension skills for lifelong learning, all of which have a positive impact on the creation of new assistive technology apps every day. In this study, the researcher has worked with his supervisor to develop and standardise a new functional assessment scale for developing educational programs for students with visual disabilities that are relevant to vocational training. It highlights how significant vocational training is for developing independent skills and supports educational, social, mobility, etc. In conclusion, vocational training plays an important role in assisting students with a visual disability in order to enhance their constructive skills. Thus, the present study explores the need to incorporate the vocational training domain under the functional assessment scale for developing educational programming for students with visual impairment.

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