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TEACHING INDEPENDENT LIVING SKILLS INTELLECTUALLY DISABLED PEOPLE

Abstract. *An Independent living skills are undoubtedly the most important life skills, which are necessary to be taught to children with intellectual disabilities, so that they can cope with their daily needs but also for their transition from childhood to adulthood. These skills can include simple activities, such as tying shoes, personal hygiene and other household chores. A typical example of learning such skills are the vocational training centers that take place in America. The strategies used to teach independent living skills in most education systems internationally have followed this line: the strategy of allusions, self-recording or self-observation, self-evaluation, self-reinforcement and setting educational goals, which presuppose support.*
Keywords: *independent living skills, intellectual disability, educational strategies.*

Introduction

To design an integrated curriculum for independent living skills, specific skills of independent living, useful for any young person entering adult life, should first be recognized and classified. Subsequently, if the classification process is completed, specific individual training programs should be developed, including the involvement of adults living in the community to participate in the process of teaching the skills of independent living. These adults are teachers, parents, careers advisers, workers in various social structures, school advisers, youth workers and local services who can actively participate in the teaching of life skills by providing examples, as well as by indicating the needs and responsibilities of adult life and everyday life (Alloret al. 2010).

Literary review

Although each young person has different needs, any needs should be addressed individually, specific intervention programs (global action) can be designed to seek a solution targeted at individual needs. These programs focus mainly on developing personal independence and self-efficiency so that people with intellectual disabilities can cope with the needs of their daily lives. Their exploitation

is achieved through the feedback of education and learning about what young people themselves have learned about their social life and their experience in it. One example is the Vocational Training Centers, which are based on the experience and participation of young people in the community and take place in America. In these programs in more detail, young people have been given the opportunity to participate and to engage in everyday life, emphasizing the teaching of independence for everyday life and all the necessary needs and conditions necessary for finding and responding to the labor market (Allor et al. 2010).

Results

In addition, the parents of people with intellectual disabilities should determine and participate at an early level in the design of the teaching program to be followed by individuals. Therefore, this process requires a thorough study and assessment of the skills of daily life, as well as the needs that need to be met by the individual together with all the skills that the individual, whether he or she knows and already possesses, or not knows. These skills may include simple activities and actions, such as binding shoes, personal hygiene, putting clothes in order, independent food cutting, and other household or self-service tasks. It is also important, not only to teach and train the skills a child wants to learn and which of these skills. that is, some skills already exist on a person's knowledge base to teach new presenters that they already know. i.e., a person can possess skills related to personal cleanliness or household cleanliness, the ability to walk and move such self-service activities independently and elsewhere. It is therefore understandable that the establishment of a group and, by extension, its independent living skill program, and its teaching, also includes activities which can be considered essential for everyone (Andrews & Harlen, 2006).

Next, the priority to be given to the teaching of independent skills is maximum, and for which skill (or skills) the first and second skills will be taught, it always depends on the group of people that has been formulated, the quality and type of skills already held by individuals, their age, personal culture, the level of maturity, and the time available for individual intervention provided. Independent living and

the training of the individual requires a fundamental basis of self-confidence, so that the individual can express himself comfortably regarding his or her thoughts, choices, feelings, and the support of all of this with arguments.

The aim and the main aim of all the programs for the teaching of independent living is to achieve the impartial participation of all students with intellectual disabilities in society, to complete appropriate social behavior. Most education systems, at international level, have followed this planning line. More in-depth now, regarding the strategies used to teach self-identification skills and independent living these are based on the following and features (Angell & Bailey & Larson, 2008):

- In the strategies of allusions.
- In self-recording or self-observation, self-evaluation, and self-reinforcement.
- The establishment of educational objectives which set out the support requirement (of a shadow working adult).

First, the strategy of allusions, includes the use of visual and acoustic media. Visual allusions include the use of photos, images and even drawings, describing the steps and actions of which each activity is composed, while acoustic allusions include recorded instructions and commands that guide each student in performing a learning activity. Self-recording, self-observation, self-evaluation and self-reinforcement includes all strategies focusing on the individual. The person is therefore called upon to be responsible for the appearance and registration of a particular behavior, as well as whether, because of that behavior, all the criteria laid down for its occurrence are met. Individuals themselves also assess their performance in an activity, as they are invited to compare them with the criteria that have been given during its design, to continuously feed themselves with new motivation after each activity has ended (Angell & Bailey & Larson, 2008).

The setting of targets is for the individual to record them, who assesses for himself what skill he considers most important, setting his or her necessary priorities. This reinforces the decision-making process for the individual and their involvement in the educational process through the adoption of directives. The last mention of scale education or the strategy of the collar or adult shadow, essentially includes the assistance provided by another adult, who has more developed mobility skills. If

there is, of course, a case where such an adult cannot be found in the immediate surroundings of the individual, then an adult is used. So, the second person, there is supportive behind the person from whom he acts as his shadow. In the first processes and initial stages of teaching, the adult person ('shadow') acts on his own initiative when he/she deems it necessary, that without his/her assistance the mentally disabled person cannot fulfill the mandate and the intended objective. But as the educational process evolves, the individual gradually provides the required independence of the mentally disabled person and only awaits the appropriate hindsight and motivation to help specific objectives of the educational process. The main aim is to reduce the need for a mentally disabled student to constantly ask for help from another person and gradually to become independent from it and to integrate into the social environment, while strengthening its interaction with his peers (Ashby, 2010).

To conclude, it is also worth highlighting some additional training practices based on the use of scientific methods of intervention and the systematic evaluation of data resulting from the results of the educational process. Methods of scientific intervention, to be effective, should be based on the appropriate academic skills of teachers, i.e., knowledge of the working skills of living, accompanied by the relevant educational behavior. This behavior, on which the teaching methods applied are based, for example, the processes of incitement and encouragement of pupils, which can be highly efficient and effective in the educational process of learning and communication, a range of distinct and important skills of independent living (Ayres & Cihak, 2010).

Another example is the learning and gradual communication of pupils with the new information and communication technologies, which follow current realities, for students with intellectual disabilities to learn to use various devices and technological aids, such as computers, smartphones, tablets and other video and audio players. The gradual learning of pupils with new technologies is therefore considered to be equally important and necessary, as they are an integral part of everyday life and which, not only for individual and personal use, but also for various other community-related activities (Avramidis & Norwich, 2002). About the use of inducement systems, such as the creation of images, video, and voice recordings, they are also effective tools for

familiarizing students with technological means and the construction, but also the use of sound and virtual material, respectively. Teachers in this case should continuously instruct students, but at the same time encourage them to set up their own inducement systems, based on their own strengths and abilities, which will be useful and sustainable in the future to achieve their independent lives. In addition, teachers should continuously strengthen social interaction between students with intellectual disabilities to ensure the basic and source development of positive standards and attitudes towards life, as well as the acquisition of relevant experiences. Mentally disabled students will therefore be able to recognize their ability to develop relationships with their peers while formulating values but also positive patterns that will be used in future for their social interaction and activation-integration into the social context (Coleman & Hurley & Cihak, 2012).

Conclusion

In addition, educational action, as well as teaching, should be based on the strengths, competences, skills, and specific characteristics of students with disabilities. However, to accurately assess their level of competence, teachers can use standardized assessments, which are also considered to be equally important for the strengthening of communication, both between them for the design of the educational program and for meeting the needs of students, and with the students themselves (Crites & Dunn, 2004). It is also important to address problems with immediate and timely intervention, such as preventing non-adaptive behaviors that can or may occur in the process of support or commitment by students. Teachers should set high targets for mentally disabled students, as well as having the corresponding expectations for attaining satisfactory levels at all courses and across the range of educational and school activities (Coyne et al. 2012).

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