

Teacher's Understanding of Domestic Activity Daily Living for Children with Intellectual Disabilities

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ABSTRACT

This study aimed to (1) describe the teachers' level of understanding of Domestic Activity Daily Living (DADL) learning for students with ID, (2) describe the activities that the teachers possibly performed, especially in systematic instructions (SI), and (3) the teachers' level of understanding of integrating functional academics in DADL. The quantitative descriptive method is the main method with a qualitative explanation. Interview instruments were used to explore teachers' understanding of DADL. The data analysis used the percentage of the teacher's response frequency, while the qualitative explanation used tags. This research reveals that teachers understand activities to determine learning objectives, but still do not understand activities to provide feedback. The teacher fully understands the gradual learning behaviour as a characteristic of SI. However, teachers do not yet understand how to integrate functional academics in DADL learning for students with ID using a description of the steps in a systematic instruction strategy and other forms of learning manners.

Keywords: Teacher's Understanding, Domestic Activity Daily Living (DADL), Intellectual Disability.

INTRODUCTION

The socio-cultural philosophy of Indonesian society places the role and function of the teacher as a central figure in the world of education so that the teacher has a dual role in addition to being a teacher as well as an educator. Teachers in schools not only transfer knowledge but also develop the character of their students. Optimization of the process of teaching and learning activities can occur with good interaction between teachers and students. Therefore, teachers are expected to have ideal competencies in order to optimize learning in the classroom. Teacher competence is a description of the abilities that must be mastered by teachers to become professional teachers. A teacher is required to meet the standards of pedagogic, personality, social, and professional competence. One of the skills that must be mastered by the teacher is the mastery of learning strategies. Teachers who teach children with intellectual disabilities (ID) necessarily understand the learning needs of children with ID (Räty et al., 2016). Understanding the learning needs of children with ID will determine the effective strategies for teaching them. Mastery of this learning strategy will be more meaningful if the teacher knows the daily activities of his students, including students who have intellectual disabilities.

The COVID-19 pandemic has resulted in various changes in learning patterns in schools. The effect of changes in learning as a result of social distance restrictions on teacher-student relationships. This also results in poor development patterns for Intellectual Disability (ID) children in cognitive and behavioural development, especially ID children who are in special schools, because generally parents submit the process, especially learning strategies to teachers who are in special schools. Many parents of ID children feel the need to fight for their child's rights, and this can be a major source

of parenting stress. Parenting stress involves a series of ways of coping with behaviour and communicating with the child (socialization, teaching) care or nurturing (nurturing, protecting), seeking healing for the child.

Teachers who teach children with intellectual disabilities (ID) necessarily understand the learning needs of children with ID (Räty et al., 2016). Understanding the learning needs of children with ID will determine the effective strategies for teaching them. Children with ID require a lesson to improve their self-reliance in adulthood (Golisz et al., 2018; King et al., 2016; Van Der Linde et al., 2015). These requirements include daily living activities, behaviour, adaptation, and life skills. Besides understanding the learning needs of children with ID, teachers must also understand teaching methods or strategies. Therefore, teachers' understanding of learning strategies for children with ID will be helpful to prepare for their future life (Golisz et al., 2018; King et al., 2017). One of the strategies is understanding domestic activity daily living (Golisz et al., 2018; Kauffman & Hallahan, 2011; King et al., 2017).

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According to Brown et al., 1976, 1979 and Browder et al., 1976 (Kauffman & Hallahan, 2011), daily life activities include domestic activities, community use, vocational activities, and recreation. One of the areas of these activities is domestic activity daily living (DADL). The DADL is a required lesson material to prepare for adulthood. Preparation is necessary for students with ID and can be conducted by parents' accompaniment and teachers' guidance. Therefore, teachers must understand DADL learning with parents' accompaniment. Teachers' understanding will effectively monitor parents' accompaniment in the learning process for children with ID. Moreover, parents' complement in the learning process is necessary during the Covid-19 pandemic that forces all people, including children with ID, to learn at home (Nature, 2020). This article focused on examining teachers' understanding of DADL learning for children with ID to find the strengths and weaknesses of their knowledge. The findings of this research will usefully optimize teachers' roles in guiding the learning process of children with ID who must learn at home with their parents' assistance.

The academic needs of children with ID are related to functional academics (Joseph & Konrad, 2009). This need is necessarily met by integrating the DADL learning at home. The main problem is assessing the teachers' ability to incorporate functional academics because it supports teachers' understanding to create effective DADL learning. Moreover, effective DADL learning determines the adulthood preparation for students with ID (King et al., 2017). Therefore, the current article focused on examining teachers' understanding of DADL learning for children with ID to find the strengths and weaknesses of their knowledge. The findings of this research will usefully optimize teachers' roles in guiding the learning process of children with ID who must learn at home with their parents' assistance.

RESEARCH METHODS

This research was conducted by compiling a list of questions about the DADL concept and strategy, the teachers' techniques to do DADL, and the teachers' approaches to integrating functional academics in DADL learning. The questions were designed with close answers. Then, the respondents were asked to qualitatively explain their reasons for choosing one of the available answers.

1. Procedure

This research consisted of five procedures: 1) determining the investigated substance, 2) reviewing the substance using the literature as a guideline, 3) determining models to categorize open and close answers, 4) analysing data from the respondents' answers based on the frequency of the selected answers, and 5) interpreting the frequency level of the respondents' answers.

2. The Sample Selection Process

The respondents of this research were selected using the purposive sampling technique. The criteria of the research respondent was a teacher teaching students with ID. The research respondent was selected by identifying name, educational background, length of teaching students with ID, and experience of parenting students with ID. This research involved 85 respondents who were teachers teaching students with ID and met the research objectives.

3. Guideline for Identifying Teacher's Understanding

The guideline was useful to determine the questions for the respondents. It included understanding the strategy for systematic instructions, learning objectives achieved in the process of designing DADL, describing how to invite the students to comprehend an activity learned, approaches to encourage students to write learning steps, techniques to lead students to calculate the time required in the DADL activities and the DADL strategy.

4. Data Analysis:

The data were analysed using the percentage of category frequency of the respondents' answers. Then, the percentage results were interpreted from the highest to the lowest score and included with the respondents' argument to select the category of close answers. The data analysis aimed to find the respondents' level of understanding and their reasons for selecting the response to the question.

5. Data Validity:

The data were validated using the construct theory of systematic instruction in DADL and the empirical test on the question formats accessed on Google form. The results showed that several questions were appropriate to measure the teachers' level of understanding of DADL for children with ID.

RESULTS

The teachers' level of understanding of the DADL learning for children with ID

The result of this study was a response from the teachers for students with ID. The results were presented consecutively, starting from primary aspects of understanding DADL using the systematic instruction (SI) strategy. The teachers' responses for students with ID were presented successively in accordance with the research questions, as follows in Table 1.

Table 1 presents teachers' responses to domestic activity daily living (DADL) and denoted that the teachers' levels of understanding were graded. The gradation started from the level of not knowing (27.1%), already knowing but not practicing (14.1%), understanding the definition (23.5%), and already knowing but not comprehensive (35.3%). These data

reflected that most teachers had already known DADL, but they still required intense implementation and a desire to understand it more deeply. Moreover, the data in Table 1 were also supported by Figure 1

This research revealed that the teachers' understanding of the DADL learning for children with ID was at the knowledge level. However, the majority of them still necessarily considered a comprehensive level of understanding. Teachers required a deep understanding of DADL to perform the learning and the learning development of DADL for children with ID.

The teachers' responses indicated that the teachers' strategic activities in the DADL learning for children with ID reflected their ability to prepare instructional strategies of DADL for children with ID. Their ability to develop DADL plans for children with ID referred to the "systematic instruction" (SI) strategy indicating the activity of learning DADL for children with ID. Therefore, the teachers' activities in the DADL learning for children with ID were derived from understanding the SI strategy to improve the functional academics, description of the learning objectives, reasons for describing the learning objectives, the preparation of teaching materials, and the use of symbols to integrate functional academics in DADL. The Data are presented as follows.

The Data in Table 2 summarized that most teachers did not understand SI strategies. This condition reflected the

need for improving training on the DADL strategy, called the "Systematic Instruction" (SI) strategy (Table 3).

Learning objectives

Table 3 shows the teachers' most preferable activities in designing learning for the students with ID. The majority of teachers (89.4%) already understood that the design learning necessarily described the learning objectives. The data also denoted that most teachers were aware of the importance of clarifying the learning objectives with the reasons in the "understanding and brave to practice" data by 65.9%. The data related to teachers' reasons describe the learning objectives presented in Table 3. 65.9% of the teachers understood and practiced DADL for students with ID. Meanwhile, 14.1% of them quite understood 10.6% did not understand, 8.2% understood DADL a little, and 1.2% did not understand (Table 4)

Table 4 is a response for designing feedback on DADL learning activities for students with ID. 56.5% of the teachers responded "yes." Therefore, the statements "no" and "yes" were slightly different. It implied that the teachers still did not understand the importance of designing feedback for systematic instruction strategies in the DADL for students with ID. 49.4% of the teachers did not understand providing feedback as a distinctive feature in the systematic instruction strategy.

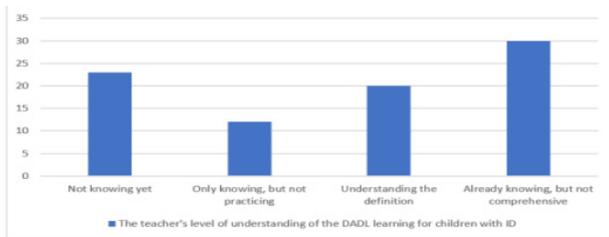


Fig. 1: Data of the teacher's understanding of the DADL learning for children with ID

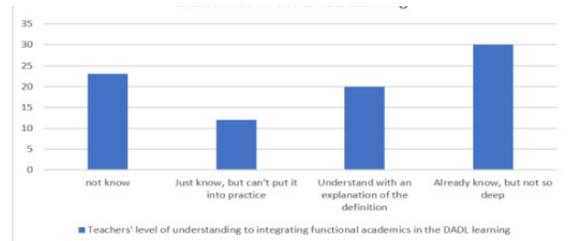


Fig. 2: Teachers' understanding of integrating functional academics in the DADL learning

Table 1: The teacher's level of the DADL learning understanding for children with ID

Number	Teachers' responses	Frequency	Percentage
1	Not knowing yet	23	27.1
2	Only knowing, but not practicing	12	14.1
3	Understanding the definition	20	23.5
4	Already knowing, but not comprehensive	30	35.3
Total		85	100.0

Table 2: Teachers' responses to the understanding of SI strategies to improve the functional academics

Number	Teachers' responses	Frequency	Percentage
1	Not understanding	54	63.8
2	Quite appropriate with the definition of systematic learning instructions	15	17.6
3	Appropriate with the definition of systematic learning instructions	16	18.8
Total		85	100

Furthermore, the systematic instruction in the DADL learning for children with ID could be implemented by phasing learning with solving behavior stages or known as the task analysis. This phasing is summarized in Table 5. Table 5 is a response of “yes” and “no” in phasing the DADL learning. The next step was explaining the reasons for troubleshooting phasing in the DADL learning. 72.9% of teachers stated “yes,” implying that they had implemented phasing behavior in the DADL learning. Meanwhile, 43.5% of the teachers quite understood phasing behavior in the DADL learning for students with ID. Thus, the teachers sufficiently understood the importance of implementing the DADL systematic instruction by staging learning behavior or analyzing the task for students with ID. (Table 5).

Teachers’ activities to integrate functional academics in the DADL learning for children with ID. Integrating functional academics into DADL learning is crucial because

skills in DADL learning must be interpreted and marked with symbols in functional academics. Functional academics result from a coding system compulsorily read, written, and counted in the modern era. The teachers’ integrating functional academics in the DADL learning for children with ID started from their understanding of it. The results of the investigation on the teachers’ integrating process are presented in Figure 2. Then, the teachers’ understanding of this integration denoted approaches to develop 3M teaching materials by considering the students’ condition. These approaches were manifested in the teaching materials and comprised of how to integrate reading, writing, and counting in the DADL learning. The approaches are presented as follows in Figure 2.

Figure 2 describes that most teachers did not know how to integrate functional academics with DADL learning. Few of them understood it but did not practice it. Meanwhile,

Table 3: Data of the teachers’ activities in describing

Number	Teachers’ responses	Percentage	Teachers’ reasons	
			Not understanding	10.6%
			Quite understanding	14.1%
1	Not understanding	10.6	Understanding a little	8.2%
2	Yes, understanding	89.4	Understanding and brave to practice	65.9%
Total		100.0	Not dare to try	1.2%

Table 4: Teachers’ response about designing feedback to DADL learning activities.

Number	Teachers’ responses	Percentage	Teachers’ reasons for designing feedback	
1	Not understanding	43.5	Not understanding	49.4%
2	Yes, understanding	56.5	Quite understanding	34.1%
Total		100	Understanding and brave to practice	16.5%

Table 5: Teachers’ activities in troubleshooting behavior phases in the DADL learning.

Number	Teachers’ responses	Percentage	Teachers’ reasons for troubleshooting learning behavior phases	
			Not understanding	34.1%
			Quite understanding	43.3%
1	Not understanding	27.1	Understanding a little	2.4%
2	Yes, understanding	72.9	Understanding and brave to practice	20%
Total		100.0		

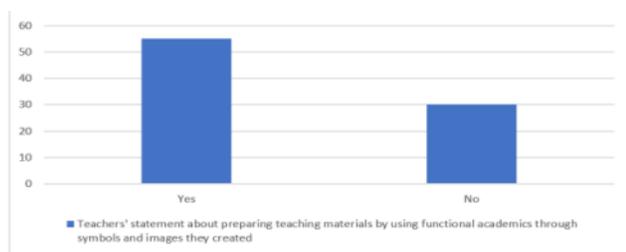


Fig. 3: Teachers’ statement about preparing teaching materials by using functional academics through symbols and images they created

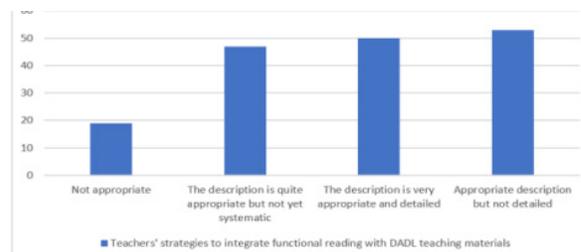


Fig. 4: Teachers’ strategies to integrate functional reading with DADL teaching materials

Table 6: Teachers' techniques for asking students with ID to read to describe the activities in the DADL teaching materials

Number	Teachers' statements	Frequency	Percentage
1	Inappropriate	7	8.2
2	Quite appropriate by describing the learning activities of the systematic instruction	19	22.4
3	Highly appropriate by describing the learning activities of the systematic instruction	24	28.2
4	Appropriate by describing the learning activities of the systematic instruction	35	41.2
Total		85	100

Table 7. Teachers' statement teacher to elaborate the detailed learning steps, such as time, place, and behavior to implement 3M in DADL learning activities

Number	Teachers' statements	Frequency	Percentage
1	Not understanding	39	45.9
2	Quite understanding	28	32.9
3	Understanding and brave to practice	18	21.2
Total		85	100

some other teachers just understood the definition of DADL learning. The last group of teachers did not comprehensively know this integration. Thus, the majority of teachers did not know how to integrate functional academics with the DADL learning for students with ID. The composing of functional academic teaching materials is summarized in the figure 4.

The teachers have implemented the learning principles for children with ID by describing the children's condition. This finding is pointed by the data in the highest peak. Moreover, the finding implied functional academics could be implemented by using symbols created by the teachers. Thus, most of the teachers stated "yes" to the use of symbols, as presented in Figure 3. After using symbols to prepare the teaching materials by integrating functional academics, they employed reading functional, as presented in Figure 4.

Figure 4 illustrated that most teachers had proper descriptions to integrate functional reading, though not detailed. Another group of teachers showed slightly appropriate descriptions but was not systematic. Only a few of them had an inappropriate explanation.

Most of the teachers stated that the description of integrating reading functional in the DADL teaching materials for students with ID was appropriate but not detailed. This integration described how to perform the activity learned. The teachers' statements on the activity were "inappropriate, quite appropriate, very appropriate, and appropriate with the learning activities of the systematic instruction". The highest statement was "appropriate with the learning activities of the systematic instruction" by 41.2%. These findings are presented in Table 6.

The teachers argue that the description of DADL teaching materials with the integration of functional calculation was

highly appropriate, however, most of the teachers did not understand how to elaborate the detailed learning steps, such as time, place, and behavior, as presented in Table 7.

DISCUSSIONS

Teachers' understanding of DADL learning for students with ID

This study aimed to investigate teachers' understanding of the DADL learning for students with ID because this understanding determines the right strategy for the learning. As part of the daily life activities for children with ID, the implementation of DADL learning has specific difficulties (Golisz et al., 2018). This difficulty supports the findings of this study that the teachers understood the DADL learning, but not comprehensively. The teachers had problems in implementing the DADL learning for children with ID because they must teach the children with the assistance of parents during the Covid-19 pandemic (Nature, 2020). Besides, parents had challenges in implementing the DADL strategies; thus, they needed teachers' guidance. Such a condition requires teachers to solve the problem. An investigation on using guidance to teach DADL as part of the daily activity will solve the problem (Kilincaslan et al., 2019; Nowicjci & Brown, 2013). Other factors influencing the main problem were parents' cultural background and the family's habits/. The daily life habit of a family, where the primary nurturing for children with ID occurred, strongly supports the success of DADL learning (As-salam et al., 2018; King et al., 2017).

The systematic instruction strategies in DADL learning for children with ID possibly implemented by the teachers.

The systematic instruction strategies in DADL for the student with ID is a pivotal part of DADL learning. Teachers must comprehensively understand the strategies to properly implement DADL learning (Barczak, 2019; Kauffman & Hallahan, 2011). Systematic instruction strategies are necessarily conducted sequentially, starting from setting a learning goal, determining learning goals based on learners' conditions, designing feedback to responses of the target behavior, and phasing procedure of learning behavior to achieve learning objectives (Kauffman & Hallahan, 2011; Sulistyaningrum

et al., 2021). This research discovered that most of the respondents did not understand systematic instruction strategies. In contrast, many of them understood aspects of determining learning objectives. Each element of the systematic instruction process is discussed as follows

Table 2 summarizes that most teachers did not understand SI strategies. These findings support that the learning process for students with ID must be detailed, employ guidance, prepare children's adulthood life, and link the context of life; this implementation had specific difficulties (Zhang et al., 2018).

The majority of teachers (89.4%) already understood that the design learning necessarily described the learning objectives. 65, 9% of the respondents stated "understanding the DADL learning, and brave to practice. This data described the learning objectives. Moreover, the finding supported that professional teachers had the competence to design learning objectives (Joseph & Konrad, 2009).

Providing feedback to respond to the target behavior in learning is a characteristic of the SI as a DADL learning Strategy (Kauffman & Hallahan, 2011). This study discovered that that 56.5% of the teachers stated "yes." Therefore, the statements "no" and "yes" were slightly different. It implied that the teachers still did not understand the importance of designing feedback for systematic instruction strategies in the DADL for students with ID. 49.4% of the teachers did not understand providing feedback as a distinctive feature in the systematic instruction strategy. Further investigation on feedback to respond to the target behavior in the learning for students with ID can increase and strengthen their learning behavior (Barczak, 2019).

Furthermore, systematic instructions in DADL learning for children with ID could be implemented by phasing learning with solving behavior stages or the task analysis (Normawati et al., 2021; Sulistyaningrum et al., 2021). This research found that 72.9% of teachers stated "yes" designating that they had implemented phasing behavior in the DADL learning. Meanwhile, 43.5% of the teachers quite understood phasing behavior in the DADL learning for students with ID. Thus, the teachers sufficiently understood the importance of implementing the DADL systematic instruction by staging learning behavior or analyzing the task for students with ID. Further investigation on feedbacks to strengthen learning responses of students with ID with various forms of naming or categories is necessary.

Teachers' understanding of integrating functional academics in DADL.

As a core of teaching materials, functional academics for students with ID supported their independence. All parents expect that their children participate in academic learning at schools (Burckley, Tincani, & Guld Fisher, 2015b;

Narayan & Myredden, 1998; Normawati. et al., 2021). Teachers must implement this expectation to guide parents who assist students with ID in learning at home. Difficulties in implementing academics and urgent needs for the DADL learning for students with ID must be solved by integrating academic learning to phase the DADL skills. Functional academics are a consequence of a coding system compulsorily read, written, and counted in the modern era. This study revealed that most teachers did not know how to integrate functional academics in the learning DADL. Only a few of them knew it but did not practice it. Meanwhile, another group of teachers knew the definition of DADL learning and comprehended it, but not comprehensively. Thus, the majority of teachers did not know how to integrate functional academics with the DADL learning for students with ID. Since the majority of teachers still did not know the DADL learning, further investigation on the correct academic perception for students with ID and functional perception to prepare the students' adulthood is necessary. Besides, the academic functions could be implemented in symbols created by the teachers.

The principle of learning for students with ID was teachers' describing the condition of the learners with ID (Joseph & Konrad, 2009). The activity data is presented in the highest graph. Further research needs to examine how teachers describe learners' conditions.

Integrating functional reading with DADL teaching materials without neglecting academic functions is crucial for DADL learning (Kumatongo, 2019). This study invented that most of the teachers stated that the description of integrating functional reading in the DADL teaching materials for students with ID was appropriate but not detailed. This integration described how to perform the activity learned. The teachers' statements on the activity were "inappropriate, quite appropriate, very appropriate, and appropriate with the learning activities of the systematic instruction." The highest information was "appropriate with the learning activities of the systematic instruction" by 41.2%. This finding implies that the teachers fairly understood the reading functions in the DADL learning activities for students with ID. The teachers who did not perform the activity description in detail should be encouraged to escalate their performance in detail.

Besides, integrating writing and calculating with DADL is crucial. This study revealed that most teachers understood the DADL learning and stated that the integration was quite appropriate. However, most of the teachers did not understand how to elaborate the detailed learning steps, such as time, place, and behavior, as presented in Table 8. These two different conditions occurred because the teachers experienced technical difficulties in developing functional academics for the learning of students with ID (Burckley et al., 2015; Kumatongo, 2019).

CONCLUSION

The teachers did not optimally understand the DADL learning for students with ID. The research revealed that the teachers knew the DADL learning, but not comprehensively. This fact supports that the implementation of DADL learning for students with ID has a typical difficulty. Besides, this research discovered that the teachers understood the DADL learning for children with ID. Still, they could not design feedback insignificantly to strengthen the behaviour learning of students with ID. However, the teachers comprehended the activity of phasing behaviour in DADL as a distinctive feature in the SI learning strategy. Furthermore, the most urgent element to implement is integrating functional academics of 3M. Unfortunately, the majority of teachers did not know this integration. Only a few of them knew it but could not practice it. Another group of students knew the DADL definition, though not comprehensively. The teachers quite understood each substance of reading, writing, and calculating. However, they could not elaborate on the detailed learning steps, including time, place, and learning behaviour.

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