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The Use of Verbal Guidance and Manual Guidance Techniquesin the Teaching and Learning of Learners with Visual Impairment

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Abstract: *Throughout the course of recorded human history, the consequence of any form of disability always caused deep seated socialand emotional problems, among other challenges. In the education sector, for example, issues to do with disabilities have quite some negative impact, thereby affecting participation of learners who may have disabilities. Even in some schools today, seeing people with visual impairment (VI), still creates a feeling of deep discomfort, even in most teachers.One of the reasons attached being that most teachers see children with VI's academic reality as beyond their capabilities. Due to loss of useful vision, a major tool needed for learning, most teachers have always perceived learners with VI as inadequate, especially when it comes to practical activities of the school curriculum. Because of their sight loss, those learners do not always receive the best from their teachers/instructor, because of inappropriate teaching methods employed by thoseteachers/instructors. There always appears to be some incongruence, and/or gaps between the expected and reality, when it comes to the involvement of these learners in practical subjects. Teachers are generally unaware of what teaching/learning methods influence instruction conceptualisation and skill acquisitionby these learners. While total participation of pupils with VI appears implicit in curriculum implementation, as mandated by some pieces of legislation, most teachers tend to be very selective and inconsistent, especially in the manner they teach some subjects like PE&S, ADLS and O&M.For one reason or the other, some teachers/instructors have been known side lining learners with VI in those curriculum subjects that are practical in nature. Conversely, there are also those teachers who involve such learners, in line with school inclusivity, but doing so using inappropriate teaching methods. With the proper teaching methods, like: Visual Guidance Techniques, Verbal Guidance Techniques, Manual Guidance Techniques and Mechanical Guidance Techniques, learners with disabilities have been known to function independently. Of the four guidance technique mentioned above, this paper shall examine the impact of the Verbal and Manual Guidance Techniques in the teaching and learning of learners with VI.*

Keywords:*Adaptation, Awareness, Concept, Guidance, Kinaesthesia, Landmark, Manual guidance, Manual manipulation, Mobility, Multi-sensory approach, Orientation and Mobility, Orientation, Peripatologist, School inclusiveness, Spatial awareness, Tactual, Verbal guidance, Visual impairment,*

I. Introduction

The Legislation

While VI can have some negative impact in one's educational functions, it is of special interest to note that instructions in some subjects have turned to be mandated by legislation. On this note, Crowe, Auxter and Pyfer (1981) observe that some curriculum areas, thelikes ofPE&S, are well supported by some pieces of legislation.From a legal point of view, as Barber (1992:18) puts it, "…Section 504 of the Rehabilitation Act of 1973 states that no handicapped persons shall be excluded from participating in any activity or programme of school curriculum." The federal Public Law 94–142 of 1975 (PL 94–142) initiative, whose provisions are enacted in the Education for All Handicapped Children Act of 1975, is one of the most celebrated legislative instruments that emphasises the need for equitable educational opportunities for everyone. Referring to the said Act, Siedentop (1991) says that, every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning. Guided by the same federal law for implementation, the Salamanca Statement on Special Needs Education (1994:viii) is explicit when it says, "…schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions." Taken together, it may be noted that the cornerstone of these pieces of legislation is the provision of appropriate curriculum programmes, in which all learners with disabilities, inclusive of those with VI, should equally participate.

The above pieces of legislation virtually guarantee full curriculum entitlement to all children,in line with the Education for All (EFA) commitment, with basically the same rights that are granted to any other citizen (Anderson, 1980).Through the EFA initiative, for example,all children have to maintain and achieve an acceptable level of learning (under one roof), which is the philosophy of inclusive education. Focusing on

appropriateness in education, it is regrettable to note that learners with VI, in general, and those with total blindness, in particular, do not always receive appropriate education, due to inappropriate teaching methodsused by teachers/instructors. As has been noted, there always appears to be some incongruence, and/or gaps between the expected and reality, at the level of curriculum implementation.

Teaching experience has also shown that the acceptability of pupils with VI, in any learning programmes, is always dependent on a wide range of considerations, teachers' attitudes and practices being among the most considered. To state the matter even more precisely, Stakes and Herby (1997:55) assert, "If the negative attitudes of others affect children with disabilities it is, therefore, necessary to also study the attitudes of school teachers towards pupils in their learning programmes."There is evidence, especially from experiential contact with the learners with VI, that most teachers show a low judgement or perception of their pupils' competence, especially in practically oriented subjects. Suchperceptions have been known to have some negative impact on pupils with VI's participation in such subjects. Naturally these learners end up missing out in some curriculum subjects, a move that is in cross purpose with PL93-112 (Vocational Rehabilitation Act of 1973).

Based on the above, a question that shall be central and hence continuously recurring in this article shall be: What teaching/learning methods influence instruction conceptualisation, skill acquisition and continued participation of pupils with VI in those subjects which are practically oriented.

Guidance Techniques

Guidance is required in the process of transmitting skill informationto the learner. There are a number of methods used in this transmission process, and the methods are called Guidance Techniques. Four types of techniques, which have been popularized by practical subject instructors, are: Visual Guidance Techniques, Verbal Guidance Techniques, Manual Guidance Techniques and Mechanical Guidance Techniques. The techniques of each of the practices comprise principles and methods used for instructing the learner. These Guidance Techniques are examples of teaching methods, commonly used in practical curriculum disciplines like PE&S. However, these techniques are not only a preserve for PE&S, but have been found to beequally appropriate in all practically oriented subjects, inclusive of Orientation and Mobility (O&M) and All Day Living Skills (ADLS). The choice of teaching methods or techniques to be used in these practical lessons is largely dependent and/or influenced by a number of factors, like: the condition of the child, the information to be conveyed and/or the skill that needs to be taught, learnt and conceptualised.

Verbal Guidance Technique and Manual Guidance Technique

With visual impairment, learners have been known to always experience difficulties in a number of curriculum areas in which spatial awareness concepts and movement are involved. They also encounter difficulties in pursuing educational curriculum programmes with a practical slant, where they are expected to understand concepts of distance, measurement, dimensions and/or such industryrelated terms (Macions, 1997). These problems are a result of poor concept development in these learners, especially if no proper intervention strategies are employed. Unlike the sighted children who attainconcept development through visual assimilation, those with no sight, especially from birth, like the congenital blind (CB), expect all concepts to be specifically and emphaticallytaught to them. Since it is always prudent to use a combination of forms of guidance, this paper shallfocus and explore the Verbal and Manual Guidance Techniques, as prerequisites for concept formation to one with VI.

Verbal Guidance Technique

This is an explanation or description of an action leading into techniquesrequired for performing a practical task.Verbal guidance in sport, as (http://www.answers.com) describes, is a spoken advice to improve athletes' performance. According toAllan (2013), one of most important features of Verbal Guidance Technique is that it is best used in conjunction with visual guidance. Such a combination, therefore, pauses harsh realities to one bereft of vision, who always fails to easily conceptualise certain skills. One of the reasons to this being that most practical subject teachers/instructors fail to fully describe 'an action on how to physically perform an activity', to one with VI. This then leads to one with blindness failing to develop a mental image/picture, whichcould have been aided by visual guidance.

While verbal method is one of the four types of guidance techniques popularised by practical teachers, experiential interaction with learners with VI has shown that the verbal guidance technique becomes least useful, especially if used in isolation. For this reason, verbal technique has been known as most often used in conjunction with visual and manual guidance techniques, especially for the partially sighted (depending with the residual sight, otherwise it would be absurd combining verbal technique with any other technique). Since this article is on persons with VI, where performance will not accompany visual cues, it therefore becomes apparent that when using the verbal guidance,the teacher/instructor has to alwayscheck if the performer understands what

is being said, if they can remember the information being given and if they can translate this into an action.The rule of thumb here is that verbal guidance should not only be considered as amereexplanation, but should involve immediate and accurate 'thick' verbaldescription of the techniques required by one with blindness, for performing any practically oriented task, and not only those sporty in nature.

Strength(s) of Verbal Guidance Technique

Verbal Guidance Technique (VGT) has direct relevance to learners with VI, who need not miss out any detail. It helps these learners to carefully listen to descriptions, allowing image formation and mental mapping, right at the time the skill is being taught.

Giving such prompt and accurate feedback has been known to trigger and promote the correct action during practical activities. Such can be achieved by, say telling a learner with VI to efficiently perform when exhibiting 'lower-body and upper-body protection techniques', walking in unfamiliar rooms, especially during say an O&M exercise.Through careful listening, one develops the ability of detecting near and distant pitch sounds. By so doing, children with VI will also develop the ability to detect and circumvent hazards as one goes along in familiar and unfamiliar environments. Such obstacle detection, known by Tooze (1981) as the Doppler Effect, will not suggest an additional sense on the part of one with VI, but a careful attention, especially todistant pitch sounds.

The use of VGT, as it sharpens the auditory sense, allows one with VI to develop a sense of obstacle perception, if the Doppler Effect is anything to go-by. Such children are trained to walk towards a large object, such as a wall. With such training, one has to stop immediately they first perceived the presence of an object. As aprinciple based on the intensity of pitch and variation of echoes, the Doppler Effectsays that pitch of a sound rises as a person moves towards its source (Welshard and Blash, 1985). In agreement with Tooze (1981), the above authorities contend that the Doppler Effect becomes an important stimulus in the acquisition of O&M skills by one with blindness. This idea is also further clarified by Hallahan and Kauffman (1997) when they explain that people with blindness are able to detect subtle changes in the pitches of high frequency echoes, as they move towards objects. In their findings, the above authorities say that an individual's footsteps would produce a broad spectrum of sound frequencies, all of which would be reflected by a wall. With teaching and auditory training in echo locations, children with blindness have been known to show some independent travel skills, as they effectively perform some obstacle avoidance tasks.

This has been viewed as a plausible technique since it enables one with VI to develop echo cue perceptual judgments, especially in the face of objects or targetsthat the sighted do not usually possess to the same degree. In his research study Bledscoe (1980) submits that echo skills provide a level of locomotor control to one with blindness, especially with large targets. With continued training, however, children with blindness end up generally confident when travelling/navigating different environments with both small and large targets, where they will also benefit through footstep sounds and finger snaps. Ultimately sufficient audible information about the location of hazards results in individuals with blindness to move about safely, efficiently, comfortably and independently (Mapepa, 1994 in Mapepa, 1995).

Positive thick descriptions of activities you would want one to follow should be given in relevant and accurate 'chunks'. For positive results, it is important to note that accurate verbal feedback should always be used when the child is most attentive.

The problems associated with Verbal Guidance Technique are:

If not well contacted by a knowledgeable teacher/instructor, Verbal Guidance may be taken as mere lecturing, wherebythe instructor/teacher will just teach by giving spoken explanations of the skill to be learned. The challenge with lecturing, as teaching experience has shown, is that the system is often geared more towards factual presentation, yet those with VI need connective learning, an approach which helps, especially the sighted, to visualise an object and/or a problem. Since learners with VI will not benefit from the use of visual aids, mere explanations may also not meet the needs of auditory learning preferences. What then becomes cardinal in theVerbal Guidance Technique is that learners have to clearly hear and understand the teacher/instructor, a factor that is almost always missed out by teachers. The rule of thumb with this technique is, therefore, that allgiven instructions, directions, descriptions etc, are clear, concise and audible, factors which teachers/instructors will not always remember. There is a common saying that it is more difficult to hear if you cannot see the speaker clearly, thus people often remark that they need to wear their glasses in order to hear properly (Allan, 2013).

While Verbal Guidance Technique has been known to be one of the fundamental techniques for the development of mental images and mapping, it is very unfortunate that teachers/instructors always fail to offer the much needed thick verbal descriptionsof a task/activity, yet this is an important factor that characterizes this method.It has been observed that some teachers are reluctant to offer the much needed Verbal Guidance Technique, not without reasons though. Most popular reasons raised by teachers are that:

(i) Too much descriptive information might overload the child with VI's short-term memory
(ii) The performer might lose concentration if overloaded with descriptions
(iii) The language needed to suit and/or match the practical activity may be too complex for the learner with VI, to comprehend,and worse still
(iv) The instructor may fail to find suitable terms to describe a phenomenon. Such have been some of the most common problems attributed to the Verbal Guidance Technique

While it is arguably true that the individuals who are visually impaired learn to rely on audition to compensate for their lack of vision for skill acquisition, studies have it that skill acquisition for one with blindness, as Watson (2010) puts it, is not exclusively based on echoes, nor is it all auditory, in many normal settings. In other words, the auditory sense is not the only compensatory sense to be used by individuals with blindness to acquire the much needed practical skills, as Kohler (2006) also augments. Apart from the sense of hearing, persons with VI will also rely on their other senses, like the Tactile (Haptic), for their learning techniques; hence we talk of Manual Guidance Technique (MGT).

Manual Guidance Technique

Like the discussed Verbal Guidance Technique, manual guidanceis also an important coaching method used in practically oriented subjects. It's always a given that demonstrations are an important component to one with VI to conceptualise a skill. For this reason, in Manual Guidance Technique (MGT), demonstrations, as a process of teaching through manipulatory examples, should never be taken as an option; hence they are key to helping guide the performer with blindness. This technique involves manual manipulation, a process of physically holding, moving or controlling body part(s) with one's hands during a practical activity, hence the term Manual Guidance Technique.

MGT is used to show performers a certain skill, by moving the performer into the position required to complete the action (http://www.answers.com/Q/what_is_manual_guidance). In order for one with blindness to develop mental images or pictures, required to reproduce the required movement during participation in physical activities, instructors are also expected to employ the MGT, as opposed to only confining themselves to the use of the verbal guidance. Manual guidance involves physically and/or manually supporting one with VI. Manual guidance comes from anotherperson, like a teacher/instructor moving a student's arms through the required motion.In essence, all examples through this technique have to be tactual or manual in nature.This is useful in order to give a child a feel for the posture and movement.It is important to note that the MGTtechnique involves a type of forced response, where a learner has to just comply, like in Physical Education and Sport's Command Style.

There is a general feeling that manual guidance may be used to emphasise a fact, thereforeby combining it with verbal guidance, is be the way to go. This combination is important since chances are high that non-verbal communication may easily be lost by one with VI, if not used in conjunction with other techniques like verbal guidance. A combination of the two will not only raise student interest, but also reinforce one's memory retention.

Persons with VI, especially the totally blind (B_1), are totally lacking in coordination. For that reason, MGT has been popularized as a sensory medium that helps one with blindness to develop mental images, by the use of the tactile/haptic sense. From that premise, teachers have to, therefore, preparethese learners to go through the tasks of manual manipulation. Commenting on the nature of practical tasks related to the manual manipulation,Vannier et.al. (1978) say that often, the feet and hands of the sightless learner should be manually guided by the teacher/instructor so that one gets the tactual feel of the desired movement. Teachers must also be skilled in giving brief and accurate (thick) verbal communication, as they practically manipulate as a way to demonstrate different movements.Through MGT, the feet and hands of the sightless, for example, should be guided by the teacher, so that pupils get the tactual feel of the desired movement, for proper skill conceptualisation. This procedure may better be understood through a study by Stanley (1977:80), whose findings on the manual guidance method were that:

> ...in order for pupils to understand body posture and movement during physical activities, the teacher should demonstrate by manually manipulating individual blind child through the desired movement. This enables the child to get the tactual feel of the illustrations and movements needed.

The above crystallises how the teachers should operate, in order to make pupils with VI participate in those subjects of the school curriculum, which use movement and physical activity as the medium of learning and expression, like Orientation and Mobility (O&M) and adapted Physical Education &Sport (PE&S). In O&M, for example, such movements which demand manual manipulation may, among others, include: The Search Technique, The Upper and Lower Body Protection Technique, The Sitting Technique, Passing through narrow paths, and/or such related complex movements.Since the manual manipulation is directed to individual pupils, Murch (1976) observes that very few teachers will have the patience needed to individually guide pupils

with VImanually.A review of writings by Cheffers and Evaul (1998) and Sandhuet. al. (2000) may help to explain teachers' perceptions towards the use of MGT. In their findings, these authorities explicitly indicated that engaging pupils with VI, especially blinded from birth (congenital blindness), requires much more stamina, on the part of the teacher/instructor,than may be experienced when handling a similar practical lesson with sighted pupils. In using this technique, one has to be physically fit to withstand the 'wear and tear', of engaging learners with VI in physical activities.Teaching experience has shown that the demands of these practical subjects, and the expectations of pupils with VI, would make teachers/instructors hate the whole idea of making pupils with VI participate in practical lessons. Naturally, most teachers are not enthusiastic about what they call an 'extra burden' imposed by going through manual manipulation tasks.

While this manual manipulation is the way to go for skill conceptualisationand acquisition and for one with VI, lack of, and/or inadequate knowledge about causes of a disability, has resulted in some teachers failing to assist such pupils through the much needed tactual manipulation process. It is regrettable that even today;there are some teachers/instructors who still believe that blindness is contagious. For this reason, such teachers may not be prepared to use the much recommended Manual Guidance Technique, where they would be expected to tactually manipulate a learner with a disability.

Strength(s) of Manual Guidance Technique

Naturally, one with VI naturally develops a 'fear of the unknown', as one navigates a given environment. By physically touching and manually guiding one with VI, such fears and anxiety are drastically reduced. In the process, MGT builds confidence by eliminating all possible dangers around one with VI, be it real or assumed.It has to be noted that one of the strengths of MGT is that it can be used for obstacle detection, like was also seen with the VGT. The ability to detect physical obstructions in the environment, especially during O&M and Physical Education and Sport activities, is a large part of one's physical skills (Hallahan and Kauffman, 1997). Without much activity, it is regrettable that most senses for children with VI naturally remain dormant. This always remains so, unlessthere are someactivities to manually train and guide one to circumvent environmental hazards.

Challenges associated with Manual Guidance Techniques

While Manual Guidance Technique has also been celebrated as one of the fundamental techniques for the development of mental images and mapping for one bereft of sight, some challenges have also been known to characterise this technique. It has to be always remembered that one of the goals to educate persons with disabilities is to enhance independence. By manually guiding, some critics of this method have it that MGT may be seen as a teaching method that can usurp the much needed independence of one with VI.By the use of this technique, the performer may become too much dependent on the support, thereby interfering with the need to sharpen other senses like auditory and kinaesthesis. This author's experiential contact with persons with VI has alsoshown that if the MGT is used continuously and unsparingly, these persons with disabilitiesmay become over dependent on it, thereby ending up losing motivation and confidence of self. It is also important to emphasise that the one offering the manual guidance has to be very knowledgeable about the method; otherwise incorrect feel of targeted skills may result in bad habitsforming on the part of the performer.

Teachers have always reported challenges that come with trying to make pupils with VI, especially those with total blindness from birth, conceptualise their practical illustrations and demonstrations. Since manual manipulation is meant to be specifically directed to individual learners, teachers do not always have thepatience needed to motorically guide pupils with VI, at individual level. Some even go public to say that they hate taking pupils for practical lessons because of the demands that come with the MGT. For lack of knowledge, most teachers have been known as just explaining certain procedures, and ifthe learner misses that explanation, then hard luck! In a certain workshop with some teachers, one teacher openly declared that: "*…the Manual Guidance Technique imposes an unfair burden on the teachers/instructors… no-one would tolerate any extra work, which, after all, does not translate to extra cash. It is better for the pupils with VI not to take up practicallessons, than exerting teachers/instructors to unnecessary labour!"* The above notion seems to suggest that some teachers/instructors lacked the patience to allow pupils to get the tactual feel of the directed movements.

In a similar tone, the other teacher categorically stated that she would never have situations where she would allow pupils with VI to touch her 'body parts,' for whatever reason. Becoming even a bit visibly unsettled, the same teacher furtherderogatively said, *"I cannot stand having blind children tactually feel my body. If some practical lessons like O&M and PE&S have to be taught that way, then, I better not teach them (sic). After all, it is a burden to instruct pupils with VI in these practically oriented activities."* Through further probing, it emerged that some teachers still believe that blindness was contagious. Although some teachers were aware that touch and audition were the predominant sensory avenues to one with VI, some unfounded traditional

beliefs always precluded them to do what they are supposed to do right. To, therefore, expect such teachers to have a positive attitude and employ the MGT sounds a monumental impossibility.

Some teachers/instructors also feel that the tactual processes of the MGT tends to unsettle and deskill them, since they always say that the whole process was notoriously difficult to follow and/or apply. Hiding behind their fingers, these teachers have been knownsaying that those children with VI were not diligent enough to participate in practical activities. Ultimately, such learners remain sidelined as others take up practical activities of the school curriculum.Such a practice makes one assume that some teachers forget that in practical lessons, teaching does not just end by telling (verbalising), but getting pupils with VI to participate in order to conceptualise skills. This view seems consistent with Stanley (1977:80) whose research findings reveal that,…in order for a learner to understand body posture and movement during physical activities, the teacher should demonstrate by manually manipulating the concerned child through the desired movements…this enables the child to get the tactual feel of the illustrations and movements needed, and the same can be said to one with VI.

What emerges from teachers' reactions, therefore, showgreat inconsistence with the philosophy of inclusive education.The explanation for this inconsistence could be that teachers were not in a habit of conducting the MGT during practical lessons. This seems to confirm some utterances made when one teacher would frankly state that it was "up to the teacher either to take up the MGT or leave/ignore it, since this technique is just but an extra burden..." In both theory and practice, some teachers are just not keen to properly manually instruct learners with VI. A great number of teachers, for different practical subjects,are also not aware of how to organise pupils with VI in successive and harmonious ways to achieve movement patterns and/or skills duringpractical lessons. Since pupils with VI are not ordinarily exposed to exploratory methods, as noted by Judd and Buell (1991), some teachers are generally not comfortable with how to fully organise other senses in order to engage pupils with VI in mental orientation.

Proponents of the whole school curriculum and inclusive education ideology, the likes of Hallahan and Kauffman (1997), have observed that teachers have negative attitudes towards the participation of pupils with VI in practical lessons because of the demands of these pupils, who, because of the nature of their disability, would naturally not profit from visually based cues as feedback. Since pupils with impaired vision lack the natural and concrete experiences necessary for obtaining meaningful concepts, some teachers, as Hallahan and Kauffman (1997) note, tend to forget that such pupils rely much more on tactile and auditory information to learn different skills.For this reason, the practical subject teachers/instructors should, therefore, prepare tactual and auditory readiness materials and/or equipment, like jingle and goal balls, just as seeing pupils also need visual readiness materials/equipment for skill development. However, some teachers always find the MGT notoriously difficult to follow and apply, thereby blocking these pupils from participating in such practical subjects. This remains so although the MGT has wide acclaim for learners with VI.

There can also be several problems that have been known to constrain learners with VI's participation in practical activities. Some learners register dissatisfaction with the manner in which teachers coerce them into participation, as one of the problems. Learners complain that teachers had hostile feelings about their (learners) abilities to participate in practical activities. Teachers' attitudes and practices have, therefore, been known as directly resulting in pupils creating a low image and negative self-value, which also negatively affects their participation. Lack of confidence culminates in pupils developing a sense of low self-rating, thereby resulting them in withdrawingfrom educational efforts (Dhemba, 2015).

Instead of being included in the learning process, learners with VI will just be left out, developing negative attitudes towards certain subject areas, thereby culminating into these learners leading a sedentary pattern of life. One of such possible reasons is that some teachersmay not be knowledgeable of the benefits of Verbal and Manual Guidance Techniques, as adaptive methods to useto benefit learners with VI.On this score, Judd and Buell (1996) make an observation that pupils' willingness to try new experiences and/or participate, in any physical activity offered by the school curriculum, is strongly driven by factors such as: (i) how teachers, themselves, perceive the subject (ii)how teachers perceive pupils' ability level (iii) the teacher's perceived instruction competence in the subject area.Teachers' attitudes may have profound influence on pupils' participation in different subject areas.

Functional definitions of important terms

While some of the following terms may be applicable to all types of impairment/disabilities, the use of the following terms shall predominantly refer to those with VI.

Visual impairment (VI): This refers to the partial loss of sight/vision or total loss of sight/vision. This can be name coded as either B_2 andB_1 respectively. Low vision is also part of VI

Multi-sensory approach: An integration and utilisation of all possible senses in order to earn a desired concept or skill

Guidance: This is understood as a large class of methods in which a learner is directed through various movement patterns (Schmidt: 2013)

Verbal guidance (VG): This is a term predominantly used to describe an action on how to physically perform an activity. One with VI then develops a mental image through the aid of 'thick' verbal descriptions

Manual guidance (MG): This is a term that refers to a demonstration by hands or haptic/tactual/tactile feel of the learner or the instructor's body, to get the feel of desired posture and/or movements

Manual manipulation: This refers to teaching or controlling of a body part or parts with one's hand(s)

Tactual/Tactile: Related to or experienced through the sense of touch

Concept awareness: Knowledge of sizes, shapes, functions, positions, etc in relation to oneself and the environment

Spatial awareness: This is the formation of concepts related to position, location, direction and distancein relation to oneself and the environment

Landmark: This is any clue coming from any recognizable natural or artificial feature used to support navigation. This can be a familiar object, sound, odour or anything that is easily recognised and that has a known location in a given environment (Wikipedia free encyclopedia)

Peripatologist: A trained orientation and mobility teacher/instructor (specialist)

Kinaesthesia: This is a sensory experience derived from human movement. It involves muscular activity which is obtained through body movement in the teaching-learning process of physical skills

Orientation: This is askill that enables increased awareness of the surroundings through a multisensory approach

Mobility: This refers to amovement ability and skill, demonstrable by navigating from one's present fixed position, to one's desired position (objective), for the purpose to reachthe other part of the environment independently, safely, confidently and gracefully

Orientation and Mobility (O&M): The ability to navigate/move independently, safely, confidently and gracefully from one's present position to another position (objective), in an oriented environment, using aid of the remaining senses to increase awareness

Physical Education and Sport (PE&S): This is part of the school curriculum which uses movement and physical activity as the medium of expression and learning

Adaptation: This refers to a process of changing and/or modifying: materials, equipment, infrastructure, physical environment, time, instructions, etc, to allow conceptualisation, accessibility, participation and/or functioning of exceptional learners in different school curriculum disciplines

II. Recommendations

As has been established by Mapepa's (1994) in Mapepa (1995) and Dhemba's (2015) researches, well developed senses naturally enhance safe, efficient, graceful, accurate and independent functioning for one with VI. Factoring in the above, the following recommendations may be proffered:

- Children's deficiency in the visual channel should be compensated by information gained through other channels like the auditory and tactual/haptic senses.
- Teachers/instructors have to train children with VI to become good listeners, to always pay particular attention to even finer details through their auditory sense.
- Children have to be trained to find a way around obstacles (circumventing) environmental hazards, by means of other well sharpened compensatory sensorialchannels.
- Teachers/instructors have to develop techniques for sharpening kinaesthetic skills, in order for children with VI to become aware of all kinds of navigational dangers and/orhazards within a given environment.

- Since the MGT is directed to individual pupils, teachers should have the patience needed to motorically guide the pupils with VI.
- Teachers should be involved in administering body movements, by manually manipulating individual learners, with accurate feedback given.
- To make guidance effective, teachers/instructors have to give positive thick descriptions of activities they would want the learner to follow. For easy conceptualisation, such descriptions should be given in relevant and accurate 'chunks'.
- For positive results, accurate verbal feedback should always be used, when the child is most attentive.
- Teachers/instructors should receive enough education that will help to dispel those notions they may still harbour, like the myth that blindness was contagious (Resulting them in detesting the MGT for health reasons).

III. Conclusion

One of the primary purposes of teaching learners with VI is to enhance independence. Such independence can only be achieved by addressing all aspects that relate to concept development and skill acquisition by these learners. To enable concept development, teachers/instructors need to provide learners with the necessary resources they need to be functional and successful in different curriculum disciplines. To achieve this, teachers have to first and foremost ensure that children's compensatory sensesare well developed, to enable children with VI to extensively and effectively use these senses to form concepts and acquire skills. Studies have it that adaptations, guidance techniques and instructions that are orthodidactical in nature, constitute the important factors which are needed by learners with VI in an inclusive curriculum. With regards to guidance techniques, teachers have to equip the learners with visual impairment with verbal and manual guidance techniques, in order for them to create images and mental pictures, as they take part in school activities, which may be practical in nature. From the discussion above, the Verbal Guidance Technique has been portrayed as a plausible method which ultimately makes one develop echo cue perceptual judgments, a skill that the sighted may not possess to the same degree. Through the Verbal Guidance Technique, one with VI ultimately develops sufficient audible information about, say the location of hazards, resulting in individuals with blindness to move about safely, efficiently, comfortably and independently. To achieve the above, teachers/instructors have to give positive thick descriptions of activities they would want the learner to take part in. For easy conceptualisation, such descriptions should be given in relevant and accurate 'chunks'. It is also important to note that, for positive results, accurate verbal feedback should always be used, when the child is most attentive. Like in VGT, the teachers'/instructors' demonstrations in the Manual Guidance Technique have to also be made as accurate as possible, with the intended movements broken into sizeable parts, directed in relevant, ordered and sequenced movement patterns. For the good of the learner with VI, teachers have to be very knowledgeable in guidance skills. Over and above everything else, teachers/instructors have to work towards improved attitudes in order to guide their learners appropriately. With positive attitudes, these professionals will appreciate and embrace both the VGT and MGT as necessary orthodidactical methods used to motorically guide learners with VI. In the process, these professionals will not take the discussed techniques as a burden or stressors in their career.

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