

Identifying food literacy assessment dimensions for people with low vision

Methodology



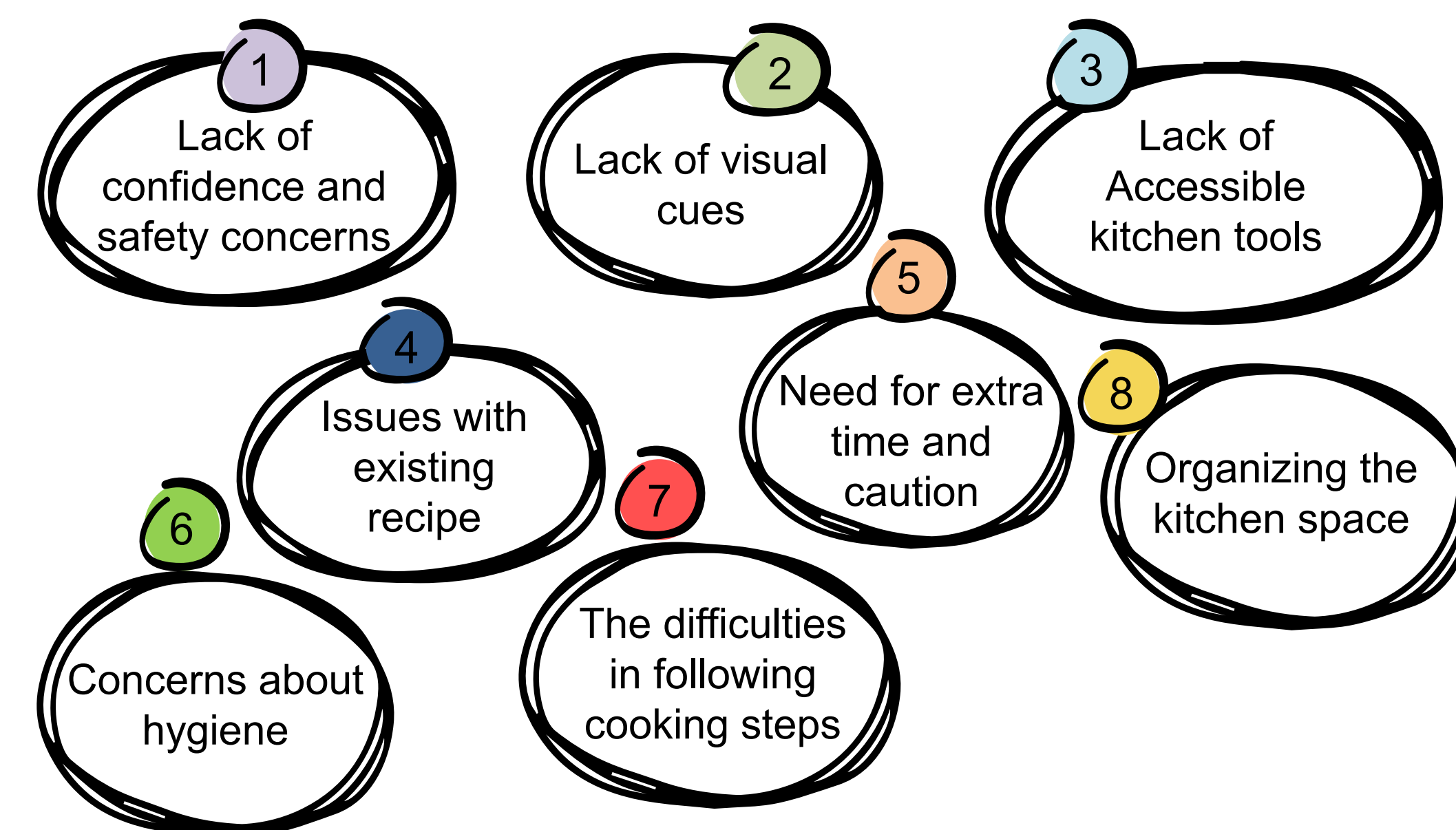
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Introduction

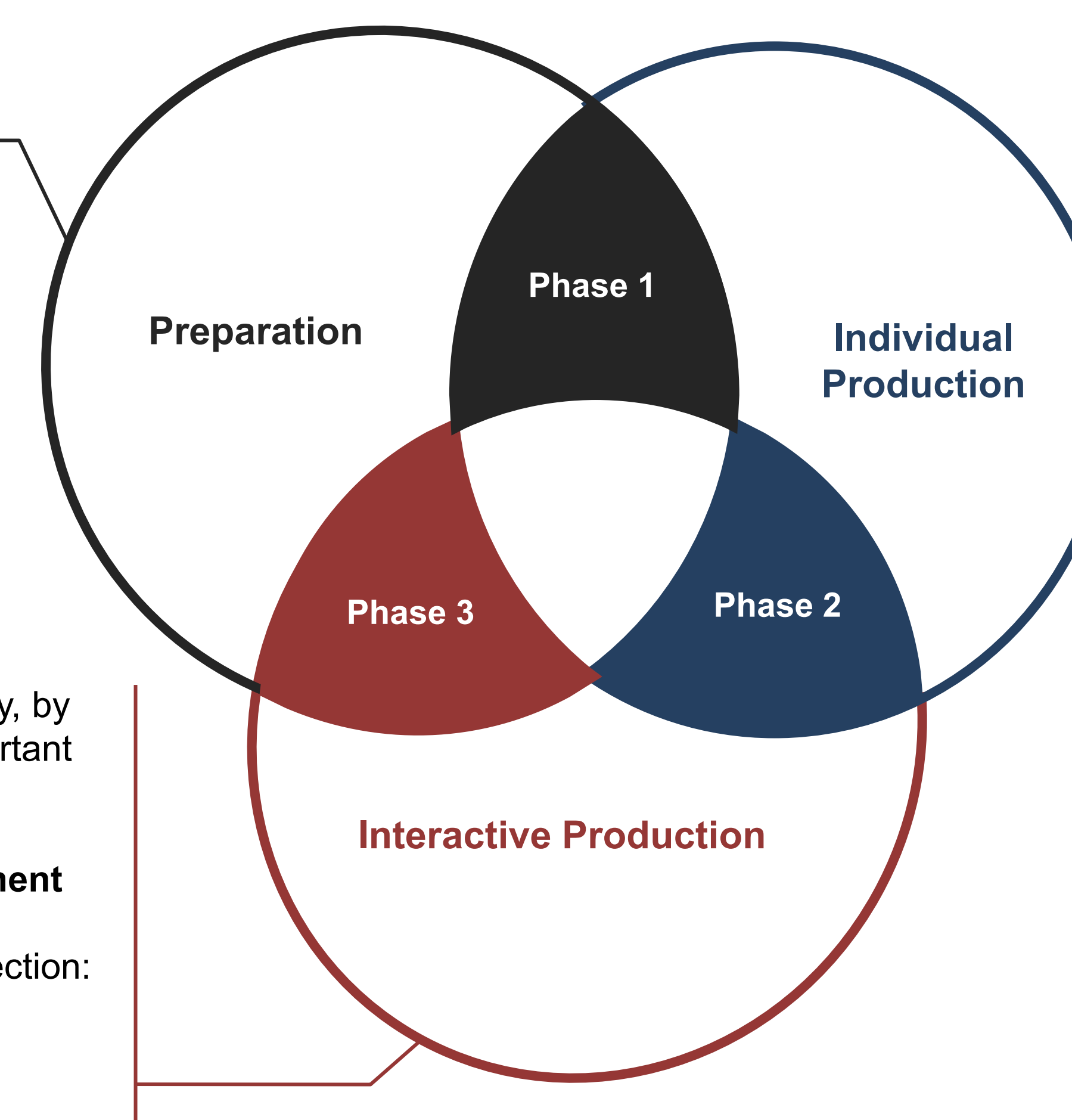
Food literacy encompasses knowledge and skills related to food preparation and consumption, focusing on nutrition, safety, budgeting, and healthy choices. Visually impaired individuals face significant challenges in cooking, and while specialized training and assistive technologies can help, no standardized tool exists for assessing their food literacy skills.

Challenges faced by PVI in meal preparation and cooking process



Methodology

- Identifying the evaluation questions & Recruitment of expert group
- Participants:
 - Group1: 6-8 Low vision Specialist, 2-3 Occupational therapists, 1-2 educators
 - Group2: 8-10 Pair of caregivers and users with low vision



TRIAGE

The **T**echnique for **R**esearch of **I**nformation by **A**nimation of a **G**roup of **E**xperts

- The group called to identify, by consensus, the most important and relevant dimensions
- This step relies on **Prominent Visual Aid** a wall divided to 3 main section:
 - ❖Memory
 - ❖Grouping
 - ❖Selection

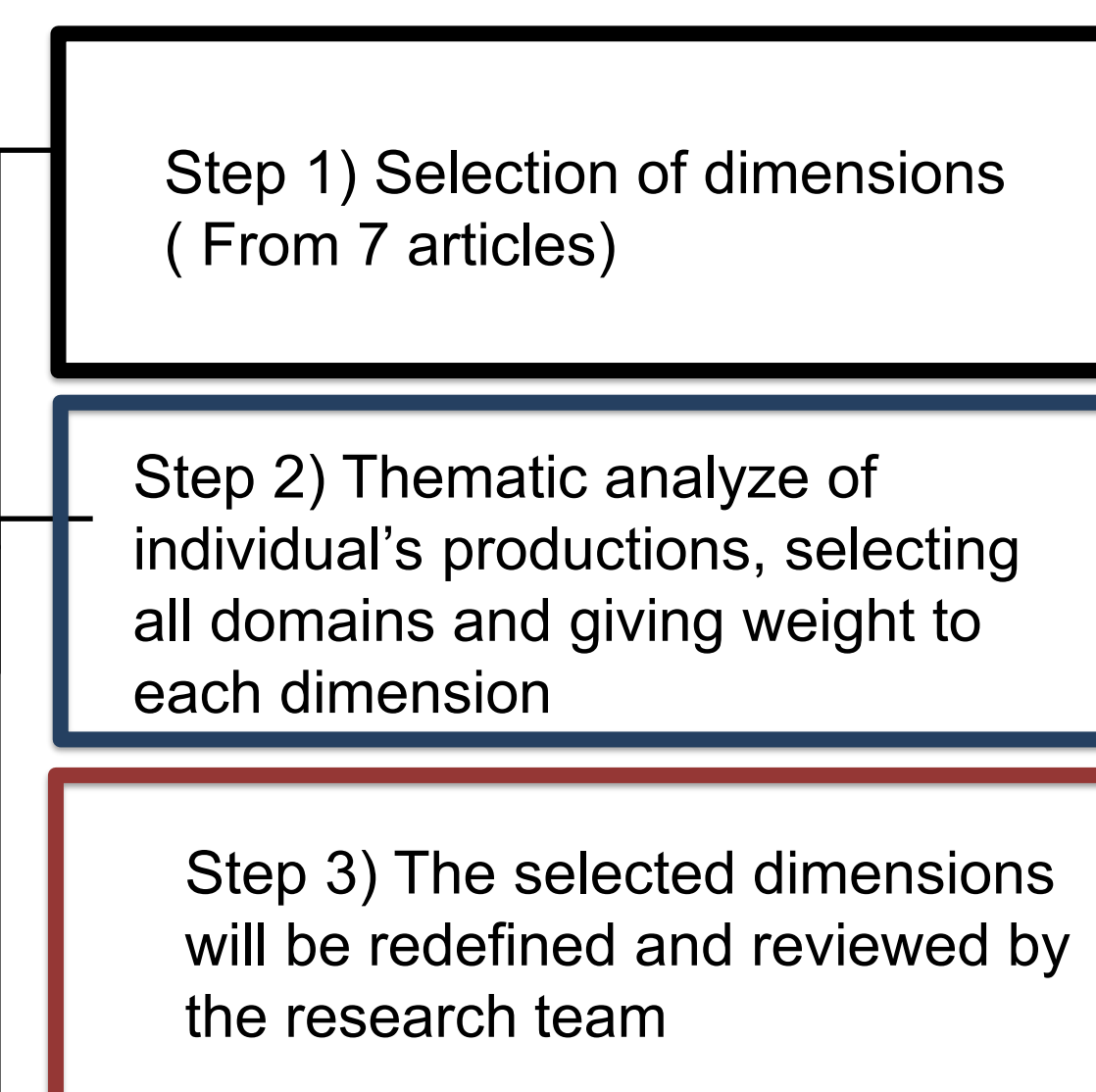
- Participant receive mailed documents, provide up to 5 statements online, send them back for evaluation.
- Evaluators compile, number, and transcribe each statement onto separate cards.

Objectives

- To Identify the individual and group's consensus preferences of the team members for functional food literacy skills of people with low vision
- To Validate dimensions for functional food literacy skills with people with low vision

Data analysis

Data analysis for each step



Anticipated results

- identifying key dimensions and preferences from expert consensus and testing these dimensions in real activity settings.
- The development of a standardized and validated assessment tool for evaluating the functional food literacy skills of individuals with low vision,

References

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