

THE UTILIZATION OF TEXTILE CRAFTS IN RECREATION PROGRAMS  
OF ADULT DAY CARE CENTERS

by

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## Chapter I

### Introduction

Since 1950 the elderly population of our nation has more than doubled from 12 million to 25.5 million (U.S. Dept. of Commerce, 1979). This group of individuals makes up 11 percent of the total population of the United States (Siegal, 1982). The dramatic increase in the number of people aged 65 and over has placed considerable strain on the programs and services provided for them. Analysts of our nation's population predict that this segment will increase to 30.6 million people by the year 2000 (Harris, 1978). The strain felt at the present is only a warning signal that changes will have to be made in the programs which serve the elderly.

Before discussing programs which serve the elderly, a description of the elderly is in order. First, the aging population is getting older. Almost 37 percent of these individuals are over 75 (Verhoven, 1977). Not only is this segment getting older it is becoming increasingly female. In 1900 males outnumbered females 102 to 100. By 1978 the numbers changed drastically to 69 men for every 100 women aged 65 and over; for those aged 75 and over there are 58 men for every 100 women (Harris, 1978; Siegal, 1982).

The marital status of the elderly favors the men. Seventy-nine percent of the men are married as compared to 39 percent of the women (Harris, 1978). Women not only outnumber their male counterparts but fewer enter old age with a spouse.

Only 5 percent of the elderly are institutionalized. The other 95 percent reside in the community (Shrivers & Fait, 1975). Much of the information concerning the elderly has been collected from this 5 percent and when used to describe all elderly it is easy to see where the stereotype of the chronically ill old person comes from. Nearly 80 percent of all older people live in their own households (Verhoven, 1977). Most of them share accommodations with their spouse, relative, or friend. Only 18 percent of them live alone (Verhoven, 1977).

The health of the elderly also affects the types of services needed and desired. About 75 percent of individuals aged 65 to 74 have one or more chronic conditions (Avedon, 1969). Among the leading chronic diseases of the elderly are heart disease, arthritis, diabetes, and activity-limiting visual impairments. It is important to note, however, that 50 percent of the older people with a chronic condition report no limitation of activity of any kind (Public Health Service, 1970).

The elderly are a heterogeneous group. Researchers in gerontology are increasingly aware of the variability among the elderly. This diversity is reflected throughout the entire range of physical, social, and psychological variables. It may be attributed to individuality, life experiences, and the turnover of people within the segment labeled 65 and over. However, a common situation among all elderly members of the population is an overabundance of free time. Because many of this group are retired, this time has become equated to leisure.

The facilities which serve the elderly include nursing homes, homes for the aged, senior centers, and adult day care centers. While nursing

homes and homes for the aged serve the 5 percent of the elderly who are institutionalized, senior centers and adult day care centers respond to the needs of the rest of the elderly population. Established by Title III of the Older Americans Act, Area Agencies on Aging were directed to provide services that would enable older persons to maintain themselves in a home environment (Hudson, 1974). This was done in order to give older people alternatives to the dependent environment of institutions.

The adult day care center is patterned after the services provided for children before and after school and all day for pre-schoolers. For the elderly individual who cannot, or does not want, to be left alone, adult day care offers an alternative to institutionalization for individuals and their families. These centers, however, provide services adapted to the needs of the elderly. The functions provide may include dietary services, social rehabilitation, and recreational, occupational, or rehabilitative therapies on an outpatient basis (Gibbons, 1971). Therefore, the elderly can find a variety of services in one place.

Adult day care centers often have one or two areas of major emphasis for their programs. This emphasis may be social, maintenance, or restorative. Social emphasis includes provisions for opportunities to meet new people, share tasks, and participate in community activities. The facilities which concentrate on maintenance deal with the patient's physical and mental condition. Their programs aid clients in retaining their current capabilities, and work with those who might be affected by the aging process; for example, a client recovering from a heart

attack. Restorative emphasis concerns itself with aiding individuals in recovering use of body functions, as after a stroke. Many of the facilities are multi-purpose so that they may meet the many needs of the public they serve. While those centers that are primarily social provide recreational activities for their clients, the other facilities do also. Finding activities which will fill leisure hours and satisfy the individual's need for belonging can be difficult. The recreation staff's primary concern is to improve the individual's physical, emotional, and mental health. Ideally every opportunity available should be used to help the elderly person remain useful.

The Connecticut State Department of Health has formulated 11 objectives for recreation programs, regardless of setting.

1. To offset empty hours, monotony and boredom. To help the patient adjust to his illness.
2. To afford personal enjoyment and satisfaction. To improve morale.
3. To develop a feeling of usefulness and belonging, which strengthens a patient's confidence in himself.
4. To relieve tensions arising from mental, emotional, and physical strains.
5. To add incentive, to renew and refresh physical strength.
6. To develop skills, talents, and abilities.
7. To stimulate desirable social relationships and promote sociability with fellow patients and staff.
8. To develop awareness.
9. To enrich attitudes, interests, and experiences.
10. To encourage creative, inventive, and expressional efforts.

11. To enable the patient to explore vocational and cultural pursuits. (Hooper et al., 1968)

In order for the staff to meet any of these objectives, they must be familiar with each client as an individual. Then clients will receive the personalized attention they need.

Determining what activities to offer clients requires consideration of their interests and skills. Crafts are one type of activity which many enjoy. Most crafts, upon completion, serve some functional as well as aesthetic purpose. Textile crafts, one type of craft activity, include stitchery, weaving, needlepoint, knitting, crocheting, quilting, and sewing to name a few. These are called textile crafts because they utilize textile products such as fabric, yarn, and thread. Many women learned to do some type of sewing as young girls so that to continue this kind of activity in their leisure hours would be to continue something familiar (Gould, 1971).

Textile crafts have much to offer the individual, particularly someone with expanded leisure time. A wide variety of textile crafts are available ranging from simple embroidery to sophisticated four harness weaving. Thus there is something to fit anyone's budget and skill. The materials needed are readily available at department and novelty stores, in catalogues, or around the house. Textile crafts also offer the chance for purposeful involvement since end products derived from these projects can be used in many ways. For the individual on a limited budget, making things to use as gifts will make the activity meaningful. Gould (1971) wrote about the feelings of the elderly who desire to reciprocate at Christmas and other gift giving

times. Besides individual gift giving, many organizations desire items for bazaars and other projects.

Working with textile craft projects is something which may be done alone or in a group. Many people enjoy working on projects in the privacy of their homes while others enjoy socializing while they work. At a time when social contacts are diminishing, joining others while working on a project allows for social contact, exchange of ideas, and sharing of talents. This same need to work together on a project can be accomplished in activities such as quilting bees. These gatherings are day-long events where women join together to work on a common project and share fellowship.

Since the concept of adult day care centers is a relatively new one in the United States, few studies have been done concerning their programs and activities. Weissert (1975), in his comparative study of Adult Day Care, reported that activities are conducted, but he did not go beyond listing their functional titles. Recreation is one type of activity which may be offered. Therefore, this research was designed to investigate whether adult day care centers serving individuals aged 55 and older, have recreation programs, and whether textile crafts are included in these programs. At the same time, the type of crafts used was determined. Identifying the programs included in the activities of the day care centers might aid in the career planning of students. There may be employment potential for clothing and textile majors in the area of textile crafts. This information may also provide recreation directors with new or alternative ideas for their programs.

The objectives for this study were:

1. To determine if recreation activities are part of the adult day care center's program.
2. To determine if textile crafts are incorporated into the recreation program.
3. To determine which textile crafts are included in the recreation program.

## Chapter II

### Review of Related Literature

The purpose of this study was to investigate the utilization of textile crafts in the recreation programs of adult day care centers. Related literature to be reviewed concerned adult day care centers, recreation and the elderly, and textile craft activities.

#### Adult Day Care Centers

Adult day care programs designed to serve the elderly and disabled are gaining increased national attention. For those who do not require 24-hour institutional care, but who would benefit from services such as therapeutic programs of social rehabilitation, dietary services, and recreational, occupational, and rehabilitative therapies, adult day care is available. These programs may be described as a measure of preventive medicine (Gibbons, 1971). The original directive of Title III of the Older Americans Act was to provide services which would enable older persons to maintain themselves in a home environment (Hudson, 1974). Thus day care is an alternative to the dependent nature of nursing homes and homes for the aged.

The day care programs offer a workable alternative to families. They can provide a means by which the family is able to keep an elderly person in the home for as long as possible. By sharing the physical burden of daily care, professionals and paraprofessionals can offer

relief to the families from 24-hour responsibility. Psychological support may also be given by providing a social-health environment which allows the elderly to interact with peers (Rathbone-McCuan, 1976).

Nursing home costs have risen so fast that they are beyond the means of most families. Viable alternatives are now a necessity for helping families cope with the needs of the elderly person.

Few studies have been done concerning the services offered by day care centers. Weissert (1975) in his comparative study of ten facilities identified the health and nonhealth functions. The nonhealth services included: recreation, personal grooming, counseling, and transportation. He did not go beyond listing them. No reports have been found concerning the nature of the recreation provided by adult day care centers.

### Recreation and the Elderly

De Carlo (1972) found that there was a definite relationship between involvement in recreation activities and successful aging. Those who participated regularly throughout their lives were better adjusted than those who participated occasionally. In a study of institutionalized men, Burgess (1954) found that those with the highest happiness score were nine times more active in group recreation as those with the lowest happiness scores. In his study of independent elderly women over a four year period, Graney (1975) also found a definite relationship between happiness and social activity. The highest association was for activities which involved face-to-face interaction.

Likewise, Maddox (1963) observed a positive relationship between morale and contact with the environment. In his study of 182 elderly subjects he observed that morale improved as activity levels increased. The activities were social in nature.

Patterns of participation in the elderly years have been found to be consistent with past activities (Havens, 1968). However, research does not indicate any trends common to all aged persons. They are a heterogeneous group. Research has shown that individuals are more satisfied with their surroundings and activities if they are (1) allowed to choose whether to disengage from society or remain active (Tissue, 1971), (2) allowed to participate voluntarily (Roscow, 1963), and (3) allowed to select activities which have meaningfulness for them (Phillips, 1957). When the elderly have control over the activities in which they participate, they are more willing to participate.

Other aspects of recreation programs have been investigated. Overs, Taylor, Cassell, and Chernov (1977) asked elderly individuals to identify factors which influence them to participate in activities. The responses included: (1) feelings of accomplishment derived from the activity, (2) pleasantness of conditions under which the activity is conducted, and (3) the place where the activity is conducted. Thus the environment in which the activity takes place affects the participant's involvement.

#### Textile Craft Activities

One aspect of the programs provided by day care is recreation. Through this the client is offered opportunities for social interaction.

emotional release, and mental stimulation ( Foster, 1978). Thompson (1979) wrote that a changing environment is needed for survival. The normal function of the brain depends on a constant input of information from the sense organs. Thus activities are an integral part of an individual's functioning. The use of diversional activity to prevent the mind from concentrating on the physical operation of the body is cited by Church (1981) and Kay (1977). Church used stitchery projects to occupy and divert the attention of children away from bodily injury, so that they would stay in bed and remain relatively quiet. As a result of her personal work with the children, the occupational therapists of the hospital incorporated stitchery into their therapy programs. Nine therapeutic objectives were determined for stitchery projects.

1. To help in adjustment to hospitalization and illness.
2. To aid in alleviating worry and distress.
3. To maintain and stimulate normal interests and social contact.
4. To provide an outlet for irritation and resentment.
5. To divert the mind from concentrating on the physical functioning of the body.
6. To aid in assessing vocational potentials when indicated.
7. To provide an outlet for restlessness.
8. To improve circulation and muscle tone.
9. To improve the range of motion and muscle strength of hands and arms. (Church, 1981, p. 10)

It was also noted that the projects helped to build the self confidence of the children. In the same way, projects may be used with elderly people who lack self confidence.

Textile crafts can encourage creativity in the elderly individual. At a seminar at Virginia Polytechnic Institute and State University in 1977, Dr. Charles Taylor spoke on the subject of creativity and the elderly. He said that creativity is a case of doing something new or something particularly revealing of the self. Thus, any activity which can be varied, captured, or shared can be viewed as creative. Creative activities influence elderly persons' perceptions of themselves and the environment, and thus encourage personal growth and happiness. Textile crafts are creative activities because yarns and fabrics are available in a wide range of textures, colors, and fibers, and can be manipulated in a variety of ways with interesting results. Something new can be created using relatively inexpensive, familiar materials and familiar or easily learned techniques.

Textile crafts can also help the elderly maintain finger agility and dexterity. Ritchey, Hayes, and Herbert (1977) have written about the importance of movement to keep joints flexible so that even simple tasks can be performed. Many older people suffer from arthritis and other ailments which hinder their movements, and lack of activity can contribute to a lack of flexibility. Thus, if individuals work with their hands in textile crafts, this activity could help in maintaining the movement of finger joints. Passive stretching, a slow fluid movement with very little strain, is also important for maintaining flexibility. Textile crafts such as weaving, knitting, and crocheting require hand movement, have some stretching, and have a fairly smooth, rather than

choppy, motion. Activities such as these provide necessary exercise as well as satisfying creative products.

Craft activities may serve as a vehicle by which individuals become part of a group as well as provide physical therapy (Gould, 1971). Clients can be motivated to participate while being reminded of an interest in things that are fun. Besides providing the opportunity for socialization, crafts aid in learning new skills, and in working with others (Lawless, 1980). Thus craft activities have the potential for helping the older person stay socially active.

#### Summary

Research has shown that there is a positive relationship between recreation and happiness for elderly individuals. The findings indicated that as activity levels increased so did morale. Face-to-face interaction was noted as being a positive type of involvement. Recreation is one type of program offered by adult day care centers. Few studies have been done concerning the services provided by adult day care centers. One study listed the health and nonhealth functions but did not investigate details of the functions. Investigating the recreation programs of adult day care centers would provide information that could assist in program planning and in locating possible sources of information and materials for the centers, as well as suggest areas of potential employment for persons skilled in recreation and trained in gerontology. Although all recreation activities could be included, the scope of this research will be limited to those which can be classified

as textile crafts, since these activities are beneficial in terms of both physical exercise and creative expression.

## Chapter III

### Procedure

This study investigated the utilization of textile crafts in the recreational programs of adult day care centers. The procedures used will be discussed in the following order: the development of the questionnaire, the selection of the sample, the collection of the data, and the statistical analysis of the data.

#### The Questionnaire

Since no existing questionnaire was found which could be used to get the specific information desired, one was developed by the researcher. The type of information desired was determined by listing objectives for the study. Straightforward questions concerning the recreation programs were chosen. The researcher, in structuring the questions, was guided by the need for self-administration of the instrument and for simple coding of the data.

After the questionnaire was developed, it was reviewed by a panel of professionals in gerontology and recreation for clarity, content, and validity. Following a first revision based on the panel's suggestions, a pre-test was conducted with the revised instrument using the recreation staff of a local health-care facility. The group was selected because of its similarity to the sampled population, its interest in this study, and its accessibility. The pre-test was used to determine

the amount of time required to complete the questionnaire and to see whether there were any problems in understanding what was being asked. Recommendations from the pre-test were considered and the instrument finalized. (Appendix A)

### The Sample

A list of approximately 600 adult day care centers nationwide was obtained from the Health Care Financing Administration's Directory of Adult Day Care Centers (1980). The researcher recognized that not all adult day care programs were included in this publication but it provided a convenient listing. One hundred responses were desired for data analysis. Therefore, a sample of adult day care centers was systematically selected from the directory. Since approximately 200 questionnaires were to be mailed, every third center listed was chosen. Determining where to begin selection within the directory was done by choosing an entry randomly.

### Data Collection

To collect the data a questionnaire, cover letter, and return prepaid envelope were mailed to the director of each selected adult day care program. The cover letter (Appendix B) explained the nature of the study, and asked that the questionnaire be answered by the recreation director or the individual responsible for those activities. All cover letters were individually addressed and signed. One month was allowed for the return of the questionnaires, then the data were categorized and coded.

### Statistical Analysis

Since the objective of the research was to investigate the utilization of textile crafts in recreation programs of adult day care centers, the information gathered was descriptive of the programs, respondents, and the facilities. Frequencies and percentages were all that was needed to describe the nature of the adult day care centers and the types of textile crafts included in the recreation programs.

## Chapter IV

### Results and Discussion

The primary purpose of this research was to determine whether adult day care centers included textile crafts in their recreation programs. If textile crafts were used, the research was designed to determine which crafts were included and which were not. Of the 203 questionnaires mailed, 104 were returned for a 51 percent response rate. Only one questionnaire was not usable, because the age range of the clientele, 35 to 85, was broader than that intended for this study. Results of the study are reported in the following order: type of facility, position and background of the respondent, and description and extent of the textile craft program. Percentages were used to report the data.

#### Type of Facility

Of the 103 respondents, 100 reported that their facility had a recreation program. Therefore, preliminary analysis was based on  $N = 100$  centers. The three centers which did not have a recreation program indicated that recreation was not emphasized in their programs, or that occupational therapy included those activities in a non-recreational context.

The adult day care centers ranged in size from those serving less than 10 individuals per day to those that had 50 or more participants. Seventy-four percent of the centers reported daily attendance to be between 10 and 39; 77 percent reported these same figures for attendance

in recreation programs. The probability is fairly high, based on these figures, that most people attending day care centers take part in some form of recreation daily (Table 1). The average age of the clientele ranged from 60 to 85. For women, the age range was 56 to 87, and for men 61 to 85.

Most of the centers were located in urban, suburban, or town areas. Only nine percent of the facilities were located in a rural setting (Table 1).

Most of the facilities were multi-purpose: social, maintenance, and restorative. Even though the day care centers tended to be multi-purpose, social emphasis received the largest number of responses (66%). This percentage reflects the growing awareness of the importance of social activities to the elderly.

#### Description of the Respondents

Most of the respondents were either directors (45%) or activity directors (43%). The remainder held other staff positions such as Social Service Staff, Nursing Director, occupational therapist, or board clerk. The educational background of those answering indicated that 48 percent held a college degree and 33 percent had done graduate work. Respondents with a degree related to their current position totaled 69 percent (Table 2). Whether the degree was in gerontology, administration, or recreation is unknown. However, people are specifically trained in these areas. As the concept of adult day care increases in popularity it suggests a growing area of employment for college graduates with a diverse background in both gerontology and recreation.

Table 1  
 Descriptors of the Adult Day Care Center

Item	Frequency	%
Facility Includes Recreation Program		
Yes	100	97.00
No	<u>3</u>	<u>3.00</u>
	103	100.00
Average Number of Clients Served Daily		
Fewer than 10	6	6.00
10 to 19	27	27.00
20 to 29	29	29.00
30 to 39	18	18.00
40 to 49	5	5.00
50 or more	<u>15</u>	<u>15.00</u>
	100	100.00
Average Daily Attendance in Recreation		
Fewer than 5	1	1.00
5 to 9	7	7.00
10 to 14	15	15.00
15 to 19	15	15.00
20 to 29	30	30.00
30 to 39	17	17.00
40 or more	<u>15</u>	<u>15.00</u>
	100	100.00
Recreation Staff Size		
0 to 2	48	48.00
3 to 4	24	24.00
5 to 6	18	18.00
7 to 9	5	5.00
10 or more	<u>5</u>	<u>5.00</u>
	100	100.00

Table 1 (Continued)

Item	Frequency	%
Location		
Urban	39	39.00
Suburban	23	23.00
Town	29	29.00
Rural	<u>9</u>	<u>9.00</u>
	100	100.00
Emphasis of Facility*		
Social	68	68.00
Maintenance	64	64.00
Restorative	50	50.00

N = 100 Adult Day Care Centers

\*Respondents checked multiple emphasis

Table 2  
 Descriptors of the Respondents

Item	Frequency	%
Occupation: Title of Respondents		
Director	45	45
Assistant Director	7	7
Activity Director	43	43
Staff	4	4
Other	<u>1</u>	<u>1</u>
	100	100
Education		
Some High School	0	0
High School Graduate	8	8
Some College	11	11
College Graduate	48	48
Post Graduate Work	<u>33</u>	<u>33</u>
	100	100
Degree Related to Position		
Yes	69	69
No	12	12
Not Applicable (No college degree)	<u>19</u>	<u>19</u>
	100	100
Work History at Current Position		
Less than 1 year	12	12
1 to 4 years	63	63
5 to 9 years	23	23
10 years or more	<u>2</u>	<u>2</u>
	100	100

Table 2 (Continued)

Item	Frequency	%
Recreation Training*		
No formal training	19	19
Seminars for Recreation Staff	47	47
Classroom	53	53
Other	25	25

N = 100 Adult Day Care Centers

\* Respondents checked multiple training.

Seventy-five percent of those responding to the questionnaire had worked at the center for four years or less. Since adult day care is a relatively new concept it is unlikely that a large group of professionals could be found in these positions who had had more than four years of experience. In fact, the Directory of Adult Day Care Centers (1980) from which the sample was taken indicated that few facilities were open prior to 1977.

Classroom and seminar settings provided recreation training for most of those responding. Twenty-five percent indicated that they had gained experience with recreational programs through youth programs like girl scouts, in-service training, conferences, and conventions.

#### Textile Craft Program

Textile crafts were included in 97 percent of the recreation programs. The three percent which did not include textile crafts gave as the reason that their staffs were unfamiliar with the activity. The following analysis was based on the 97 centers with textile craft programs.

Eighty-five percent of the centers had fewer than five staff members involved specifically in textile crafts. When comparing the size of the staff who claimed to work with the textile craft program (Table 3) to the total recreation staff (Table 1) it appears that in staffs of five or more individuals, everyone did not participate in textile craft programs. This occurrence seemed to indicate the diversity of the larger staff.

Table 3

## Descriptors of the Textile Craft Program

Item	Frequency	%
Textile Craft Programs in Adult Day Care Centers		
Centers with Textile Craft Program	97	97.00
Centers without Textile Craft Program	<u>3</u>	<u>3.00</u>
	100	100.00
Recreation Staff Involved with Textile Crafts		
0 to 2	52	53.60
3 to 4	33	34.02
5 to 6	8	8.24
7 to 9	2	2.07
10 or more	<u>2</u>	<u>2.07</u>
	97	100.00
Source of Staff Training in Textile Crafts*		
Self-taught	51	52.58
Classroom	60	61.85
Seminars	36	37.11
Other	16	16.49
Sources of Information about Textile Crafts*		
Other People	85	87.63
Books	84	86.60
Magazines	85	87.63
Classes/Seminars	39	40.20
Other	7	7.22

Table 3 (Continued)

Item	Frequency	%
Sources of Materials for Textile Craft Activities*		
Client or Family	16	16.49
Purchased by Facility	86	88.66
Donations	69	71.13
Other (junk)	2	2.06
Sources of Purchased Materials*		
Mail Order	55	56.70
Bought Locally	86	88.66
Sources of Materials Donated*		
Churches	29	29.90
Civic Groups	20	20.62
Retailers/Wholesalers	33	34.02
Individuals	82	84.54
Other	2	2.06
Organization of Materials for Textile Crafts*		
Ready-made kits	29	29.90
Staff organized kits	41	42.27
Materials on hand	71	73.19
Other	5	5.15

N = 97 Adult Day Care Centers

\*Respondents checked multiple answers.

Staff training in the area of textile crafts came from many sources. When asked to identify their sources (question 17) 52 percent of the respondents indicated that they or their staff were self taught, 61 percent learned how to do crafts in classroom situations, and 37 percent had attended seminars held specifically for recreation staff people. These percentages suggested that many respondents had learned about textile crafts from multiple sources. Additional sources of information about textile crafts were other people, books, and magazines (Table 3).

Textile materials for client use come from many places: 88 percent purchased materials and 71 percent received them from donations (Table 3). Those who purchased materials shopped locally (89%) and by mail-order (56%). Since over 50 percent of the respondents indicated that their facilities used mail-order catalogues, it is apparent that this is a major source of a wide variety of materials used in textile crafts programs. However, whether the suppliers advertising in these catalogues cater to the needs of the adult day care center or other facilities which serve special populations, is unknown.

Donations of textile craft supplies were received from churches, civic groups, retailers and wholesalers, and individuals. Individuals provided most of the donations (84%). Many groups such as churches and civic organizations have materials available but have difficulty recognizing potential recipients. Soliciting from these groups could provide materials for activities.

Centers varied in the way supplies were dispensed to clients. Even within the facility, the method varied with the craft. Most kept supplies on hand to be used as needed (73%); 42 percent assembled kits from materials on hand; 30 percent bought ready-made kits (Table 3). Latchwork, needlepoint, and embroidery kits were used most often (Table 4). Considering the cost of purchased kits, the use of staff organized kits combines the economy of buying materials in bulk and the convenience of materials assembled in kits. Assembling kits could be as simple as buying cotton fabric in bulk, iron-on transfers, and embroidery floss to make embroidery kits which are expensive to purchase ready-made.

Although only 58 percent of the respondents said that crafts were taught in organized classes, these data are difficult to interpret. Respondents indicated an inability to distinguish between organized classes and the regular textile craft program. The wording of the question "Are textile craft classes formally organized for clients?" may have contributed to this confusion. The majority of instruction was provided by the creation staff (83%) or by individuals outside the facility, including volunteers (44%). The classes most frequently taught were sewing (52%), quilting (37%), weaving (28%), crocheting (28%), macrame' (25%), and knitting (21%). (Table 5)

Table 6 lists the 13 crafts which 48 percent or more of the respondents indicated that they or their staff could teach. Although all of the seven remaining crafts were taught by at least some of the respondents (or their staff) the percentages were low. These crafts familiar

Table 4  
Textile Crafts Done Using Purchased Kit

Item	Frequency	%
Applique	1	1.03
Bargello	2	2.06
Crewel	15	15.46
Cross-stitch	17	17.53
Crocheting	2	2.06
Embroidery	19	19.59
Knitting	2	2.06
Lacework	1	1.03
Latchwork	32	32.99
Macrame'	5	5.15
Needlepoint	22	22.68
Openwork	1	1.03
Patchwork	1	1.03
Quilting	2	2.06
Rugmaking	15	15.46
Sewing	4	4.12
Smocking	0	0
Tatting	0	0
Trapunto	0	0
Weaving	8	8.25

N = 97 Adult Day Care Centers,

\* Respondents checked multiple crafts

Table 5

## Structured Textile Craft Classes

Item	Frequency	%
Scheduling of Textile Craft Classes		
Daily	10	10.31
1-2 per week	27	27.83
3-4 per week	7	7.22
Bi-monthly	5	5.15
Irregular	7	7.22
None	<u>41</u>	<u>42.27</u>
	97	100.00
Instruction*		
Recreation Staff	47	83.93
Individuals from Outside Facility	25	44.64
Other	9	16.07
Textile Crafts Taught in Classes**		
Applique	1	1.79
Bargello	2	3.57
Crewel	3	5.36
Cross-stitch	5	8.93
Crocheting	16	28.57
Embroidery	8	14.29
Knitting	12	21.43
Lacework	0	0
Latchwork	9	16.07
Macrame'	14	25.00
Needlepoint	10	17.86
Openwork	0	0
Patchwork	11	19.64
Quilting	21	37.50
Rugmaking	5	8.93
Sewing	29	51.79
Smocking	1	1.79
Tatting	1	1.79
Trapunto	0	0
Weaving	16	28.57

\*Respondents checked multiple instructors.

\*\*Respondents checked multiple textile crafts.

Table 6  
Textile Crafts: Staff can Teach, Offered,  
and Used by Clientele

Textile Craft	Staff can teach*		Offered in program*		Participation by clientele**
	Frequency	%	Frequency	%	
Crewel	53	(54.64)	29	(29.89)	91
Cross-stitch	73	(75.26)	34	(35.05)	109
Crocheting	77	(79.38)	69	(71.34)	411
Embroidery	83	(85.57)	52	(53.61)	185
Knitting	68	(70.10)	58	(59.79)	267
Latchwork	68	(70.10)	52	(53.61)	178
Macrame'	73	(75.26)	38	(39.17)	242
Needlepoint	68	(70.10)	42	(43.33)	165
Patchwork	50	(51.55)	21	(21.65)	148
Quilting	65	(67.01)	46	(47.42)	347
Rugmaking	47	(48.45)	34	(35.05)	117
Sewing	87	(89.69)	69	(71.13)	395
Weaving	61	(62.89)	42	(43.30)	150

N = 97 Adult Day Care Centers

\*Respondents checked multiple textile crafts.

\*\*On a weekly basis.

to just a few respondents tended to be those that are not currently popular. The crafts offered within the recreation programs were the same as those that the individual staff members felt capable of teaching. Thus it is possible that some elderly persons may have learned some of the less popular crafts in their youth, but may have no opportunity to pursue them currently because the recreation staff does not know how to teach or organize materials for them. The data show that the textile crafts which received the highest participation by clients were crocheting, knitting, macrame', quilting, and sewing. Additional research would be needed to determine whether adult day care clients would like to pursue any textile crafts which are not currently offered.

Respondents were asked to rank textile crafts by degree of ease and difficulty. Weighted scores were assigned as follows: 1--easy, 2--easier, and 3--easiest; 1--difficult, 2--more difficult, and 3--most difficult. These scores were summed for each choice. However, not all respondents answered this question, so low rating may indicate either that the craft is easy or difficult, or that it is not offered in the program. The rating given for each textile craft may be found in Table 7. The three easiest crafts ranked by respondents in order were sewing, crocheting, and weaving. They were ranked easiest since they involve skills typically learned by women at an early age--sewing and crocheting. The researcher expected knitting to be the third choice and was not expecting weaving to be selected. Weaving, which can be a complicated and intricate process, may have been rated as easy because of the variety of simple looms available. One example of a simple loom involves wrapping string around

Table 7

## Ranking of Ease and Difficulty of Textile Crafts

Craft	easy	easier	easiest	Total	diffi- cult	more diffi- cult	most diffi- cult	Total
Applique	2	1	0	4	3	0	4	15
Bargello	0	1	1	5	0	2	1	7
Crewel	1	1	2	9	4	6	5	31
Cross-stitch	3	3	2	15	3	7	7	38
Crocheting	9	9	14	69	5	2	1	12
Embroidery	5	10	0	25	9	6	10	51
Knitting	10	9	4	40	1	6	6	31
Lacework	0	0	1	3	0	1	3	11
Latchwork	3	6	7	36	4	5	3	23
Macrame'	7	4	4	27	10	6	8	46
Needlepoint	4	4	2	18	9	11	9	58
Openwork	0	1	0	2	0	0	1	3
Patchwork	2	4	4	22	1	1	0	3
Quilting	9	8	5	40	6	2	3	19
Rugmaking	5	3	1	14	1	2	1	8
Sewing	14	10	16	82	2	4	3	19
Smocking	0	0	0	0	4	1	0	6
Tatting	0	0	0	0	2	4	2	16
Trapunto	0	0	0	0	0	2	1	7
Weaving	7	9	8	49	6	4	2	20
<hr/>								
Ranking:	easy		1		difficult		1	
	easier		2		more difficult		2	
	easiest		3		most difficult		3	

N = 97 Adult Day Care Centers

a notched cardboard of any size desired and requires no special equipment. The three most difficult crafts in order were needlepoint, embroidery, and macrame. These crafts required more finger dexterity than other crafts and fairly good vision. It is assumed that the respondents determined the ease or difficulty of a craft on the basis of the skills required to participate in the activity.

#### Sample of Non-respondents

An informal telephone inquiry of non-respondents was made to determine if there was non-response bias. The researcher questioned whether the non-respondents failed to return the questionnaire because textile crafts were not included in their facility's recreation program, or if it was due to another reason. Five percent of the non-respondents were randomly selected from the original mailing list. The director of each facility was asked three questions:

- 1) Does your facility have a recreation program?
- 2) Does the recreation program include textile crafts?
- 3) Briefly describe your program.

From the responses to the questions, it was learned that four out of the five facilities had recreation programs. Three out of four recreation programs included textile crafts. Since some of the non-respondents did have textile crafts in their recreation program, the lack of a textile craft program does not appear to be the reason the questionnaires were not returned. The reasons for the questionnaires

not being returned are not known; had the inquiry been made shortly after the cut-off date for the return of the questionnaire, this information might have been obtained.

### Conclusion

It may be concluded that textile crafts are a common part of the recreation programs of adult day care centers. The textile craft programs tended to be conducted by trained recreation staff knowledgeable about such activities. Training in recreation and textile crafts was received primarily in the classroom and seminar settings. Textile materials for clients use were obtained by purchasing locally, by mail-order, and by donations. Ready-made kits were used for crafts such as latchwork, needlepoint, and embroidery. At least 48 percent of the respondents or their staff felt capable of teaching 13 of the 20 textile crafts listed. The crafts made available to the clients tended to be those the staff felt capable of teaching. Ranking of ease and difficulty of the individual crafts by respondents identified sewing, crocheting, and weaving as easy, and needlepoint, embroidery, and macrame' as difficult. Although the value and benefit of textile crafts to participants of adult day care centers was not investigated, the fact that most facilities include textile crafts within their programs, and clients are participating in these activities, suggests that textile crafts play an important part in filling the needs of at least one segment of elderly persons. Further investigation is warranted in this area.

## Chapter V

### Summary

The elderly population of our nation has increased in size dramatically over the past 30 years. This increase in the numbers of old people has placed strains on the programs which serve them. The cost of nursing home care has risen beyond the means of many families and serves only a small percentage of the elderly segment. A viable alternative to the dependent nature of nursing homes and homes for the aged is the adult day care center. The programs in adult day care centers have not received much attention from researchers. Even though recreational activities are recognized to have certain therapeutic value, little is known about what activities are made available to clients. Nor is it known whether textile crafts in particular are incorporated into the recreation program, whether staff receive special training, or whether textile materials are made available for the activities. The purpose of this study was to investigate the existence of recreation programs in adult day care centers, the utilization of textile crafts in them, and the types of textile crafts incorporated into these programs. The objectives for this study were:

1. To determine if recreation programs were part of the adult day care center activities.
2. To determine if textile crafts were incorporated into the recreation program.

3. To determine which textile crafts were included in the recreation program.

A review of the literature revealed few research studies concerning adult day care centers. One study compared 10 centers providing information about the range of services offered, but did not investigate the details of the services.

Data about recreation and the elderly indicate that recreation has a positive effect on the elderly. Several researchers (DeCarlo, 1972; Burgess, 1954; and Graney, 1975) found there was a positive relationship between involvement in recreation and happiness or satisfaction of the elderly individual. While no definite trends in choice of recreation have been identified for all elderly, patterns of participation have been found to be consistent with past activities (Havens, 1968). Satisfaction with surroundings and activities is related to the individual's freedom of choice to disengage from society or remain active (Tissue, 1971), to participate voluntarily (Roscow, 1963), and to select an activity which has meaningfulness for the individual (Phillips, 1957). When the elderly have control over the activities in which they participate, they are more willing to participate.

A questionnaire, developed by the researcher, was mailed to 203 adult day care centers. Systematically selected, the sample was taken from A Directory of Adult Day Care Centers (1980), printed by the Health Care Financing Administration. The questionnaire, together with a cover letter, was mailed to each facility. The cover letter requested

that either the activity director or individual responsible for craft activities answer the questionnaire.

Of the 203 questionnaires mailed, 104 were returned for a 51 percent response rate. Only 103 of the questionnaires were usable. Recreation programs were available in 100 of the adult day care centers. Preliminary analysis was based on 100 centers.

Respondents reported that both attendance and participation in the recreation program ranged between 10 and 39 clients daily. This suggested that most people attending adult day care centers also attend the recreation program. The centers tended to be multi-purpose in nature having social, maintenance, and/or restorative emphasis. Social emphasis received the highest response (66%).

The respondents were primarily directors (45%) and activity directors (43%). Most of them were college graduates (81%), and had a degree related to their position (69%). The particular degree is unknown. Staff members received their training in recreation from several sources: formal training in classroom situations (61%) and seminars (37%), and informal training by being self-taught (52%).

Out of 100 recreation programs, 97 included textile crafts in their programing. Therefore, the analysis of these textile craft programs is based on 97 centers.

Textile materials for clients to work with were obtained from two sources: bought (88%) and donated (71%). Purchased materials were bought locally (89%) and/or by mail-order (56%). Most donations were provided by individuals (84%).

Dispensing textile materials to clients was done by several methods, even within the same facility. Materials kept on hand (73%), staff-organized kits (42%), and ready-made kits (30%) were all methods reported by respondents.

Of the 20 textile crafts listed, 48 percent of the respondents indicated that they or their staff felt capable of teaching 13 of them. Each of the remaining seven crafts were checked by at least a few respondents as ones someone on the staff could teach. The textile crafts offered in the recreation program appeared to be chosen according to what the staff members were prepared to teach. Client participation was highest for crocheting, knitting, macrame', quilting, and sewing.

Respondents were asked to rank the ease and difficulty of the textile crafts for the clients. The three crafts reported as being easiest to do were sewing, crocheting, and weaving; the most difficult were needlepoint, embroidery, and macrame'.

To determine if there were a non-response bias which might have affected the results of the study, an informal telephone inquiry was made to determine if the lack of a textile crafts program was the reason that all of the questionnaires were not returned. Three out of five non-respondents had textile crafts in their program; therefore, other reasons probably account for the questionnaires not being returned.

Textile crafts were included in the recreation programs of adult day care centers. The programs were directed by trained recreation staff members knowledgeable about textile crafts. The crafts made available to clients were apparently those the staff felt capable of

teaching. Although the value and benefit of textile crafts to clients was not investigated, the fact that facilities include textile crafts within their program suggest that crafts play an important part in filling the needs of at least some of the elderly persons. Further investigation is warranted in this area.

#### Suggestions for Future Research

The results of this study suggest that additional research about textile crafts in programs for the elderly would be useful. Below are some examples of issues which should be investigated:

1. Perceptions of the value of textile crafts.
  - What are the benefits of these activities as seen by the program staff and by the clients?
  - What are the problems associated with conducting and participating in textile crafts?
  - Do the benefits outweigh the problems?
2. Adequacy of textile craft programs.
  - Are the current offerings meeting the needs of the clients?
  - Would the clients like to pursue other textile crafts-- perhaps those they learned in their youth but which are less popular today?
3. Availability of textile crafts programs in other settings.
  - Do the recreation programs in nursing homes, senior citizen centers and senior housing also include textile crafts?
  - Does the participation rate, popularity of certain textile crafts, or ease and difficulty of textile crafts vary across groups of elderly people?
  - What are the reasons for any such difference?

Answers to questions such as these would provide additional information useful to persons who plan recreational activities for older adults. Also, a broader perspective of textile craft programs might suggest areas of potential employment for persons skilled in textile crafts and trained in gerontology.

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APPENDIX A

Utilization of Textile Crafts Survey

## UTILIZATION OF TEXTILE CRAFTS SURVEY

DIRECTIONS: Please read each question carefully and check the appropriate answer/answers.

1. Does this facility have a recreation program?

YES (Please complete the questionnaire)  
 NO (Please complete this page only and return the questionnaire)

2. If you answered NO to question 1, is there a reason for not having a recreation program? Mark all that apply.

FUNDING  
 LACK OF SPACE  
 LACK OF QUALIFIED STAFF  
 NOT EMPHASIZED BY THE FACILITY  
 OTHER, \_\_\_\_\_

3. What is the average number of clients served daily?

LESS THAN 10  
 10 TO 19  
 20 TO 29  
 30 TO 39  
 40 TO 49  
 50 OR MORE

4. What is the average age of the clientele? \_\_\_\_\_

Women? \_\_\_\_\_

Men? \_\_\_\_\_

5. In what type of area is the facility located?

URBAN  
 SUBURBAN  
 TOWN  
 RURAL

6. What is the emphasis of this facility?

SOCIAL  
 MAINTENANCE  
 RESTORATIVE

7. What is the title of your position? \_\_\_\_\_

8. Briefly explain your responsibilities: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9. What is the highest level of education you have completed?
- |   |   |
|---|---|
| <input type="checkbox"/> SOME HIGH SCHOOL     | <input type="checkbox"/> COLLEGE GRADUATE, 2 OR 4 |
| <input type="checkbox"/> HIGH SCHOOL GRADUATE | <input type="checkbox"/> YEAR                     |
| <input type="checkbox"/> SOME COLLEGE         | <input type="checkbox"/> POST GRADUATE WORK       |
10. If you graduated from college, was your degree related to your current position?
- YES  
 NO
11. What training have you received in regards to recreation activities?
- NO FORMAL TRAINING  
 SEMINARS SPONSORED FOR RECREATION STAFF  
 CLASSROOM TRAINING IN LOCAL SCHOOL OR COLLEGE  
 OTHER, \_\_\_\_\_
12. How long have you worked for this adult day care center?
- |   |   |
|---|---|
| <input type="checkbox"/> LESS THAN 1 YEAR | <input type="checkbox"/> 5 TO 9 YEARS     |
| <input type="checkbox"/> 1 TO 4 YEARS     | <input type="checkbox"/> 10 YEARS OR MORE |
13. How many persons are on the recreation staff? \_\_\_\_\_
14. What is the average daily attendance in the recreation program?
- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> LESS THAN 5 | <input type="checkbox"/> 20 TO 29   |
| <input type="checkbox"/> 5 TO 9      | <input type="checkbox"/> 30 TO 39   |
| <input type="checkbox"/> 10 TO 14    | <input type="checkbox"/> 40 OR MORE |
| <input type="checkbox"/> 15 TO 19    |                                     |
15. Are textile crafts (activities involving yarn, fiber, or fabric) included in the recreation program?
- YES (Please continue the questionnaire with question 17)  
 NO (Please complete question 16 and return the questionnaire in the envelope provided)
16. If you answered NO to question 15 is there a reason for not including textile crafts in the recreation program? Mark all that apply.
- LACK OF FUNDING  
 STAFF UNFAMILIAR WITH THIS ACTIVITY  
 LACK OF SPACE  
 CRAFTS CONSIDERED UNIMPORTANT  
 OTHER, \_\_\_\_\_

17. What training have you or your staff received in regard to textile crafts? Mark all that apply.

NO FORMAL TRAINING (SELF TAUGHT)  
 CLASSES TAUGHT BY PERSONS EXPERIENCED IN CRAFTS  
 SEMINARS OFFERED FOR RECREATION STAFF  
 OTHER, \_\_\_\_\_

18. What sources do you or your staff use for information about textile crafts? Mark all that apply.

OTHER PEOPLE  
 TEXTILE CRAFT BOOKS  
 MAGAZINES  
 TEXTILE CRAFT CLASSES OR SEMINARS  
 OTHER, \_\_\_\_\_

19. How many persons from the recreation staff work with the textile crafts program? \_\_\_\_\_

20. Who provides the major portion of materials for the client, where are they obtained?

CLIENT OR FAMILY  
 FACILITY PURCHASES  
 DONATIONS  
 OTHER, \_\_\_\_\_

21. If the facility purchases materials for the client, where are they bought?

MAIL-ORDER CATALOGUE  
 BOUGHT LOCALLY  
 OTHER, \_\_\_\_\_

22. If materials are donated, where do they come from?

CHURCHES  
 CIVIC GROUPS  
 RETAILERS OR WHOLESALERS  
 INDIVIDUALS  
 OTHER, \_\_\_\_\_

23. Which of the following is preferred when working with clients in textile craft activities?

READY MADE CRAFT KITS  
 STAFF ORGANIZED KITS  
 OTHER, \_\_\_\_\_  
 MATERIALS ON HAND FOR CLIENT NEEDS

24. Are textile craft classes formally organized for clients?

YES, HOW OFTEN \_\_\_\_\_  
 NO

25. If yes, who provides instruction?

RECREATION STAFF  
 QUALIFIED INDIVIDUALS FROM OUTSIDE THE FACILITY  
 OTHER, \_\_\_\_\_



APPENDIX B

Cover Letter



COLLEGE OF HOME ECONOMICS

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DEPARTMENT OF CLOTHING, TEXTILES AND RELATED ART

March 12, 1982

Dear

I am a graduate student working on a masters degree in the Department of Clothing and Textiles. My interest and coursework have been in the areas of clothing, textile crafts, and the elderly. To satisfy the requirements for the degree my research project will combine these areas.

The purpose of my research is to investigate the use of textile crafts in adult day care centers. Your facility was one of 200 centers randomly selected from a Directory of Adult Day Care Centers published by the Health Care Financing Administration. This directory lists over 600 facilities throughout the nation. In order to obtain the most accurate information it would be preferable for the recreation director or individual responsible for these activities to answer the questionnaire.

Please feel free to express your feelings as honestly as possible. When you have completed the questionnaire, return it in the attached envelope by April 15, 1982. No postage is necessary.

If you are interested in knowing the results of this research please write your name and address on the back of the return envelope. Thank you for your time and assistance.

Sincerely,

Pat Brooks  
Research AssistantLois Gurel  
Associate Professor

**The vita has been removed from  
the scanned document**

THE UTILIZATION OF TEXTILE CRAFTS IN RECREATION PROGRAMS  
OF ADULT DAY CARE CENTERS

by

Patricia Ann Ray

(ABSTRACT)

The purpose of this study was to investigate the existence of recreation programs in adult day care centers, the utilization of textile crafts in them, and the types of textile crafts used. Systematically selected, the sample was taken from the Health Care Financing Administration's Directory of Adult Day Care Centers. A questionnaire developed for this study, and an explanatory cover letter were mailed to 203 directors nationwide. A 51 percent response rate resulted in 103 useable returns.

Recreation was included in 100 of the 103 adult day care centers. The respondents indicated that clients who attended adult day care generally participated in recreation. Textile crafts were part of 97 recreation programs, and activities were directed by trained recreation staff members knowledgeable about textile crafts. Crafts made available to clients were those the staff were capable of teaching. Sewing, crocheting, and weaving were ranked by respondents as easiest for clients, and needlepoint, embroidery, and macrame' were ranked as difficult. Although the value and benefit of textile crafts to clients was not investigated, the fact that facilities include textile crafts

within their programs suggests that crafts play an important part in filling the needs of at least some of the elderly.