

PROGRAMME CHECKLIST FOR PERSONS WITH MULTIPLE DISABILITIES – A guide for Special Educators

(PCPMD - NIEPMD)



**NATIONAL INSTITUTE FOR EMPOWERMENT OF PERSONS WITH
MULTIPLE DISABILITIES (DIVYANGJAN) (NIEPMD)**

(Department of Empowerment of Persons with Multiple Disabilities (Divyangjan),
Ministry of Social Justice & Empowerment, Govt. of India)

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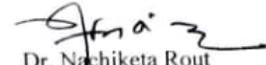
FOREWORD MESSAGE

"Every student deserves the opportunity to learn", regardless of their differences in abilities and capabilities. When a person is having several disabilities i.e multiple disabilities, the challenges are multifold. Addressing persons with multiple disabilities according to their needs is one of the important aspects to be accomplished. Department of Special Education NIEPMD has been serving persons with multiple disabilities since its establishment. This checklist attempts to meet the functional needs of people with multiple disabilities in Special Education and rehabilitation. The programme checklist is simple, easy to understand, and serves the needs of students with multiple disabilities. Hope this will be a useful programming tool for teachers of students with special needs, as well as for parents, NGOs, and other groups that empower people with multiple disabilities. On behalf of authors, we would like to invite suggestions and comments so that subsequent editions and revised versions can be improved upon. I thank everyone associated with this project for their contribution. I hope this programming tool will be useful for effective planning and implementation of education programme for persons with multiple disabilities.

Place: Chennai

Date: 1st November 2022.




Dr. Nachiketa Rout

Director.

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Preface

The appropriate assessment of children with multiple disabilities has always posed a challenge to policymakers, professionals, parents, and other stakeholders. The unique needs of individuals with various combinations like VI+ID, ID+ CP and many more and their difficulties in learning and other areas are not addressed in the assessment instrument tools developed for single disabilities. The assessment tool, which was developed for training and learning the functional activities for children with single disabilities such as intellectual disabilities or autism spectrum disorders, has its own limitations and it is unable to plan the program effectively for children with various combinations of multiple disabilities.

The Programme Checklist for Persons with Multiple Disabilities – Children with multiple disabilities face a variety of challenges on a daily basis. The programme checklist is focused on areas such as core life skills, social, emotional skills and communication skills, preacademic/academic skills, and leisure time skills. This checklist has coverage of all the aspects of assessment that are required for the special education programme for children with multiple disabilities, and it is helpful for special educators, professionals, and parents. This instrument was developed based on the reference to the related assessment tools which are recommended by RCI in various curricular contexts. This programme checklist has been developed by a group of professionals with ample experience working for children with multiple disabilities. The tool has been validated by professionals working for children with multiple disabilities. It has been tested in the field with a number of students enrolled in the school for children with multiple disabilities. We hope this checklist can meet the learning needs of children with multiple disabilities whose functional skills vary in different levels.

ACKNOWLEDGEMENT

The Department of Special Education takes the opportunity to extend its sense of gratitude and gratefulness to the persons who provided support for designing and developing this Programme checklist for persons with multiple disabilities (PCPMD).

Our first and foremost thanks go to the **Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, and the Government of India** for giving the opportunity to serve the population with multiple disabilities with comprehensive services in Chennai through establishing NIEPMD. Our heartfelt thanks to all the directors, **Dr. L. Govinda Rao, Dr. Jayanthi Narayanan, and Dr. Neeradha Chandra Mohan**, who encouraged the Department of Special Education to develop a programme checklist exclusively for providing special education programmes to children with various combinations of multiple disabilities, Our very special thanks to **Dr. Nachiketa Rout**, Director of NIEPMD, for rendering the supporting and facilitating the project "Programme Checklist for Persons with Multiple Disabilities (PCPMD)." Our sincere thanks to the Administrator, **Shri. Sankara Narayanan**, Deputy Registrar (Acad) and **Dr.A.Amarnath**, Deputy Registrar (admin) for their kind approval and support.

Our Special distinctive thanks and recognition to **Dr. Himangshu Das**, Director, NIEPMD (2015-2020) approving and authorizing the project with the developed checklist during 2020. The funding for this book has been drawn from the Ministry of Social Justice and Empowerment. The publication of this book has been financially supported by the NIEPMD, Chennai, for which we would like to express our grateful thanks to the NIEPMD.

The Department shows its gratitude to the members participated in **both** first and Second workshop to validate this Programming tool, **Mrs. B. Leelavathi**, Principal, Model School cum Lecturer (Db) in Spl Edn, NIEPMD, **Ms. Bora sailakshmi, Mrs.C.Seethalakshmi, Mrs. Ramya, Mr.Rafiq Ahmed, Ms. Mohideen Banu** and all the school staffs **Mrs. Nathiya, Ms.Komalar, Mrs. Salomi, Mrs. Bhavani**. And the members participated during first level workshop to construct and validate the tool: **Ms. S.R.Githa, Ms.Shobha Odunavar, Mr.Manjunath, Mr.Sasi kumar**. We would also like to thank the staff member **Mrs. G.Anandhi** who involved in preliminary work.

We are thankful for the other department staff involved in the workshop in validating **Mrs.Priya (OT), Mrs.Rajachitra (PT) and Mr.Prakash Sahu** from Orthotics and Prosthetics unit and school staffs in the model school, NIEPMD.

Finally, we would like to thank the staff members from all the Departments of NIEPMD: **Department of Clinical Psychology, Speech, Language and pathology, Therapeutics, Prosthetics and orthotics** who volunteered to share their knowledge and information about their special children with multiple disabilities without which this publication could have never been possible.

The first draft of the programme tool included four categories with four levels (PH, VI, HI, ID) with additional disabilities. On the basis of feedback from experts and with references of various assessment tools, the Programme tool was newly drafted for persons with multiple disabilities at four levels (preprimary, primary, secondary and prevocational level) whatever the combination of disabilities.

A sincere effort has been made to develop a simple and comprehensive tool to assess and plan intervention training programs and/or evaluate intervention training programmes for persons with multiple disabilities. Individualized education plans can be used by special educators, rehabilitation professionals, and other professionals involved in the training and management of persons with multiple disabilities using PCPMD tool for assessment and planning. This contribution is hoped to guide trainers of persons with multiple disabilities in choosing target goals for training, which would make the lives of children more functional, happier, and productive. It was difficult yet possible to put PCPMD through some of the rigors that go into making a scientific tool. Field trials, Validity, reliability of the tool were established. This was carry out with the help of the Special Teachers of Model school and supported by the Principal **Mrs.B.Leelavathi**, NIEPMD, Model School, Heads of Units of Model School, NIEPMD **Mr. Kathiravan** – ASD unit, **Dr.K.K. Dhanavendan** – CP & SPMD unit, **Mr. D.Stalin Arul Regan** – Db unit and **Mrs. Sobhiya Vani**, ECSE & IPU unit.

Last but not least, We owe a debt of gratitude to **Children with Multiple Disabilities and their Parents** from the model school who made this possible. We highly appreciate their co-operation for liberally giving us their time helping us to realize once again one of our biggest strength in our country that is parents and families.

We have endeavored to look into all aspects of preparing individual to an adult life and developed a tool that can make an objective assessment of current status and possibilities for training of persons with multiple disabilities in different socio-economic and cultural conditions would encounter. Needless to say, these kinds of assessment tools require periodic revision and adaptation to local conditions. After all, we hope that it will be resourceful to schools and training institutions.

CONTENTS

CHAPTER I	INTRODUCTION
CHAPTER II	REVIEW OF RELATED ASSESSMENT PROGRAMS
CHAPTER III	INTRODUCTION TO PROGRAMME CHECKLIST
CHAPTER IV	DOMAIN AND AREAS
CHAPTER V	LIST OF MATERIALS REQUIRED TO ADMINISTER THE ASSESSMENT
CHAPTER VI	ADMINISTRATION AND SCORING
	PROGRAMME CHECKLIST FOR PERSONS WITH MULTIPLE DISABILITIES (PCPMD)
	ANNEXURE : ASSISTIVE DEVICES
	REFERENCES

CHAPTER I

INTRODUCTION

Despite constituting a significant proportion of the total population, persons with disabilities face numerous challenges. Many individuals misunderstand their 'disability' for 'inability,' and they have preconceived beliefs about their potentials.

The first Global Disability Summit was held in London in July 2018, with the goal of amplifying the voices of people with disabilities all across the world. Its chorus of "nothing about us, without us" is heard in India as well. **Disability population in India as per census 2011** (2016 revised) is - In India, 2.68 million people are disabled, accounting for 2.2 percent of the overall population, indicating that people with disabilities make up a large portion of the Indian population. According to the 2011 population census, 20% of people with disabilities in India have a movement impairment, 19% have a vision disability, 19% have a hearing disability, and **8% have multiple disabilities.**

According to the survey, the number of people with impairments is highest among those aged 10 to 19 years (46.2 lakh people). "The incidence of **blindness among children with multiple impairments is more than 200 times that of the general population**; one-third of children with partial sight and two-thirds of children with blindness have additional developmental disorders," according to Batshaw (2002).

In recent years, a number of international commitments and standards aimed at the welfare of disabled people have come into effect.

- I. India is a signatory to the '**Declaration on the Full Participation and Equality of People with Disabilities in the Asia Pacific Region**' (2000).
- II. India has ratified the '**UN Convention on the rights of Persons with Disabilities**' (2008).
- III. India is also a signatory to the '**Biwako Millennium Framework**' (2002) for action towards an inclusive, barrier free and rights-based society. The '**Biwako plus Five** (2007): further added inclusive further efforts towards an inclusive, barrier-free and rights-based society for persons with disabilities in Asia and the Pacific' added the

emphasis.

- IV. The **Incheon Strategy** to "Make the Right Real" for Persons with Disabilities in Asia and the Pacific (2012) establishes the first set of regionally approved disability inclusive development Goals for the Asian and Pacific region and the world. The Incheon strategy will allow us to track progress in improving the quality of life and rights of people with disabilities in the region.
- V. The **Sustainable Development Goals (2015)** promise to "leave no one behind." Recognizing that human dignity is vital, the SDGs desire to see the Goals and goals accomplished for all nations and peoples, as well as all parts of society, and to strive to reach the most vulnerable first. The execution and monitoring of these international obligations necessitate a comprehensive database of impaired people.
- VI. The most important point in **RPWD Act 2016**, it is recognized 21 disability conditions. most important point in **RPWD Act 2016** is it recognized the disability conditions from 7 to 21. The newly recognized disabilities include Thalassemia, Haemophilia, Sickle Cell disease, Parkinson's disease, Autism Spectrum Disorder, and Specific Learning Disability. Additional benefits have been provided for persons with benchmark disabilities and those with high support needs.
- VII. Students with multiple handicapping conditions are persons with two or more disabilities that result in handicaps within functional living experiences. The **National Trust Act for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999)** defines this category. This category also includes people with severe handicapping disorders, dual diagnoses, and orthopaedic limitations (Fewell and Cone, 1983).

There is little indigenous research in the area of multiple disabilities in India. Much of this is due to a lack of resources. A Conference on multiple disabilities by National Institute for the Mentally Handicapped, Secunderabad paved the way for the establishment of the National Institute for Empowerment of Persons with Multiple Disabilities in the country in the year 2005.

Persons with multiple disabilities and their families place a higher value on physical well-being, particularly mobility. For example, if a child with cerebral palsy, profound retardation, speech and hearing impairment, and mobility issues can be helped to move around using exercises, adaptive methods, and aids such as a wheelchair, the child and his family will be satisfied and motivated to pursue other interventions such as special education, speech therapy training, and so on. As a result, it was noticed that increasing physical status is more significant than any other factor for persons with multiple disabilities and their families.

Individuals with impairments who also have additional disabilities are a significant challenge for professionals and parents to guide their children who have multiple disabilities. A person with multiple disabilities has a combination of disabilities which may include sensory, motor, and cognitive impairments. Deafblind (Visual Impairment + Hearing Impairment), Visual Impairment + Hearing Impairment + Mental Retardation, Visual Impairment + Mental Retardation, Cerebral Palsy + Mental Retardation/ Hearing/ Speech/ Visual problems are some examples of multiple disabilities.

Multiple Disabilities is a broad umbrella phrase that describes a student who has more than one handicap. *Multiple Disabilities (MD) is the presence of more than one disability listed in the Rights of Persons with Disabilities Act of 2016, including deaf-blindness.*

According to National Trust Act (1999) defines **Multiple disabilities** means a combination of **two or more disabilities** as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. National Trust Act, 1999 for the **Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities**. Each child has a unique set of disabilities with varying degrees of severity. *"Multiple disabilities" denotes "concurrent impairments," according to the IDEA statute (such as intellectual disability -blindness, intellectual disability -orthopedic impairment, etc.).*

All people with multiple disabilities are not same. It has always been critical to understand the three points listed below:

1. How many disabilities does a

child have, i.e. two or three?

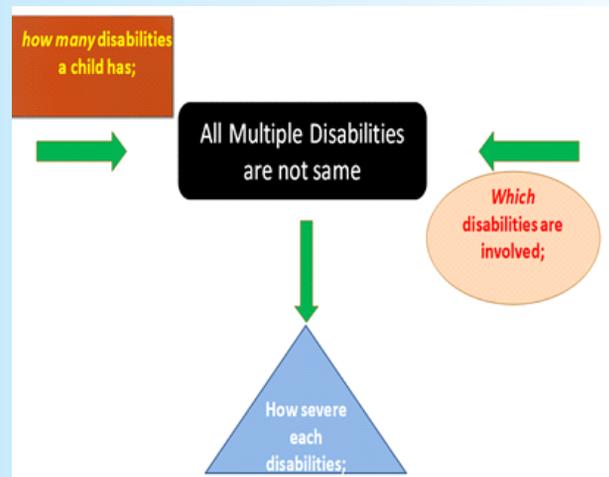
2. What and which disabilities

are involved (LD, HI, ID, ASD or

any other?

3. How severe each disability is?

for ex: Intellectual Disabilities + Visual Impairment i.e. Intellectual Disability is classified as mild, moderate, severe, and profound, whereas Visual Impairment includes blindness or low vision (Lombardi, n.d.)

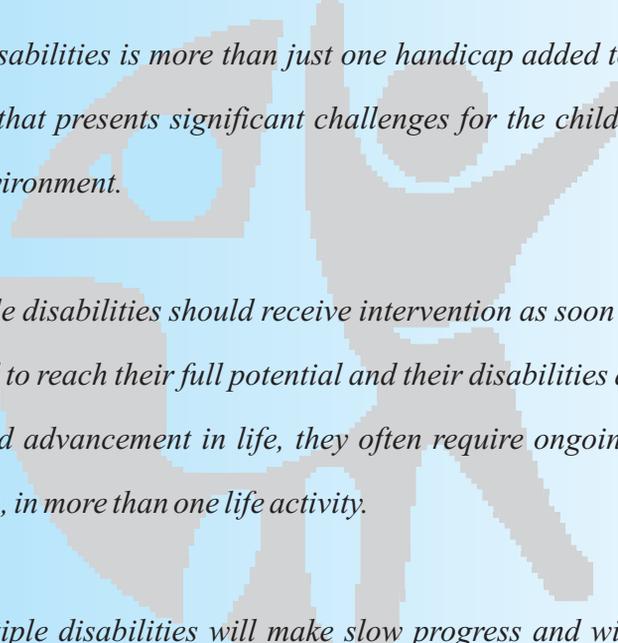


Another thing is about forms of multiple disabilities:

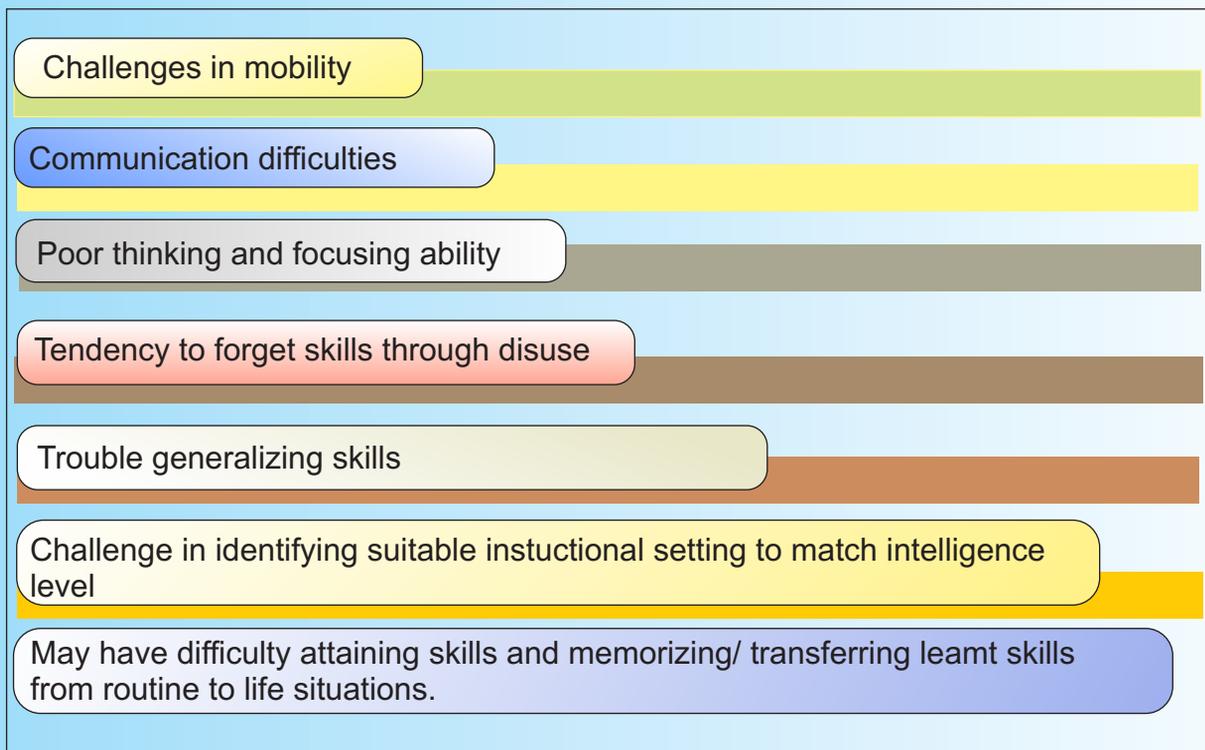
1. Children may have disabilities that happen at the same time and are linked in some way. The primary disability may be the cause of another disability (the secondary or consequent disability).
2. Disabilities that happen at the same time but aren't related in any way i.e the children seem to have disabilities that happen at the same time but aren't caused by the order. For example, being blind or deaf.
3. Disabilities that happen in the same time but aren't always linked: The children may have such disabilities, in which one disability may or may not be caused by the other. In fact, it is not always easy to determine out if there is a link between disabilities that happen to happen at the same time. For example, learning disabilities, emotional problems, or other behavioral disorders (Mangal, 2007).

Individuals with impairments having additional disabilities are a challenging issue for the professionals and parents to guide their children that he/she has multiple disabilities. The combination of disabilities could be sensory, motor, and cognitive disabilities. The combination of which results in such severe educational demands that they are unable to be accommodated in special education programmes for single disabilities."

Persons with Multiple Disabilities have two or more disabilities that affect one or more areas or aspects of their growth and development concurrently. For example, a person may struggle with learning, as well as managing her movements and/or hearing and eyesight. Multiple disabilities can have a greater impact than the combination of two individual disabilities.

- 
- I. *A combination of disabilities is more than just one handicap added to another; it has a cumulative impact that presents significant challenges for the child and her ability to interact with the environment.*
 - II. *People with multiple disabilities should receive intervention as soon as possible so that they can be enabled to reach their full potential and their disabilities do not worsen. For their well-being and advancement in life, they often require ongoing special support, including education, in more than one life activity.*
 - III. *A person with multiple disabilities will make slow progress and will have difficulties generalizing. Individuals can only learn in small steps with a lot of practise and repetition, thus it is crucial to be patient and create realistic goals that are small and achievable. We do not often know how much a multiple impaired individual understands, and her attempts to communicate may be strange to us and sometimes remain unnoticed*

Although the features of people with multiple disabilities differ according to the varied combinations of disabilities as well as the intensity of these issues, the following are common traits:



Assessment is the process of acquiring and discussing information in order to better understand people with various disabilities. Because of the difficulties people face when they have an additional handicap, it is critical to appropriately diagnose the disability during the assessment.

1. *If a child with a vision impairment and cerebral palsy must communicate using her body, the response time may vary. It is critical to ensure that the reason for the delayed response is understood. If the child requires extra time to make the motor movements required to respond, this would help to check whether the child may or may not have an intellectual disability.*
2. *The combination of physical and vision impairment appears to have a major impact on the child's ability to explore and interpret his or her surroundings. Orientation and mobility abilities will be necessary. If the child's physical access is restricted, his or her capacity to acquire knowledge tactually may suffer.*
3. *Children with minimal multiple disabilities may only require support with specific tasks on occasion, whereas children with multiple and severe disabilities may require persistent assistance. People with multiple disabilities can work professionally and effectively contribute to their families and communities with the appropriate training.*

CHAPTER II

REVIEW OF RELATED ASSESSMENT TOOLS

The various assessment tools presently are being used for programming and training the children with disabilities in our country. The PCPMD checklist for children with multiple disabilities has been developed by referring other assessment tools as follows:

1. MADRAS DEVELOPMENTAL PROGRAMMING SYSTEM (MDPS)

The MDPS designed by Jeyachandran, Vimala and Kumar, provides information about the functional skills of mentally handicapped persons in order to facilitate individualized programme planning

The scale consists of 360 items grouped under 18 functional domains, such as gross motor, fine motor, eating, dressing, grooming, toileting, receptive and expressive language, social interaction, reading, writing, numbers, time, money, domestic, and community orientation and vocational respectively. Each domain lists twenty items in an increasing order of developmental difficulty and along the dependence-independence continuum. The MDPS also provides an Adaptive behavioural assessment kit comprising of materials to be used in the assessment of each child with mental handicap.

The administration procedure involves getting information on what skill behaviours the child can or cannot do currently. This information is derived by direct observation of the child, parent/caretaker interviews or by means of testing during assessment.

The child's performance on each item is rated along two descriptions, A and B respectively, depending on whether the child can or cannot perform the target behavior listed in an item on the scale.

The data derived from MDPS helps the teacher to set goals and draw behavioural profiles of individual cases. Besides, it helps in the evaluation of a children's progress over a period of time. (Inter rater agreement coefficient: 0.86, test re-test reliability: 0.94, cronbach's alpha –0.94)-standardization in 2000.

2. FUNCTIONALASSESSMENT TOOLS

In a recently published “guide for parents of children with mental handicap (1990) the research division of National Society of Equal Opportunities for the Handicapped (NASEOH) has

proposed functional assessment checklists which have been designed for use with four levels of children with mental handicap. They are given in the table below:

S.NO	Groups	Chronological age	Mental age
1.	Preprimary	3-6 years	< 5 years
2.	Primary	7-10 years	5-7 years
3.	Secondary	10-13 years`	7-9 years
4.	Prevocational	14-16 years	8+ years

At each level, the Functional assessment checklists cover at least five board domains viz., motor skills, self-care skills, communication skills, social skills and pre-academic skills respectively. The specific number of items within each domain is varying ranging from even 1 to 20 items.

The performance of each child is assessed along a descriptive scale viz., independent (I), need cueing (C), need verbal prompting (VP), needs physical prompting (PP) and totally dependent (TD) respectively.

When a child achieves 80% of the skills listed in the checklist for any level, he qualifies for promotion into next higher level. A periodic evaluation of each child on atleast three occasions i.e., entry level, formative and summative level is recommended. Information on the reliability, validity, field testing or standardization of this scale is not now or available so far.

3. PROBLEM BEHAVIOR CHECKLIST

In the booklet titled “Organization of special schools for mentally retarded children”, Peshawaria (1989) has proposed a problem behavior checklist comprising of seventeen domains (including an 'others category') along with sample problem behaviours listed under each of them. The purpose of the checklist is to identify problem behave/iours in children which may require behavior modification within the school and home settings. The teacher or parents are required to rate each item on the Checklist under three descriptive statements, viz., occasionally, frequently and no problem respectively.

The various domains of problem behaviours included in the Checklist are, physical violence towards others, damages own or others property, has violent temper or tantrums, restless and physically overactive, inattentive or easily distractible, disobeys or obstinate, wanders or truancy from home//school, uses abusive or angry language, bosses and manipulates others, misbehaves in group settings, lies or cheats, stereotyped behaviours, self-injurious behaviours, sexual behavior problems, odd behaviours, fears and others respectively, Information on the reliability, validity, field testing or standardization of this scale is not known or available so far.

4. CALLIERAZUSASCALE

This scale is a scale of normal development designed specifically to aid in the assessment of deaf-blind and multi handicapped children. This scale is predicted on the assessment of academic and therapeutic environment; all children follow the normal development sequence. This scale is composed of five areas: motor development, perceptual development, daily living skills, language development and socialization. Within each area there are subscales made up of sequential steps describing developmental milestones. Scoring of the callierazusa scale is based on the observation of ongoing behavior which occur in the classroom. Information on the reliability, validity, field testing or standardization of this scale is not known or available so far.

5. UPANAYAN DEVELOPMENTAL PROGRAMMING SYSTEM (UDPS) FOR CHILDREN WITH MENTAL RETARDATION (MADHURAM NARAYAN CENTRE FOR EXCEPTIONAL CHILDREN, MADRAS), 1987

It is comprehensive, covering the management of children with mental retardation in the age group of 0-2 years and 2-6 years to meet a 'felt need' for systematic training. Appropriate to Indian conditions and suited to the cultural milieu, the printed program comes equipped with a user manual and a set of activity cards. Upanayan Early Intervention Developmental Programming System: This System consists of background information form (Case history), the Upanayan checklist, profiles, evaluation formats –Graphical and Numerical, an assessment kit, activity cards, training materials and a user manual.

The check list, covering the four areas of development from birth to 2 years, is arranged in the normal developmental sequence, comprising a total of 250 skills, 50 from each domain, such as, motor, self-help, language, cognition and socialization. The activity cards are colored differently for easy identification. The manual gives instructions on the use of the checklist and the activity cards and a list of materials to be used during assessment. In the Upanayan program, age 2 + to 6 years, the check list includes 50 skills in each of the selected 12 domains, a total of 600 skills. The domains are: communication, self-care, meal time activities, personal daily activities, social activities, community use, self-direction, health and safety, functional academics—writing, reading, arithmetic, leisure time and work. The manual includes instructions for use. The checklist and the activity cards containing suggested activities have been field tested extensively with parents, special educators and other professionals in different parts of the country.

6. BASIC MR

The scale has been developed in two parts, BASIC MR aged 3-18years, Part-A and BASIC MR, Part-B. PART-A consists of 280 items grouped under seven domains— motor, activities of daily living (ADL), in motor, language, reading–writing, number, time, domestic, social and prevocational. PART-B consisting of 75 items grouped under 10 domains, that is, violent and destructive behaviors, temper tantrums, misbehavior with others, self-injurious behavior, repetitive behavior, odd behavior, hyperactive behavior, rebellious behavior, anti-social behavior, and fears, helps to assess the current level of problem behavior in the child, along a descriptive scale, namely, independent, cueing, verbal prompting, physical prompting, totally dependent and not applicable, each scale awarded a score of 5 to 0 in that order. Test administration of any item within any domain can be stopped after five consecutive failures by the child. The rest of the items should be scored '0'. In such cases, maximum scores possible for the child in each of domain is 200. The child is rated on each item of Part-B along a descriptive scale, namely, 0 for 'Never', 1 for 'Occasionally' and 2 for 'Frequently' based on three levels of severity and frequency. Inter rater reliability was found positive correlation between two independent assessment for the overall scores ($r=0.835$) for each domain of the scale. Concurrent and Construct validity were also measured and scores are found to statistically significant. Besides face validity for Basic MR (Part A) obtained from teacher rating was found to be high.

7. FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING– NIMH (NARAYAN, MYREDI, RAO & RAJGOPAL, 1994)

Each of the seven checklists is addressed to different levels of the child's functioning, namely, pre-primary, primary-I, primary-II, secondary prevocational-I, pre-vocational-II and care group. At each level, selected carefully and written objectively, excepting care group, the checklists cover a broad domain of skills, such as, personal, social, academic, Independent Living and recreational. When a child achieves 80% success at a given level, promotion to the next higher level considered. Each item on the checklist is rated along a descriptive scale namely, yes (+) means the child performs the item with no help, occasionally cueing (OC), verbal prompting (VP), physical prompting (PP), no (-) meaning one has to completely support the child in the performance of the task. Teaching goals and objectives set quarterly (once in three months) and the progress evaluated at the end of each quarter, the checklist provides for periodic evaluation. This checklist has a high correlation with the Madras Developmental Programming System.

8. ACTIVITY CHECKLIST FOR PRESCHOOL CHILDREN

Activity Checklist for Preschool Children from 12 months to less than 72 months with Developmental disabilities (ACPC-DD) developed by National Institute of Mental Health services is a standardized test measuring 8 domains including self-care. The reliability was 0.957 and test retest reliability – 0.943 while the concurrent validity coefficient 0.847.

9. INDIAN SCALE FOR ASSESSMENT OF AUTISM (ISAA)

ISAA is an objective assessment tool for persons with autism which uses observation, clinical evaluation of behavior, testing by interaction with the subject and also information supplemented by parents or caretakers in order to diagnose autism. ISAA consists of 40 items rated on a 5-point scale ranging from 1 (never) to 5 (always). The 40 items of ISAA are divided under six domains as follows: Domain I: social Relationship and reciprocity, Domain II Emotional Responsiveness, Domain III, Speech-Language and Communication, Domain IV, Behaviour Patterns, Domain V Sensory Aspects, Domain VI cognitive component. ISAA should be scored as per the scoring system. The minimum score that can be obtained is 40 and maximum score that can be obtained is 200. Validity of ISAA items was determined and found significantly correlated with total scores at 0.001 level. Internal consistency reliability was computed using cronbach alpha

obtained was 0.93 ($p < 0.001$), correlations between raters varied from 0.62 to 0.81 in different domains and test-retest reliability was 0.83 ($p < 0.001$).

Thus there are limitations in these scales as BASIC-MR, MDPS, Upanayan, Problem Behavior checklist is only for individuals with mental retardation while CallierAsuza for visually impaired & deafblind, ISAA for autistic children and ACPC-DD is below 72 months, hence the need for development of a programming checklist with wide range of diagnosis for children with multiple disabilities was felt.

CHAPTER III

INTRODUCTION TO CHECKLIST - PCPMD

Education is a right of every child whether she/he is disabled or non-disabled as education equips children to meet the challenges of the life. Education involves growing up knowing the environment in which we live in. It is a human right with immense power to transform the environment in which we live, as it is a powerful instrument of social change and often initiates upward movement in the social structure. In order to make education for all a reality, every child must have access to quality education.

Children with disabilities in India are among the most disadvantaged in terms of access to schooling and completion of elementary education. The World Bank Report (2009) noted that the people with disabilities are subject to multiple deprivations and that they are the most excluded from education. The report noted that children with disabilities are about four to five times less likely to go to school than the children from scheduled tribes and scheduled castes. Due to school fees, transportation cost and parents not having time to accompany children to school, parents are often forced to make a choice between providing education to a child with a disability and without a disability.

According to the National Sample Survey (NSS) 58th round (Jul.–Dec. 2002), 25 percent of the literate population of people with disabilities had received education up to the primary level (five years of schooling), and 11 percent up to the middle level (eight years), while a mere 9 percent had nine or more years. Interestingly, enrolment ratios for those with disabilities aged 5 to 18 years in a mainstream school were higher in rural areas than in urban areas. Illiteracy levels are high across all categories of disability, and extremely so for children with visual, multiple and mental disabilities (and for children with severe disabilities across all the categories).

Education for children with disabilities in India suffers either in its efficacy, infrastructure, implementation and/or other causes and it is very difficult to find reliable data about the prevalence of disability in India. The failure to distinguish between the needs of children having mild, moderate and severe disabilities restricts the opportunity of child with disabilities to be integrated in the mainstream school. A special curriculum designed for children with disabilities to increase accessibility such as language exemption for children with hearing impairment, communication for children with cerebral palsy and multiple disabilities.

The education for multiple disabilities include functional skills such as dressing oneself, learning to make purchases, teach in real-life settings. Students with multiple disabilities should participate in activities that are appropriate for same-age peers without disabilities they should learn how to make choices and appropriate recreation and leisure skills. In order to effectively address the considerable needs of individuals with sensory and additional disabilities, educational programs need to incorporate a variety of components, including language and/or communication development, social skill development, functional skill development and vocational skill development.

Education of children with disabilities (CWD) has been a part of policy development in India for the past few decades. The policies of the government of India towards the education of children with disabilities have been reflected in the enactments, schemes and through institutions established for various relevant activities.

A person with multiple disabilities shall be evaluated by the procedures for each disability; and shall meet the standards for two or more disabilities. If a person is suspected of having Multiple Disabilities, the following evaluation should be considered:

- An Observation of the child's academic performance in a general or special education classroom context by a team member other than the teacher; or, in the case of a child under the age of school or out of school, an observation by a team member conducted in an age-appropriate environment.
- The Developmental or case history of the child is important to be considered
- Psychological assessment to understand the Intellectual ability (IQ) of the child having disabilities
- Speech and language impairments are commonly associated in case of multiple disabilities. It is essential to assess the level of language and communication skill of the child
- If the child demonstrates impairments or difficulties in any of the following areas: cognitive, fine motor, perceptual motor, communication, social or emotional, and perception or memory. These assessments must be done by specialists who are informed about the characteristics being evaluated.
- An examination of cumulative records, past Individualized education programs or Individualized family service plans, and classroom test results obtained by teachers if any

- A medical or health evaluation report including Clinical vision & hearing assessment stating whether any physical factors may be influencing the child's academic performance;
- Furthermore any other assessments if required to determine the child's educational needs.

CHAPTER IV

DOMAIN AND AREAS

The Department of Special Education, National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan) (NIEPMD), Chennai, introduced checklist to facilitate functional programme and planning in each individual at various levels with multiple disabilities.

There are 4 main checklists in addition to that there are checklists for compensatory skills, savant skills and unusual behaviors are included. Each checklist is addressed to different levels of the individual's functioning i.e., preprimary, primary, secondary and prevocational. The skills required at each level have been selected practical based and mentioned as objectively as possible. At each level the checklist covers a broad domain of skills, such as core life skills, social, emotional and communication skills, pre academic - academic skills and leisure time skills. The total number of items under each domain of the checklist varies. When an individual achieves 80% success in a given level, he/she may be considered for the promotion to the next level.

The checklists are recommended for periodic evaluation of each individual on three terms with proper intervals. (I) Inductive level (ii) Formative level (iii) Summative level

Grouping of Individuals

Based on the ability and chronological age and additional disability, grouping can be done into different category levels such as Preprimary, Primary, Secondary and Prevocational

S.no	Levels	Chronological age
1.	Preprimary	3-6 years
2.	Primary	7-10 years
3.	Secondary	11-14years
4.	Prevocational	15-18 years

1. Preprimary level

This level is focused on 3-6 years of age consisting of core life skills, social, emotional and communication skills, preacademic skills and leisure time skills (indoor and outdoor).

2. Primary level

This level include the age from 7 to 10 years of core life skills, social, emotional and communication skills, academic skills and leisure time skills (indoor and outdoor). Individual who achieved 80% of the items in the preprimary level are promoted to primary level. When they achieve 80% of the items in the overall primary level they are promoted to prevocational. If they achieve before the age of 14 years and may be promote secondary group.

3. Secondary level

This level include the age from 11 to 14 years of core life skills, social, emotional and communication skills, academic skills and leisure time skills (indoor and outdoor). Individual who achieved 80% of the items in the primary level before the age of 14 years are promoted to secondary level. When they achieve 80% of the items in the overall primary level they are promoted to prevocational.

4. Prevocational level

This group was focus on prerequisites and transition to vocational training consisting of age group 15-18years. The checklist covers the domains such as core life skills, social, emotional and communication skills, academic skills, and leisure time skills (Indoor and outdoor). The summative evaluation will be taken for further planning for vocational programme.

In addition, compensatory skills given separately for visual impairment with additional disabilities, hearing impairment with additional disabilities and the scoring is same. For savant abilities and unusual behavior- Autism spectrum disorder with additional disabilities, the scoring '1' for observed and '0' for not observed. Further each item must be taken for IEP and the level of activity must be noted at each year.

Validation of the Checklist

The face and content test validity was established by members of NIEPMD involving experts from Special Educators, Psychology department, Therapeutics (PT & OT) and P & O Department. The team members reviewed the checklist and concluded that it measures the trait on 80% agreement on the items by 15 special educators at NIEPMD School.

PREPRIMARY LEVEL

Items added to the initially prepared checklist

Social, emotional and communication skills

- Smiles when another person smiles at him.

Leisure time skills –Indoor

- Blow bubbles
Leisure time skills –outdoor
- Plays with dough/slime
- Plays with Miniture kitchen sets

Items deleted to the initially prepared checklist

Core life skills

- Clean the teeth with fingers
- Wipes glasses and plates with cloth after washing
- Cleans the furniture by wiping with cloth in the classroom and home

Social, emotional and communication skills

- Speaks clearly and understandable by others
- Talks well enough to strangers most of the time

Academic skills

- Holds scissors to cut the paper

Items retained and modified in the initially prepared checklist

Social, emotional and communication skills

- Listen and follow simple directions

Academic skills

- Identifies coins (1 rupee, 2 rupee, 5 rupee, 10 rupee)
- Identifies/points to rupee notes (Rs.5, 10)
- Associate activity with time
- Holds scissors to cut the paper
- Understand money can buy things
- Point to names of coins
- Counts 1 rupee coins to give a sum of Rs.8, 10,15,20 etc.
- Associate activity with time
Leisure time skills –Indoor
- Plays make believe games – pretending to be teacher, mummy, daddy or elder sibling going to school/household keeping.

PRIMARY LEVEL

Items Deleted from the initially prepared checklist

Core life Skills

- Communicate to make arrangement for lunch and dinner either on table /floor
- Combs or brushes hair and puts rubber band or hair clip after removing tangled hair(girl)

Academic skills

- Tells or gestures the names of weekdays in a logical order

SECONDARY LEVEL

Items Deleted from the initially prepared checklist

Core life skills

- Reads bills, receipts.
- Writes small notes, shopping list when dictated
- Goes to the market/general store to buy provisions
- Switches off gas stove on request
- Lights gas stove/kerosene on her own
- Peels potatoes, cucumber and other vegetables when required
- Cuts vegetables into small pieces using knife, cutter or chopper
- Prepares a salad
- Prepares simple snacks such as sandwich
- Prepares coffee/tea/juice.

Academic skills

- Reads names of vegetables fruits, ingredients, pulses, clothes etc
- Reads names of week days
- Reads names of months
- Does simple addition (one digit) when given either vertically or horizontally(2+3)
- Does simple subtraction (one digit)
- Does two-digit addition without carry over
- Does two-digit subtraction without borrowing
- Able to relate the computations to daily living situation

PRE VOCATIONAL LEVEL

Items deleted from the initially prepared checklist

Core life skills

- Takes bath in shower
- Combs hair using comb or hair brush by taking hair line
- Uses washing machine
- Manages medication by his /her own
- Operates kitchen appliances (such as scrapper, peeler ,coconut grater,mixer grinder)
- Prepares rice, gravy, curries
- Reads directions on the street, bus route details and follows

Items rearranged

- Keeps dirt cloth in laundry basket/wash bin

Items Modified

- Cuts vegetables/fruits that don't require peeling (bindi, brinjal etc)
- Prepares (uppma, chapathi, bun, idli, dosa)

Items deleted**Social, emotional and communication skills**

- Assists in moving heavy furniture in the house or work place
- Uses post office/courier service for sending post/courier

Academic skills

- Able to say names of Prime minister, President, Chief minister
- Books tickets online
- Makes bill payment through internet
- Uses E-Mail ID for communication
- Use ATM machine with debit card
- Online shopping
- Identifies/Names 2 kg, 5 kg, 10 kg, weighing stones.
- Reads weight from digital weighing machine

Items modified in the initially prepared checklist**Leisure time skills (outdoor)**

- Flies kites/plays kho-kho/ kabadi/hopscotch
- Develops/shows interest in martial skills like judo, karate, etc. /or and practice of dance/music
- Plays rule governed ball games (basketball, cricket, etc).

Reliability of the checklist

The internal consistency reliability of the test was obtained through rational-equivalence method by Cronbach's α . The value of reliability by Cronbach's α is given below which is significant. So the reliability of the test was also established using SPSS 2.0 (for details, please refer Annexure: II)

Test	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Pre-primary level	.982	.993	172
Primary level	.906	.995	184
Secondary level	.996	.996	146
Prevocational level	.961	.964	141

CHAPTER V
LIST OF MATERIALS REQUIRED TO ADMINISTER THE ASSESSMENT

PREPRIMARY LEVEL

Item No.	DOMAIN : CORE LIFE SKILLS
CLS-1	Brush, paste, tongue cleaner
CLS-2	Mug, bucket, towel, soap, shampoo
CLS-8	Clothes(shirt, skirt, frock,)
CLS-12	Slipper/shoes
CLS-15	Straw/sipper
CLS-16	Pot/bubble top jar/water jug
CLS-17	Tumbler/cup
CLS-21	Orange and banana {fruits}
CLS-22	Biscuits and chips
CLS-23	Bread & jam chapatti & curry, idly chutney
CLS-24	Spoon
CLS-35	Hand kerchief, Towel /panties
Item No.	DOMAIN: SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS
SES-2	Flash card, mirror
SES-6	Flash cards (family photos)
SES-11	Flash cards (car,cat,dog)
SES-12	Flash cards(direction)
SES-14	Flash cards (Emotional pictures)
SES-15	Objects (Familiar things)
SES-17	Flash cards(gender-Male,Female)
SES-28	Chart (daily time schedule)
SES-34	Doctor set play toy, kitchen play toy
SES-35	Friend photos

SES-36	Ball
SES-39	Picture chart
SES-48	Crow story picture chart & flash cards
SES-49	Pictures card/chart
SES-50	Story books / chart
Item No.	DOMAIN: ACADEMIC SKILLS
AS-2	Head, nose, eyes, ears, hands, legs(doll)
AS-3	Blocks, tin, box
AS-4	Fruits, animals flash cards
AS-7	Ball, toys,
AS-8	Shapes and color(model objects)
AS-9	Crayons (jumbo)
AS-10	Pen, book, pencil
AS-12	Plate, slate, book
AS-13	Water bottle, vegetables
As-14	Colour ball, biscuits (milk biscuits,50/50,meriegold)
AS-15	Note book, pencil, tracing board
AS-16	Pen or pencil, bangles
AS-17	Piece puzzle
AS-18	Pen cap, Tiffin box
AS-19	Ball, fruits
AS-20	Bangle, bisket , plate, book
AS-22	Flash cards
AS-23	Picture with flash card
AS-24	Flash cards and clock, bed things
AS-26	Puppet shows, rhymes

AS-28	Clock, bus picture, uniform, flash card
AS-29	Nuts and bolts, clock battery
AS-30	Newspaper or note book paper
AS-32	Chalk piece
AS-33	Pebble, leaf , straw, glass
AS-34	Glass, ball , box
AS-38	Crayons note book
AS-39	Numbers
AS-40	Alphabets, picture
AS-41	Note book, pencil
AS-42	Coin, snacks
AS-43	Scissors, news paper
AS-44	Clock, Calendar,
AS-45	Picture, objects
AS-46	Drawing patterns
Item No	Domain: Leisure Time skills indoor and (Indoor)
LTS -1	TV
LTS -6	Bubbles
LTS -7	Magazines
Item No	Domain: Leisure Time skills (outdoor)
LTS -2	Sand or mud
LTS- 5	Dough/slime
LTS -8	Swing.
LTS- 19	Tricycle/bicycle
LTS- 21	Ludo game toy

PRIMARY LEVEL

Item No.	DOMAIN: CORE LIFE SKILLS
CLS-4	Latches
CLS-5	Glass
CLS-8	Bread and jam,
CLS-9	Mixed food
CLS-10	Rice and curry
CLS-11	Picture card (dhal and vegetables,..)
CLS-12	Picture card (toilet)
CLS-17	Tooth brush, tooth paste/tooth powder
CLS-18	Shirt/pant/frock with button
CLS-19	Upper and lower garments with Elastic
CLS-20	Zip, press button , shirt button, hooks, ace
CLS-21	Picture cards (hand wash steps)
CLS-22	Soap, water (picture card (steps of washing face)
CLS-23	Towel
CLS-24	Handkerchief
CLS-27	Powder/ face cream
Item No.	DOMAIN: SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS
SES-8	Picture chart (greet others)
SES-10	Play toys
SES-13	School bag, lunch box, pencil box)
SES-15 to 17	Action pictures (angry, tired, sad, happy)
SES-18 to 20	Picture card (come, bye-bye..)
SES-21 to 28	Family photos
SES-22	Ball

SES- 29	Picture card (personal needs)
SES-30	Picture card (prepositions)
SES-31	Picture card (gender)
SES-32	Flash cards (Chairs, pencils, books)
SES-33	Picture card
Item No.	DOMAIN: ACADEMIC SKILLS
AS-1	Flash cards (body parts)
AS-3	Objects (rice, dhal, chapatti, light, fan, mat, table, chair)
AS-6	Pencil
AS-7	Crayons
AS-8	Notebook
AS-10	Drawing book
AS-11	Color objects (beads..)
AS-14	Ball (small and big)
AS-15	Number card and beads ,stones, sticks
AS-18	Flash cards (Sense organs)
AS-19	Flash cards (day and night)
AS-21	Clock
AS-23	Money (original and duplicate,objects)
AS-25	Objects (long and short-scale,rope...)
AS- 26	Tumbler (liquid things-water..)
AS-27	Flash cards (pictures of animals)
AS-28	Flash cards (picture of fruits)
AS-29	Clothes (type of cloth)
AS-31	Flash cards (transport)
AS-32	Chart/book(alphabets)

AS-34	Picture cards vegetables, fruits, furniture, animals
AS-36	Picture and word card(3 letter word - cat,dog,...)
AS-37	Picture with word card (friend photos)
AS-38	Flash card (sign boards)
AS-39	Word card (his or her name)
AS-40	Word card vegetables, fruits, animals, furniture)
AS-41	Note, pencil or pen
AS-44	Stones or sticks
AS-52	Worksheets
AS-53	Sticks Ice cream sticks in 10,
AS-54	Flash card daily activities
AS-55	Flash cards (associated pictures –yesterday, today, tomorrow)
AS-58	Flash cards (week days)
AS-59	Flash cards(month name)
AS-60	Calendar
AS-62	Clock
AS-64	Watch/digital watch
AS-68	Coins (money)
AS-75	Rupee notes
AS-76	Cups/glasses of water, rice/dhal, utensils
AS-80	Flash cards(scooter auto,bus,car,lorry,aeroplane,train etc.)
Ltem No.	LEISURE TIME SKILLS - INDOOR
LTS-1	snakes & ladder, five stones
LTS-3	Builds blocks
LTS-4	Drawing book
LTS-5	Magazines,scissors

LTS-6	stamps/stickers
LTS-7	Logo) games/puzzle
LTS-8	picture books or comics
LTS-10	Aquarium setup
Item NO.	LEISURE TIME SKILLS - OUTDOOR
LTS-1	ball
LTS-2	Flies kites, plays marble
LTS-3	Five stones, police & thief sheets
LTS-4	plants
LTS-6	Bull's eye/bucketing the ball

SECONDARY LEVEL

Item NO.	DOMAIN- CORE LIFE SKILLS
CLS-1	paper(note book)
CLS-2	envelope
CLS-5	shampoo and towel
CLS-6	comb or hair brush
CLS-7	band or clip

CLS-8	Model hair and woolen thread
CLS-9	powder (and bindi, kajal
CLS-11	Clothes and seasons picture card
CLS-13	laundry basket
CLS-14	tiffin box, plate, glass, spoon
CLS-15	Picture chart
CLS-18	Bicycle
CLS-27	Cloth
CLS-31	thread and needle
CLS-33	rice, dhal and vegetables
CLS-48	Flowers and paper
CLS-49	Clothes clips
CLS-50	Almirah
CLS-51	bed sheets
Item No.	DOMAIN: SOCIO. EMOTIONAL AND COMMUNICATION SKILLS
SES-11	picture (directions on the street)
SES-13	price details
SES-14	Picture(meal)
SES-15	Picture card(bus, auto, taxi and train.)
SES-19	Picture card(emotional changes) emoji
SES-21	Picture card numbers(bus route)
SES-22	Picture card (stamps)
SES-23	Picture card (sign boards.)
SES-24	Picture card(restaurant.)
SES-28	Flash card(contact phone number)
SES-34	Mobile phone

Item No.	DOMAIN : ACADEMIC SKILLS
AS-1	vegetables, fruits, clothes, ingredients, pulses
AS-3	Calendar
AS-6	Flash card(two-word car ,bus)
AS-8	Picture(book)
AS-9	Flash card(letter/application)
AS-12	Time(clock)
AS-14	Coins(money)
AS-20	Picture(bill)
AS-26	tape, weighing machine, weighing stone, measuring jars
AS-32	Computer
AS-33	Mouse
AS-34	Keyboard
Item No.	DOMAIN : LEISURE TIME SKILLS(INDOOR)
LTS-1	T.V
LTS-3	games like ludo, snake and ladders
LTS-4	Mobile
LTS-5	musical instrument
LTS-6	signs of enjoying music
LTS-7	flowers
LTS-8	leaves, flowers and paper during festivals and social functions
LTS-9	white powder
LTS-10	YouTube video online - download
LTS-11	doll making, greeting card making, origami, cut work on paper)
Item no.	DOMAIN - LEISURE TIME SKILLS(OUTDOOR)
LTS-1	bicycle

LTS-2	plant
LTS-3	a film
LTS-4	games/sports
LTS-5	ball
LTS-6	bus
LTS-8	Ticket and bus pass

PRE-VOCATIONAL LEVEL

Item No.	DOMAIN: CORE LIFE SKILLS
CLS5	Comb, Hair Brush
CLS6	Hair Band
CLS8	Pant
CLS9	Cotton cloth, Woolen cloth, Waterproof cloth
CLS10	Cloth, Laundry Basket/Wash Bin
CLS11	Tiffin Box, Plate, Glass, Spoon
CLS12	Paper, Envelope cover, Seal ink, Seal stick
CLS13	Medium Size Bucket
CLS16	Ointment, Bandages
CLS17	Electric trimmer/Razor, Shaving Cream Napkins.
CLS18	Mobile Phone
CLS19	Utensils, Washing powder/ Liquid soap
CLS20	Rice, Pulses, Tins
CLS22	Peeler, Vegetables and Fruits
CLS23	Vegetables/Fruits, Knife

CLS25	tea bags/coffee maker/instant juice power, Tea/Coffee Cup, Vessel, Filter, Sugar, Ice cube cube
CLS26	kitchen appliances(scraper, peeler, coconut grater, mixer and grinder)
CLS27	Lighter, Gas stove, Gas cylinder
CLS29	Dishes, Plates, Spoons, Tumbler, etc., dining table
CLS31	Clothes, Soap/Surf, Water, Tub.
CLS32	Clothes, Almarahi.
CLS33	Bed sheet, Pillow, Bed cover
CLS34	Bag, Money
CLS35	Dust stick/Broom stick
CLS38	Broom stick
CLS39	Mop stick, Bucket, Water, Floor cleaner liquid.
CLS41	Watch.
Item No.	DOMAIN: SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS
CLS1	Boy/ Girl model, Boy/Girl picture cards
CLS2	Shop or play ground or relatives/friend's house picture cards
CLS6	Greets picture cards
CLS7	Post office/courier picture cards
CLS16	Public toilet picture card
CLS20	Sign boards
CLS22	Watch
CLS23	Ticket counter picture card
CLS25	Menu card, Hotel picture cards

CLS26	Queue line picture cards
CLS27	Directions picture cards
CLS28	Gift
Item No.	DOMAIN: ACADEMIC SKILLS
CLS1	Two words phrases picture cards
CLS2	Sentences picture cards, Book
CLS5	Tables book
CLS6	Tables book, Watch, Money
CLS8	Items list picture cards, Shop picture card
CLS10	Things, Money, Calculator.
CLS11	Things, Money, Calculator
CLS12	2 kg, 5 kg, 10 kg, weighing stones picture cards
CLS13	Digital weighing machine picture cards,
CLS14	Rice, Pulses, Vegetables and weighing stones picture cards.
CLS15	1/2 kg, 1/4 kg rice, pulses and vegetables and weighing stones picture cards.
CLS16	meter tape
CLS17	measuring units (cm, meter) picture cards
CLS18	Cloth, meter tap, measuring unit 1m, 2m picture cards
CLS19	prices on a receipt up to Rs.50 picture card
CLS20	prices on a receipt up to Rs.100 picture card
CLS21	Transacts money for bills up to Rs.50 picture card
CLS22	Transacts money for bills up to Rs.100 picture card
CLS23	Transacts money for bills more than Rs.100 picture card

CLS24	Boy toy model, the body parts(lungs, heart, kidneys) picture chart,body picture cards.
CLS25	Functions of lungs, heart, kidneys models, picture cards, videos
CLS26	names of Prime minister, President, Chief minister picture cards
CLS27	name of own country, state picture card
CLS28	different sources of water picture cards
CLS29	sources of milk products picture cards
CLS30	Calendar, names of week days picture cards
CLS31	Calendar, names of months picture cards
CLS35	Clock, clock picture cards
CLS36	Clock, clock picture cards
CLS37	Real Money, money picture card
CLS38	Real Money, money picture card
CLS39	Real Money, money picture card
CLS40	Real Money, money picture card
CLS41	Price tags on items (RS. 10, 50, Rs. 100, Rs. 500, Rs. 1000) picture cards
CLS46	ATM machine with debit card model and picture cards
CLS47	Mobile phone and picture cards
Item No.	DOMAIN: LEISURE TIME SKILLS - INDOOR
CLS1	Drawing book, colour pencil/sketch
CLS2	Carom board, games cards, scrabble.
CLS3	T.V and remote
CLS6	Flower, bouquets rapper sheet, ribbon/third

CLS8	Craft sheet, scissor, gum and picture cards
CLS9	Cloth, needle, thread and picture card
CLS10	Photos of sports/film stars/botany, stamp, coin, pebbles, photos, computer and picture cards
CLS11	Garland, flower picture cards.
CLS14	White powder, stencils and picture card
Item No.	DOMAIN: LEISURE TIME SKILLS -OUTDOOR
CLS1	Hike or camping trip picture card
CLS2	Bicycle, bus and bicycle picture cards
CLS4	Flies kites/ kho-kho/ kabadi/hopscotch picture cards
CLS5	Plant, garden picture cards
CLS6	martial skills (judo, karate or and dance/music) picture cards
CLS7	Restaurant picture card
CLS8	Bat and ball(badminton, table tennis, lawn tennis, etc) and picture cards
CLS9	Rule governed ball games (basketball, cricket) picture cards

CHAPTER VI

ADMINISTRATION AND SCORING

Instructions to administer the checklist:

1. All items of PCPMD should be essentially administered from 3years to 18years Direct observation and interview can be made during assessment
2. Each item should be scored based on the 4 levels of performance. ie A, EVP, EPP and NE/NA
3. If children with multiple disabilities having motor/visual/hearing disability use assistive devices for movement/vision/hearing independently. Then the score '3' for achieved should be given as instructed in the checklist. The assessment score for each item should be entered in the appropriate boxes given on the right side of the scale ie, formative and summative assessment.
4. When the item is scored 3, the expected level of performance of the individual should be that which is normally expected from ordinary average persons with individual functioning in the given cultural setting in which the persons with multiple disability resides.
5. The effective method of assessment is scoring based on direct observation of performance level of persons with multiple disabilities on each item. However, information can be obtained from key informants/caretakers in case direct observation is not possible.
6. if any item is marked with the sign of (#) then refer to chapter V in the list of material to be used for assessment for the given item.
7. The scale provides provision for assessing performance level for three occasions only. Printed or photocopies of PCPMD can be used for subsequent assessment giving due credit to authors on front page.

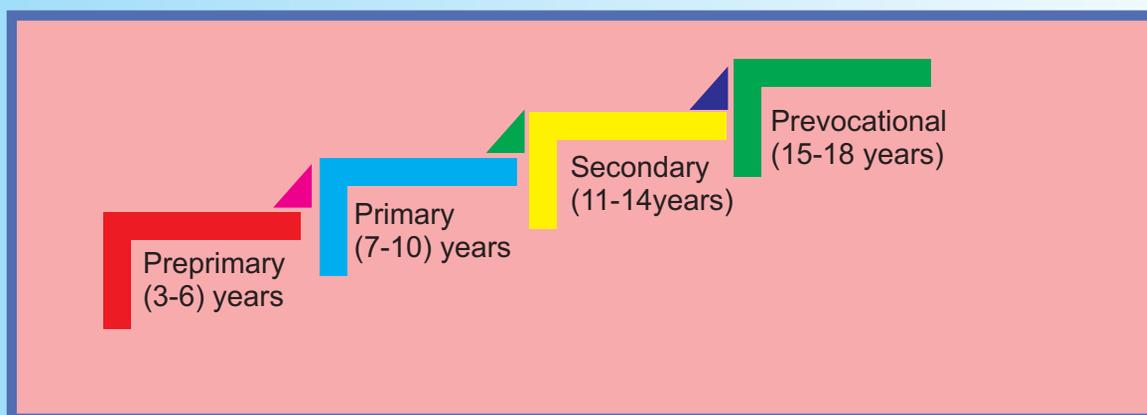
Scoring Procedure

The scoring achieved independently/cues with or without assistive devices/technology is (A) and that will be counted as 3 point in the rating and the remaining other codes such as emerging with verbal prompt (EVP) with or without assistive devices/technology counted as 2 point score and emerging with physical prompt (EPP) will be noted as 1 point score. The other components NE –No Exposure and NA – Not Achieved are not given any points. But the activities marked as no exposure may be noted and can be considered for training during programme plan. The total score of all the items will be calculated for percentage.

Achievement of 80% of items in the checklist will be considered for the next level movement. This scoring will be helpful to find the areas in which the child requires practice to learn the skill. Based on the percentage, grade will be given for the scores as follows:

S.NO	Percentage	Grade	Description
1.	81& above	A	Achieved
2.	61-80	B	Above Instructional level
3.	41-60	C	Instructional level
4.	21-40	D	Coping level
5.	20 and below	E	Frustration level

Promotion Procedure



Test /Assessment Tool:

Formulation of the test: this involved identifying the children having developmental delay and multiple disabilities. A team of four professionals from NIEPMD and ten other professionals working in Special School for children with multiple disabilities did the content (face) validity of the scale.

This checklist is designed to be administered either by direct observation or with interview with the parent or care taker who is responsible for the child. it has been developed at NIEPMD to assess the functioning level of the child with multiple disabilities aged 3 to 18 years. It also aims to provide a baseline of the child, level of dependence/independence and further to provide an appropriate Individualized Educational and intervention plan. The scale can be administered by a special educators, mobility instructor, and occupational therapist and also by speech therapist.

Procedure:

All the data were collected by one examiner (may be special education teacher/professional trainer). The training in administration of the scale was provided to all special education teachers in NIEPMD who can administer the scale. Then Consent was obtained and explained the purpose of the study to the parents prior to the study. Special education teachers were validated and administered using the scale and followed by administration for children with multiple disabilities (refer Chapter III).

CHAPTER VII
PROGRAMME CHECKLIST - MULTIPLE DISABILITIES
(PCPMD)

PREPRIMARY LEVEL

Name:

Age/Sex:

Additional information:

	Date of Evaluation	Total scores	Percentage
First Year			
Inductive			
Formative			
Summative			
Second Year			
Inductive			
Formative			
Summative			
Third Year			
Inductive			
Formative			
Summative			

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	CORE LIFE SKILLS				
1(#).	Identifies brush, paste, tongue cleaner etc				
2(#).	Identifies water, mug, bucket, towel, soap, shampoo				
3.	Holds the brush				
4.	Applies paste on the brush				
5.	Brushes the teeth				
6.	Spits the foam after brushing				
7.	Gargle with water and spits out				
8(#).	Identifies own clothes by self				
9.	Removes fasteners (button)				
10.	Remove shirt/frock				
11.	Wears shirt/frock				
12(#).	Wears slipper/shoes of convenient type				
13.	Identifies hot/cold (e.g in water)				
14.	Sucks and swallows liquids				
15(#).	Drinks through straw/sipper				
16(#).	Fetch water from pot/bubble top jar/water jug				
17(#).	Pour liquids from small containers to tumbler/cup				
18.	Holds and drinks water using tumbler/water bottle				
19.	Chews and swallow's food when kept in mouth				
20.	Aware of eatable and non –eatable items				
21(#).	Peels off fruits such as orange and banana before eating				
22(#).	Bites crunchy items like biscuits and chips				
23(#).	Eats with an appropriate side dish such as bread & jam chapatti & curry, idly & chutney when made into pieces				
24(#).	Eats food with hand/spoon when mixed and given				

25.	Eats with hand/Spoon by mixing foods				
26.	Places plate/glass for washing after meals				
27.	Washes hands at appropriate time				
28.	Splashes/wipes face if needed				
29.	Cooperate while giving bathing like extending hands				
30.	take the water with mug from the bucket				
31.	Pours water by self				
32.	Applies Soap on full body including face				
33.	Wipes out soap completely with water				
34.	Clean nose with handkerchief				
35(#).	Fold small clothes (such as hand towel /panties)				
36.	Unlatches a door to open when he wants to go in/out of the room				
37.	Indicates to go toilet				
38.	Identifies the place of toilet				
39.	Remove undergarments				
40.	Sits on the toilet/sits on the potty				
41.	Identifies the elimination and Flushes after toileting				
42.	Washes after toileting when mother/caretaker pour water				
43.	Washes after toileting by self (including own hands)				
44.	Wear under garments				
45.	Walks 5 feet in the familiar environment				
46.	Ascends and descends the stairs				

S. NO	ACTIVITY	Rating			
		A	EVP	EPP	NA/ NE
	SOCIAL, EMOTIONAL AND COMMUNICATION SKIL				
1.	Smiles when another person smiles at his/her				
2(#).	Makes eye contact and looks at people while interacting				
3	Responds appropriately to words along with gestures such as come, up, go, bye-bye etc.				
4	Uses vocal sounds /gestures actions to call a person /to get attention of others.				
6(#).	Uses gestures such as shaking head for no head nodding for yes hand gestures for 'come', 'give', 'sleep', 'tata'.				
7	Asks for desired objects using gestures / along with vocalizations.				
8	Identifies persons by pointing or naming upon request (e.g. uncle, aunty, sister, brother, etc.).				
9.	Gestures /Says suitably for Namaste/Salam/ good morning.				
8.	Uses words to communicate need instead of screaming, grabbing or whining)				
9.	Uses words/sign to parents, siblings and relatives				
10.	Use simple commands				
11(#).	Says words like 'I, 'me' we and you and some plural (cars, dogs and cats_				
12(#).	Listen and follow simple directions				
13.	Follow instruction with 2 or 3 steps				
14(#).	Shows on increasing variety of emotions				
15(#).	Can name most familiar things				
16.	Understands words like, 'in', 'on' and under				
17.(#)	Say first name gender				
18.	Use simple commands without gestures like 'where is the ball', 'put that down', 'bring the ball'.				

19.	Answers questions such as 'how does a car go', 'how does an airplane go', 'how do you apply face powder' (responses in miming fashion).				
20.	Differentiates strangers from familiar people.				
21.	Enjoys doing new things				
22.	May show fear around unfamiliar people and objects				
23.	Shows affection towards familiar people				
24.	Shows defiant behavior to establish independence (having tantrums)				
25.	Recognize, label and manage their own emotions				
26.	Recognizing if someone is sad				
27.	Recognizes having fun in a situation				
28(#).	Identifies the presence of the major changes in routine				
29.	Seems concerned about personal needs and may even act unselfish				
30.	Moves hand or eyes to see persons moving near him or in the room.				
31.	Responds to his name by stopping an activity or looking at the person when called.				
32.	Moves to familiar person when asked to come near to him/her				
33.	Attempts to display independence (e.g. crawling for exploration or refusing food)				
34(#).	Enjoys imitating people in play				
35(#).	Names a friend				
36(#).	Plays with two other children cooperatively.				
37.	Waits for his turn in the class room, playground, and dining room.				
38.	Shares his things/toys (Pencil, Books, eraser, toys and eatables) when requested by his friends, classmates or others.				

39(#).	Greets teachers or elders in school or at home.				
40.	Stops momentarily an activity when say no.				
41.	Copies adults and friends				
42.	Wants to please friends				
43.	Is more likely to agree with rules				
44.	Gives attention and controls self while participating in game				
45.	Makes new friends and Maintains friendship with peers				
46.	Copies others in more complex task (e.g. cleaning, cooking, self-care)				
47.	Carries on a conversation using 2 to 3 sentences				
48.	Answer 'wh' questions (in one word) from a familiar story				
49(#).	sings a song or says a poem from memory with actions				
50 (#).	Tell stories				

S.NO	ACTIVITY	Rating			
		A	EVP	EPP	NA/NE
	PREACADEMIC SKILLS				
1.	Points to familiar objects in the surrounding				
2(#).	Points /shows body parts (head, nose, eyes, ears, hands, legs) when asked.				
3(#).	Stacks 3 piece of object(blocks, tin, box etc.)				
4(#).	Matching picture card- one category (fruits, animals etc.)				
5.	Names body parts when pointed				
6.	Sorting using concrete objects (ball, toys,)				

7(#).	Sorting picture card- one category (fruits, animals etc.)				
8(#).	Sorting picture card- two category (shape and colour etc.)				
9(#).	scribble Using crayons (jumbo)				
10(#).	Arranges 2-3 objects in a sequence				
11.	Arranges 2-3 pictures in a sequence				
12(#).	Matches shapes				
13(#).	Matches 3 color (object level)				
14(#).	Grouping objects on basis on colour, size and shape				
15(#).	Draws lines/ joining the dots & tracing				
16(#).	Copies simple patterns (circle square)				
17(#).	Complete 4-5-piece puzzle				
18(#).	Solving simple problem (cap with bottle or lid with box)				
19(#).	Identifies names of basic colours (red, yellow, blue)				
20(#).	Identifies names of basic shape (circle, square)				
21.	Name the colour of the object shown				
22(#).	Names /identifies shapes				
23(#).	Differentiates day and night				
24(#).	Relates activities with time (morning-waking up, night-sleep time)				
25.	Complete 4 piece puzzle				
26(#).	Does finger play for some actions or songs				
27.	Completes 8-10-piece puzzles				
28(#).	Gets ready to come to school in time				
29(#).	Using interlocking blocks, nuts and bolts, construction toys				
30(#).	Tears papers in half				
31.	stand in front, behind, next on, under when said				

32(#).	Counts and gives up to 3 objects when asked to.				
33(#).	Matching object with number (keep one pebble on each leaf, one straw in each glass)				
34(#).	Uses in-out , on-under, up-down				
35.	Does simple maze				
36.	Flips pages				
37.	Flips the papers				
38.	Color within the shapes				
39(#).	Arranges number tower				
40(#).	Arrange letters in order (AA,BB,CCor CAT,MAT)				
41(#).	Draws shapes circle, square, +, X, -				
42(#).	Gives money and buys an item				
43(#).	Cuts paper using scissors				
44(#).	Reads number from watch/clock				
45(#).	Matching familiar words				
46(#).	Drawing patterns				
47.	Cuts out line				
48.	Cuts out simple shapes				

S.NO	Activity	Rating			
		A	EVP	EPP	N/NE
	LEISURE TIME SKILLS (INDOOR)				
1(#).	Listens/watches to rhymes/action songs				
2.	Watches TV Advertisements.				
3.	Listen/watch this animated cartoon pictures				
4.	Dances/Claps/taps with rhythm of music in Radio or TV.				
5(#).	Plays with block-assembling and dismantling.				

6(#).	Blow bubbles				
7.	Sees picture in magazines without tearing the book				
8.	Arranges own things in their appropriate places a given room				

S.NO	Activity	Rating			
		A	EVP	EPP	NA /NE
	LEISURE TIME SKILLS (OUTDOOR)				
1.	Moves in a garden or open yard				
2(#).	Plays with sand or mud				
3.	Plays with water				
4.	Plays boxes games- putting block by match with the colour/shape				
5(#).	Plays with dough/slime				
6.	Plays with Miniture kitchen sets				
7.	Imitates play				
8(#).	Swing on a swing.				
9.	Plays on a slide by climbing up and down				
10.	Plays hide and seek				
11.	Plays running and catching game in a shorter distance / runs a race/duck walking /frog jumping, etc. not on a track				
12.	Play games like Passing the parcel /ball/musical chairs, etc.				
13.	Enjoys going for a ride on cycle, scooter, bus or car.				
14.	Throws a ball				
15.	Catches a ball				
16.	Kick large ball when roll to him				
17.	Crosses obstacles by jumping				
18.	Engages in play that involves jumping/hopping				

19.	Rides tricycle/bicycle with/without training wheels				
20.	Play games on computer, TV, or handheld machines				
21(#).	Plays ludo (e.g. shapes)				
22.	Engage in community leisure activities				
23.	Invite friends to home for a social event				
24.	Attend a party				

Scoring

S.NO	Components	Score	A	EVP	EPP	NA/NE
1.	Achieved independently/with clues (A) With/without Assistive devices	3				
2.	Emerging with Verbal Prompt – (EVP) With/without Assistive devices	2				
3.	Emerging with Physical Prompt – (EPP)	1				
4.	Not achieved (NA)	0				
5.	No Exposure*	0				

*Activities can be noted and can be considered during programme plan

Performance Entry Sheet

Area	No. of activities	First Year (%)			Second Year (%)			Third Year (%)				
		Inductive	Formative	Summative	Inductive	Formative	Summative	Inductive	Formative	Summative		
Core life skills												
Social, Emotional & communication skills												
Precademic skills												
Total												
Grade for Leisure time skills												

Note: the percentage of pass under each total in parenthesis.

Scoring for Leisure time is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade, teacher can use their judgment to give grade.

**PROGRAMME CHECKLIST - MULTIPLE DISABILITIES
(PCPMD)**

PRIMARY LEVEL

Name:

Age/Sex:

Additional information:

Performance summary sheet

	Date of Evaluation	Total scores	Percentage
FIRST YEAR			
Inductive			
Formative			
Summative			
SECOND YEAR			
Inductive			
Formative			
Summative			
THIRD YEAR			
Inductive			
Formative			
Summative			

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	CORE LIFE SKILLS				
1.	Walks 5 feet				
2.	Walk up and down the stairs				
3.	Ascends and descends the stairs placing alternative feet				
4(#).	Unlatches a door to open when he wants to go in/out of the room				
5(#).	Hold and drinks liquids from glass				

6.	Drinks water when he is thirsty				
7.	Serves water to others				
8(#).	Eats appropriately with the side dish such as bread & jam, chapatis and curry, idly & chutney				
9(#).	Eats by himself when food is mixed and given				
10(#)	Mixes and eat by self				
11(#).	Asks for curries(vegetables, dal, sambar etc) when she/he wants more				
12(#).	Sits on toilets/potty to pass urine or stools				
13.	Indicates the need to go to the toilet				
14.	Removes off under clothes to use toilet				
15.	Cleans self after defecation				
16.	Flushes or pours water after toileting				
17(#).	Brushes teeth with tooth brush/with a finger using tooth paste/tooth powder				
18(#).	Takes off shirt/pant/frock, etc. when unbuttoned				
19(#).	Wear clothes of upper/lower body garments				
20(#).	Unfastens clothes of upper/lower body garments a) Zip, b) press button c)shirt button d)hooks c) ace				
21(#).	Washes hands before eating snacks or food or after using toilet or when hands are dirty.				
22(#).	Washes face with soap and water				
23(#).	Wipes hands and face with a towel after washing				
24(#).	Cleans and wipes nose with a handkerchef when needed				
25.	Pour water and applies soap while bathing				
26.	Wipes self with a towel after bathing				
27(#).	Applies powder/ face cream				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS				
1.	Responds to his name looking at the person when called				
2.	Moves to a familiar person when asked				
3.	Smiles in response to another person's smile at him				
4.	Plays with other children cooperatively				
5.	Stops momentarily an activity when said 'no' (at least half a number of times)				
6.	Waits for his turn in the classroom/ playground/dining room				
7.	Shares his things when requested by his classmates or others				
8(#).	Greets others in school or at home				
9.	Performs the activity requested by teachers and parents				
10(#).	Asks for permission to use a toy or other material which does not belong to him				
11.	Participates in a group game in which 4 to 5 children are involved in a comfortable sitting				
12.	Maintains appropriate manners when taken to social functions				
13(#).	Takes care of his own belongings in school (E.g. School bag, lunch box, pencil box)				
14.	Asks for assistance when injured or teased by others				
15(#).	Reacts appropriately after recognizing that the speaker is angry, tired, sad, happy, etc.				
16(#).	Expresses anger or displeasure by vocalization				
17(#).	Uses actions/ words to call a person/to attention of others				
18(#).	Responds appropriately when used gestures/words such as come, up, go bye-bye, etc.				
19(#).	Says/uses gestures such as shaking head appropriately for 'no' and 'yes', hand gesture for 'come', 'give', 'sleep', 'tata'.				

20(#).	Use simple verbal requests with gestures such as 'give', 'I will take'				
21(#).	Use words/sign to call parents, siblings and relatives				
22(#).	Use simple verbal commands like 'where is the ball', put that down, bring the ball.				
23(#).	Uses combination of words or gestures to express his need or wish.				
24(#).	Answers (verbally/gesturally) to question 'Whose is' by pointing to self or others correctly.				
25(#).	Identifies persons by pointing to them or naming upon request (e.g. Uncle, aunty, sister, brother, etc)				
26(#).	Requests for desired objects using gesture / verbally				
27(#).	Names members of the family like brother, sister, aunt, uncle				
28(#).	Uses 2-3-word sentence to communicate information				
29(#).	Communicate /indicates for help (verbally or gesturally) for personal needs				
30(#).	Use messages involving preposition such as under, behind, In front through gestures or visual cues				
31(#).	Uses correct gender term when asked				
32(#).	Can say plural forms of names. Eg. Chairs, pencils, books				
33(#).	Follows instructions of a task without visual cues or gestures				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	ACADEMIC SKILLS				
1(#).	Shows/points to body parts when requested				
2.	Names/communicate to point out body parts when pointed to				
3(#).	Shows/ Points to 10 common objects with which he has to interact in his/her home environment (e.g.rice, dhal, chapatti, light, fan, mat, table, chair)				
4.	When needed asks for common objects (mentioned above)				

6(#).	Hold pencil and scribbles				
7(#).	Colours with a crayon within a given diagram				
8(#).	Traces on a given diagram				
9.	Joins dots to form pictures				
10(#).	Copies a given figure/diagram				
11(#).	Group three common colours when given a group of coloured objects				
12.	Groups objects according to the size				
13.	Gives objects/pictures of at least six common colours when asked				
14(#).	Identifies big/small objects				
15(#).	Counts and gives objects up to 10				
16.	Counts and gives objects upto 10 when not asked sequentially				
17.	Identifies a numeral when not asked sequentially upto 10.				
18(#).	Tells or gesture functions of sense organs				
19.	Identifies/recognizes day or night when asked				
20.	Tells or gestures the names of weekdays in a logical order				
21(#).	Identifies a clock/wrist watch				
22.	Tells/points/shows the use of clock/wrist watch				
23(#).	Differentiate money from other objects				
24.	Tells/points/showsthe use of money				
25(#).	Identifies long and short objects when asked				
26(#).	Tellwhich one has more/less quantity of things/liquids				
27(#).	Names at least five pictures of animals asked				
28(#).	Names at least five pictures of fruits asked				

29(#).	Tells/points/shows the type of cloth he/she wears when asked				
30(#).	Uses words like 'now' and 'later' when necessary				
31(#).	Name the various means of transport				
32(#).	Reads alphabets (English or any other regional language) when shown a chart/book.				
33.	Read numbers up to 10 when asked randomly				
34(#).	Identifies vegetables, fruits, furniture, animals by seeing a picture				
35.	Tells his/her name				
36(#).	Show /point to reads 2-3 letter words without a clue (picture) (about 10)				
37(#).	Show/point on pictures to read his friend's names in his class				
38(#).	Reads sign boards which are essential for independent mobility				
39(#).	Write his name				
40(#).	Writes names of words (vegetables, fruits, animals, furniture)				
41(#).	Writes numerals up to 10 when dictated randomly				
42.	Writes numerals up to 10 in a sequence				
43.	Writes missing numbers before and after up to 10				
44(#).	Does simple addition up to 10 by counting objects (without paper)				
45.	Does simple addition within 10 on paper by counting lines				
46.	Gives exact number of objects when asked by counting up to 20				
47.	Expands/communicates the numbers from 11-20 (e.g. 11= 10 & 1)				
48.	Points to numerals up to 20 when not asked sequentially				
49.	Names/shows/points numerals up to 20 when not asked sequentially				

50.	Writes numerals up to 20 when given dictation				
51.	Writes numerals up to 20 in a sequence				
52(#).	Writes missing numbers after and before up to 20				
53(#).	Counts in tens up to 100 (10, 20, 30,...100)				
54(#).	Associates time with daily activities				
55(#).	Tells the name of the day when asked what day is today, what day will be tomorrow and what day was yesterday				
56.	Tells in order what he does from morning till he goes to bed				
57.	Tells his age/points to self when asked				
58(#).	Tells the number of days in a week				
59(#).	Tells/points the number of months in a year				
60(#).	Indicate to point out the date on the calendar				
61.	Changes the date and month on a calendar stand correctly				
62(#).	Tells/points the position of long and short hand on a clock when asked				
63.	Shows/points on a clock time in hours when asked				
64(#).	Shows/point time in hours seeing a clock/wrist watch/digital watch				
65.	Shows/points on a clock the time in half hours (7.30,8.30)				
66.	Tells time in half hour (4.30.5.30) seeing a clock/wrist watch				
67.	Gets ready to come to school in time				
68(#).	Identifies coins (1 rupee, 2 rupee, 5 rupee, 10 rupee)				
69.	Point to names of coins				
70.	Identifies/points to rupee notes (Rs.5, 10)				
71.	Counts 1 rupee coins to give a sum of Rs.8, 10,15,20 etc.				

72.	Groups Rs.10 notes to give 20,30,40...100				
73.	Gives change to Rs.10 using 5 rupee coins (5+5)				
74.	Gives change to Rs.10,20,50 using a combination of Rs.5 & Rs.10 notes Gives change to Rs.10,20,50 using a combination of Rs.5 & Rs.10 notes				
75(#).	Communicates/point to names of rupee notes				
76(#).	Tells/communicates how many cups/glasses of water, rice/dhal are required to fill a given utensil				
77.	Measure the required cups of water for making tea				
78.	Communicates or Posts letter in the post box				
79.	Communicates/point to tells his parents/family members when he feels sick				
80(#).	Identifies the various means of transport (cycle, bike, scooter auto,bus,car,lorry,aeroplane,train) with the help of picture				
81.	Names/communicates various means of transport				

S.NO	Activity	Rating			
		A	EVP	EPP	NA / NE
	LEISURE TIME SKILLS (INDOOR)				
1(#).	Plays common games like snakes & ladder, five stones with 2-3 children (with only 2 specific rules)				
2.	Watches T.V programmes for 15 to 30 minutes in a comfortable seating				
3(#).	Builds blocks to copy a given model (3 to 8 pieces) while on sitting				
4(#).	Draws simple figures and colours them				
5(#).	Cuts and pastes pictures from old magazines to make a scrap book\collage work (when assisted while cutting)				
6(#).	Collects stamps/stickers				
7(#).	Assembles (Logo) games/puzzle while sitting				

8(#).	Looks through picture books or comics				
9.	Arranges room, by placing objects in their respective place				
10(#).	Feeds and care for pets or aquarium (under supervision)				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	LEISURE TIME SKILLS (OUTDOOR)				
1(#).	Plays by passing/throwing and catching the ball				
2(#).	Flies kites, plays marble games while sitting				
3(#).	Plays games like, police and thief, land and sea, five stones				
4(#).	Waters plants				
5.	Goes for a walk outside or visit friends house alone in same area/colony of living				
6(#).	Plays aiming of darts at the bull's eye/bucketing the ball,etc in a comfortable seating				
7.	Moves or points jungle gym, trees or other similar structures				
8.	Plays hopping game governed by rules while sitting				
9.	Moves out with adults for shopping				
10.	Moves out to restaurant/theatres with adults				

Scoring

S.NO	Components	Score	A	EVP	EPP	NA/NE
1.	Achieved independently/with clues (A) With/without Assistive devices	3				
2.	Emerging with Verbal Prompt – (EVP) With/without Assistive devices	2				
3.	Emerging with Physical Prompt – (EPP)	1				
4.	Not achieved (NA)	0				
5.	No Exposure*	0				

*Activities can be noted and can be considered during programme plan

Performance Entry Sheet

Area	No. of activities	First Year (%)			Second Year (%)			Third Year (%)				
		Inductive	Formative	Summative	Inductive	Formative	Summative	Inductive	Formative	Summative		
Core life skills												
Social, Emotional & communication skills												
Academic skills												
Total												
Grade for Leisure time skills												

Note: the percentage of pass under each total in parenthesis.

Scoring for Leisure time is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade, teacher can use their judgment to give grade.

**PROGRAMMED CHECKLIST– MULTIPLE DISABILITIES
(PCPMD)**

SECONDARY LEVEL

Name:

Age/Sex:

Additional information:

Performance summary sheet

	Date of Evaluation	Total scores	Percentage
FIRST YEAR			
Inductive			
Formative			
Summative			
SECOND YEAR			
Inductive			
Formative			
Summative			
THIRD YEAR			
Inductive			
Formative			
Summative			

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	CORE LIFE SKILLS				
1(#).	Folds paper (note book size) into two/three/four parts				
2(#).	Folds paper to an envelope size and puts inside an envelope.				
3.	Uses toilet on his/her own when necessary and cleans self				
4.	Takes bath (including soaping, washing and wiping with a towel) closing the door for privacy by himself				
5(#).	Applied shampoo on the hair, washes and dries hair with towel				
6(#).	Combs hair using comb or hair brush and divides the hair line				
7(#).	Combs hair and puts a band or clip				
8(#).	Plaits hair puts a band				
9(#).	Applies powder (and bindi, kajal also in case of girls)				
10.	Wears clean clothes				
11(#).	Chooses clothes appropriate to the weather conditions.				
12.	Dresses and grooms suitably to go out				
13(#).	Places dirty clothes for washing in a laundry basket				
14(#).	Cleans his own vessels. E.g.: tiffin box, plate, glass, spoon after eating				
15(#).	Informs the family members on arrival of visitors.				
16.	Knows self as a boy or a girl				
17.	Identifies to which gender he/she belongs.				
18(#).	Uses bicycle to travel to nearby places				
19.	Washes bicycle whenever required.				
20.	Cleans or dust the house				

21.	Wipes kitchenware with a cloth after cleaning				
22.	Dusts furniture, cupboards and other items in the house				
23.	Sweeps floor with a broom stick.				
24.	Wipes floor with a wet cloth/mop/wiper				
25.	Eats independently on his own				
26.	Picks up items in a super market as per the written or pictorial list				
27(#).	Carries the shopped items to the cash counter for billing				
28.	Reads bills, receipts.				
29.	Writes small notes, shopping list when dictated				
30.	Goes to the market/general store to buy provisions				
31(#).	Makes flower garlands using thread and needle				
32.	Cleans rice and other pulses				
33(#).	Washes rice, dhal and vegetables when requested				
34.	Switches off gas stove on request				
35.	Lights gas stove/kerosene on her own				
36.	Peels potatoes, cucumber and other vegetables when required				
37.	Cuts vegetables into small pieces using knife, cutter or chopper				
38.	Prepares a salad				
39.	Prepares simple snacks such as sandwich				
40.	Prepares coffee/tea/juice				
41.	Serves breakfast to family members \				
42.	Arranges dishes on the dining table before lunch and dinner				
43.	Cleans table after eating food.				
44.	Cleans unbreakable items from own plate at table				

45.	Washes utensils and puts them in respective places				
46.	Cleans play or work area at end of an activity (Finger painting, painting, etc)				
47.	Makes bed on his own				
48(#).	Decorates room with flowers and paper during festivals and social functions				
49(#).	Spreads clothes on a cloth line after washing and clips				
50(#).	Folds clothes after drying and places them in almirah				
51(#).	Folds bed sheets and places them in proper place				

S.NO	Activity	Rating			
		A	EVP	EPP	NA / NE
	SOCIAL, EMOTIONAL AND COMMUNICATION SKILLS				
1.	Speaks/expresses (gesturally) his needs clearly				
2.	Greets people come to home				
3.	Asks people to be seated when they come home				
4.	When required introduces himself to visitors/guests				
5.	Initiates and maintains social connections with friends/strangers				
6.	Goes out with parents				
7.	Goes out with friends/relatives				
8.	Locates his/her own house while walking on the street				
9.	Goes to a shop nearby and returns back home				
10.	Identifies directions on the street				
11(#).	Goes to relatives/friend's house within 1km. periphery and returns back home independently				
12.	Buys two items written on a list from the shop in the neighborhood				
13(#).	Identifies price details of the products during shopping				
14(#).	Asks politely to pass on the dishes he/she wants while having a meal.				
15(#).	Tells/gestures that he requires money to travel by bus, auto, taxi and train.				
16.	Uses verbal directions to move from place to place within a building.				
17.	Attends social events without hesitation				
18.	Behaves appropriately in a variety of social situations				
19(#).	Manages emotional changes				
20.	Lends things to people				
21(#).	Identifies bus route				

22(#).	Buys stamps from the post office when told.				
23(#).	Understands sign boards.				
24(#).	Points out/tells items of his/her choice in the restaurant.				
25.	During conversation asks relevant questions				
26.	Spontaneously tries to express ideas/opinion to other people				
27.	Appropriately uses past, present and future tenses of verbs in sentences while gesturing/speaking				
28(#).	Communicates address of residence and access contact phone number				
29.	Narrates in 2-3 sentences about a past event				
30.	Remembers information/messages and passes on appropriately to concerned person (verbal/gestural).				
31.	Uses items that belongs to others with permission				
32.	Asks for help in difficult situations /conditions				
33.	Follows written instructions				
34(#).	Uses mobile phone for making calls				
35.	Uses WhatsApp or similar app for communication				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	ACADEMIC SKILLS				
1(#).	Writes name of at least 5 vegetables, fruits, clothes, ingredients, pulses.				
2.	Writes his own name				
3(#).	Change date in the daily sheet calendar				
4.	Writes name of week days when dictated				
5.	Writes name of months when dictated				
6(#).	Reads two-word phrases				
7.	Writes two-word phrases when dictated				
8(#).	Writes date, month and year in his note book/board using.				
9(#).	Writes date, month and year while writing a leave letter/application form				
10.	Tells/gestures what day is today.				
11.	Relates day with date using calendar				
12(#).	Identifies time when long hand is at 3.6.9.12.				
13.	Identifies time with minutes in multiples of 5.				
14(#).	Counts one-rupee coins upto Rs.10.				
15.	Gives change in one rupee for Rs.2, Rs.5, and Rs.10.				
16.	Groups coins such as 1rs, 2rs, 5rs, to make ten rupees.				
17.	Gives change upto Rs.20.				
18.	Gives change upto Rs.30.				
19.	Gives change upto Rs.40.				
20(#).	Calculates money and pays bill upto Rs. 10				
21.	Calculates money and pays bill upto Rs. 20				
22.	Calculates money and pays bill upto Rs. 50				

23.	Does addition with carryover (2 digits 2 lines)				
24.	Does addition with carryover (3 and more line 2 digit).				
25.	Does subtraction with borrowing (2 digit/3 digit).				
26(#).	Identifies/names measuring instrument (Measuring tape, weighing machine, weighing stone, measuring jars)				
27.	Identifies/names 1 liter/1 kg. Measuring jars/weighing stone.				
28.	Tells the use of balance.				
29.	Measures kg. of vegetables and pulses using domestic weighing scale				
30.	Measures length of a line using scale				
31.	Measures length of an item using measuring tape				
32(#).	Operates computer when asked to do so				
33(#).	Operates mouse (Clicks, scrolls, drags etc.)				
34(#).	Feed data into computer using keyboard				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	LEISURE TIME SKILLS - INDOOR				
1(#).	Watches T.V. serials and Uses the story sequence.				
2.	Take turns without being asked				
3(#).	Plays games like ludo, snake and ladders				
4(#).	Uses mobile phone for listening to music				
5(#).	Plays a musical instrument or sings a song				
6(#).	Dances with tune when music is played (or shows signs of enjoying music).				
7(#).	Arranges flowers in vases				
8(#).	Decorates entrance/room with leaves, flowers and paper during festivals and social functions				

9(#).	Draws or uses white powder to make rangoli designs (in case of girls) using hands or stencils				
10(#).	Watches YouTube video online.				
11(#).	Practice crafts (doll making, greeting card making, origami, cut work on paper)				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	LEISURE TIME SKILLS - OUTDOOR				
1(#).	Rides bicycle to visit friends place/shop				
2(#).	Involves in plant care and gardening				
3(#).	Goes out to see a film, accompanied by one or more family members.				
4(#).	Aware of participation in National games/sports (Paralympics)				
5(#).	Plays racquet games/cricket/other rule governed games with ball (with adaptation if any).				
6(#).	Goes to the correct bus to travel a given destination in familiar route				
7.	Identifies the bus to reach his destination.				
8(#).	Buys ticket or shows bus pass to the conductor.				
9(#).	Finds a seat/request a people for sitting while travelling in bus/train or offers his seat to elders.				
10.	Gets down at the correct destination while travelling				

Scoring

S.NO	Components	Score	A	EVP	EPP	NA/NE
1.	Achieved independently/with clues (A) With/without Assistive devices	3				
2.	Emerging with Verbal Prompt – (EVP) With/without Assistive devices	2				
3.	Emerging with Physical Prompt – (EPP)	1				
4.	Not achieved (NA)	0				
5.	No Exposure*	0				

*Activities can be noted and can be considered during programme plan

Performance Entry Sheet

Area	No. of activities	First Year (%)			Second Year (%)			Third Year (%)				
		Inductive	Formative	Summative	Inductive	Formative	Summative	Inductive	Formative	Summative		
Core life skills												
Social, Emotional & communication skills												
Academic skills												
Total												
Grade for Leisure time skills												

Note: the percentage of pass under each total in parenthesis.

Scoring for Leisure time is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade, teacher can use their judgment to give grade.

**PROGRAMME CHECKLIST FOR PERSONS WITH
MULTIPLE DISABILITIES
(PCPMD)**

PRE-VOCATIONAL LEVEL

Name:

Age/Sex:

Additional Information:

	Date of Evaluation	Total scores	Percentage
FIRST YEAR			
Inductive			
Formative			
Summative			
SECOND YEAR			
Inductive			
Formative			
Summative			
THIRD YEAR			
Inductive			
Formative			
Summative			

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	CORE LIFE SKILLS				
1.	Uses toilet when necessary at home				
2.	Uses toilet at public places				
3.	Takes bath completely				
4.	Keeps dirt cloth in laundry basket/wash bin				
5(#).	Combs hair using comb or hair brush by taking hair line				
6(#).	Combs hair and puts rubber band				
7.	Plaits hair after combing				
8(#).	Wears cloth and fastens				
9(#).	Selects clothes as per seasons				
10(#).	Presents self neatly dressed and groomed to go out				
11(#).	Cleans his own tiffin box, plate, glass and spoon after eating				
12(#).	Folds paper and keep inside an envelope and seal it.				
13(#).	When needed gets a medium size bucket filled with water from the tap				
14.	Gets his clothe ironed from the iron man when required				
15(#).	Reveals his/her illness when feels sick				
16(#).	Gets assistance to apply an ointment on a cut and bandages if necessary.				
17(#).	Shaves beard to present himself neat (male) using electric trimmer/razor Manages herself during menstruation (female)				
18(#).	Uses mobile phone when needed				
19(#).	Cleans utensils with washing powder or liquid soap				
20(#).	Stores rice and pulses in respective tins after shopping				

21.	Rinses rice, dal fruits and vegetables when requested				
22(#).	Peals vegetables and fruits				
23(#).	Cuts vegetables/fruits that do not require peeling (ladies finger, brinjal, etc).				
24.	Cuts vegetables appropriately to prepare different dishes				
25(#).	Prepares tea/coffee/juice using tea bags/coffee maker/instant juice power.				
26(#).	Operates kitchen appliances (such as scraper, peeler, coconut grater, mixi, and grinder)				
27(#).	Lights and regulates gas stove.				
28	Prepares Upma, idli,/dosa, breadomlete				
29(#)	Arranges dishes, plates, etc. on the dining table				
30	Serves food to family members/Guests				
31(#).	Washes clothes with soap/surf				
32(#)	Folds clothes and stacks them in almarah				
33(#)	Makes bed for sleeping.				
34(#)	Fetches vegetables and groceries from a nearby shop				
35(#)	Clean or dust the house or paint wall.				
36.	Dries/Folds clothes.				
37.	Wipes kitchen wear with a cloth after cleaning				
38(#).	Sweeps floor with a broom stick.				
39(#).	Wipes floor with a mob				
40.	Reads directions on the street, bus route details and follows				
41(#).	Gets ready to reach work place in time				
42(#).	Uses public transport for travel.				
43.	Collects/renews bus pass.				

44.	Goes to the correct bus stop to travel to a given destination in familiar route				
45.	Identifies the bus to reach his destination.				
46.	Uses travel pass at the time of journey				
47.	Buys a bus/train ticket or pass from the ticket counter				
48.	Finds a seat/request people for sitting place while travelling or offers his seat to elders.				
49.	Gets down at the correct destination.				
50.	Fills in personal information in an application form (ie. name, age, date of birth, address, father's name, sex, language spoken)				
51.	Uses bank challan/ withdraw slip for money transaction when required				
52.	Fills railway booking form when required				
53.	Does simple first aid (fixing band aid, applying pain)				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	SOCIAL, EMOTIONAL AND NECOMMUNICATION SKILLS				
1(#).	Identifies himself with boys. Identifies herself with girls.				
2(#).	Goes to a shop or play ground or relatives/friend's house in 1km. periphery of the neighborhood and returns.				
3.	Buys two items written on a list from the shop nearby and pays the bill (May not know account)				
4.	Informs the family members on arrival of the guest to home				
5.	When required introduces himself to new people who comes to his house				
6(#).	Greets and asks relatives or family friends to be seated when they come to their house				
7(#).	Uses post office/courier service for sending post/courier				

8.	Tells/gestures that he requires money to travel.				
9.	During conversation asks relevant questions				
10.	Remembers information/messages and passes on appropriately to concerned person				
11.	Narrates in 2-3 sentences about a past event				
12.	Uses verbal directions to move from place to place within a building.				
13.	Spontaneously tries to express ideas to other people				
14.	Appropriately uses past, present and future tenses of verbs in sentences.				
15.	Speaks/expresses gesturally clearly enough to be understood by someone who is not familiar.				
16(#).	Finds a toilet in public places				
17.	Participates in social/religious activities				
18.	Expresses distress when in trouble and seeks help.				
19.	Defends self when teased/exploited by others.				
20(#).	Identifies essential sign boards for getting the work done.				
21.	Completes work within the allotted schedule				
22(#).	Tells time upon request				
23(#).	Collects ticket from the counter when required				
24.	Assists in moving heavy furniture in the house or work place				
25(#).	Orders items of his choice in a restaurant or a hotel.				
26(#).	Stands in a queue where ever required (getting tickets/rationshop)				
27(#).	Asks for directions when needed				
28(#).	Select and collects gifts to significant persons for Birthday and other occasions.				
29.	Asks politely to pass on the dishes he wants while having a meal				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	ACADEMIC SKILLS				
1(#).	Reads two words phrases.				
2(#).	Reads simple sentences.				
3.	Does two-digit addition with carry over.				
4.	Does two-digit subtraction with borrowing.				
5(#).	Aware of table 2 to 5.				
6(#).	Uses table 5 for time/money purposes.				
7.	Writes simple sentences when required				
8(#).	Writes a list of items with to buy from a shop.				
9.	Copies a paragraph (5-6 sentences) with punctuation				
10(#).	Buys things and calculates balance up toRs 100				
11(#).	Buys things and calculates balance more than 100 rupees				
12(#).	Identifies/Names 2 kg, 5 kg, 10 kg, weighing stones.				
13(#).	Reads weight from digital weighing machine				
14(#).	Identifies 2 kg, 5 kg, 10kg of items such as rice, pulses, vegetables				
15(#).	Identifies 1/2 kg, 1/4 kg rice, pulses and vegetables				
16(#).	Aware of meter tape				
17(#).	Aware of measuring units (cm, meter)				
18(#).	Measures 1 meter, 2 meter cloth using meter tape				
19(#).	Adds the prices on a receipt up to Rs.50				
20(#).	Adds the prices on a receipt up to Rs.100				
21(#).	Transacts money for bills up to Rs.50				
22(#).	Transacts money for bills up to Rs.100				

23(#).	Transacts money for bills more than Rs, 100				
24(#).	Indicates the body parts such as lungs, heart, kidneys, on a picture chart or approximate place on self.				
25(#).	Describes in very simple terms the functions of lungs, heart, kidneys.				
26(#).	Able to say names of Prime minister, President, Chief minister				
27(#).	Recognizes the name of one's own country, state				
28(#).	Tells/Indicates different sources of water.				
29(#).	Tells/Indicates the sources of milk products				
30(#).	Identifies names of week days.				
31(#).	Identifies names of months				
32.	Does two digit addition when given either horizontally or vertically.				
33.	Does two digit subtraction				
34.	Tells/gestures what day is today.				
35(#).	Identifies time when long hand is at 3, 6, 9, and 12.				
36(#).	Identifies time with minutes in multiples of 5.				
37(#).	Gives change up to Rs.50.				
38(#).	Gives change up to Rs.100 during money transaction				
39(#).	Gives change up toRs. 200 during money transaction				
40(#).	Gives change more thanRs. 200 during money transaction				
41(#).	Identifies price tags on items (RS. 10, 50, Rs. 100, Rs. 500, Rs. 1000)				
42.	Book tickets through online app				
43.	Makes bill payment through internet				
44.	Uses E-Mail ID for communication				

45.	Uses social networking applications for collecting/sending information				
46(#).	Use ATM machine with debit card				
47(#).	Online shopping				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	LEISURE TIME SKILLS - INDOOR				
1(#).	Shows interest in drawing and coloring				
2(#).	Plays carrom, card games (clearance, donkey), and scrabble.				
3(#).	Selects appropriate channel on T.V. using remote				
4.	Participates in decorating the house for festivals or parties or special social occasions				
5.	Gets dressed and puts on make-up or any activity for beauty care				
6(#).	Arranges bouquets with natural/artificial flowers.				
7.	Chat with friends				
8(#).	Involves or makes dolls, greeting cards, or any other craft activity				
9(#).	Participates in doing needle work, embroidery, knitting/ crochet work etc				
10(#).	Collects photos of favourite sports/film stars/botany collection/stamp, coin collection/collecting pebbles/arranges photos using computer.				
11(#).	Gets flower garland when required				
12.	Collects dried leaves and dumps them at a prescribed place				
13.	Decorates entrance/room with leaves, flowers and paper during festivals and social functions				
14(#).	Draws or uses white powder to make rangoli designs (in case of girls) using stencils				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	LEISURE TIME SKILLS - OUTDOOR				
1(#).	Goes for a hike or camping trip				
2(#).	Rides bicycle to visit friends or relatives or travel by bus to visit within 3 km. distance				
3(#).	Attends a music concert/goes out for a play or a film				
4(#).	Flies kites/plays kho-kho/ kabadi/hopscotch				
5(#).	Tends plants – gardening.				
6(#).	Develops/shows interest in martial skills like judo, karate, etc. /or and practice of dance/music.				
7(#).	Goes out to a restaurant with peers.				
8(#).	Plays games (badminton, table tennis, lawn tennis, etc).				
9(#).	Plays rule governed ball games (basketball, cricket, etc).				

Scoring

S.NO	Components	Score	A	EVP	EPP	NA/NE
1.	Achieved independently/with clues (A) With/without Assistive devices 3					
2.	Emerging with Verbal Prompt – (EVP) With/without Assistive devices 2					
3.	Emerging with Physical Prompt – (EPP) 1					
4.	Not achieved (NA) 0					

***Activities can be noted and can be considered during programme plan**

Performance Entry Sheet

Area	No. of activities	First Year (%)			Second Year (%)			Third Year (%)				
		Inductive	Formative	Summative	Inductive	Formative	Summative	Inductive	Formative	Summative		
Core life skills												
Social, Emotional & communication skills												
Academic skills												
Total												
Grade for Leisure time skills												

Note: the percentage of pass under each total in parenthesis.

Scoring for Leisure time is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade, teacher can use their judgment to give grade.

**COMPENSATORY SKILLS – VISUAL IMPAIRMENT WITH
ADDITIONAL DISABILITIES**

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	COMPENSATORY SKILLS– PREPRIMARY LEVEL				
1.	Uses remaining vision				
2.	Shifts the focus on object/things at different distances				
3.	Tracks patterns				
4.	Uses near vision				
5.	Uses vision for viewing distant things - object				
6.	Able to view objects within 180 degree from the eye without shifting the gaze				
7.	Colour preferences is observed				
8.	Preference for movement rather than still objects				
9.	Recommended any eyeglasses or low vision aids				
10.	Eyeglasses or low vision aids in use				
11.	Preference a particular learning mode: visual, auditory, or tactual				

S.NO	Activity	Rating			
		A	EVP	EPP	NANE
	COMPENSATORY SKILLS– PRIMARY LEVEL Pre braille activities				
1.	Demonstrates an understanding of same and different.				
2.	Discriminates between contrasting textures: rough/smooth, hard/soft				
3.	Discriminates between sizes: big/little, thick/thin, long/short				
4.	Discriminates between 3D shapes.				
5.	Moves fingers along raised textured line.				

6.	Identifies a gap in a raised line.				
7.	Sustains tracking along a line of Braille.				
8.	Pushes Braille key with enough strength to make raised dots using more than 1 finger.				
9.	Demonstrates understanding of rows and columns by placing pegs in pegboard.				
10.	Explores Braille text from a page with both hands—top to bottom and side to side.				
11.	Listens to a story being read.				
12.	Answers simple questions about story.				
13.	Turns pages of a tactile book.				
14.	Shows willingness to write with Braille.				
15.	Makes a connection between letter sounds and words.				
16.	Orientation & Mobility				
17.	Attend to environmental noises.				
18.	Discriminates one sound from another.				
19.	Identifies sound and its location.				
20.	Distinguishes human speech from other sounds				
21.	Discriminates people by their voices				
22.	Identify various odors/smells				
23.	Uses odors for orientation purposes.				
24.	Detects physical obstructions in the environment				
25.	Responds to vibrating objects, etc.				
26.	Locates doors and windows, both indoors and outdoors.				
27.	Use the sun, wind and flow of air for orientation.				
28.	Describe objects in terms of texture, surface, size and weight.				

29.	Associates different textures with various items/things.				
30.	Demonstrate understanding of positional comparisons				
	Arithmetic skills				
1.	Distinguishes various mathematical devices such as Taylor frame, abacus				
2.	Identifies place values using abacus				
3.	Identifies primary shapes like square, rectangle, triangle, circle etc using Geo board				

S.NO	Activity				
	COMPENSATORY SKILLS – SECONDARY LEVEL	A	EVP	EPP	NA/NE
	Pre braille skills				
1.	Demonstrates an understanding of same and different.				
2.	Discriminates between contrasting textures: rough/smooth, hard/soft				
3.	Discriminates between sizes: big/little, thick/thin, long/short				
4.	Discriminates between 3D shapes.				
5.	Moves fingers along raised textured line.				
6.	Identifies a gap in a raised line.				
7.	Sustains tracking along a line of Braille.				
8.	Pushes Braille slate/Braille key with enough strength to make raised dots using more than 1 finger.				
9.	Demonstrates understanding of rows and columns by placing pegs in pegboard.				
10.	Explores Braille text from a page with both hands– top to bottom and side to side.				
11.	Listens to a story being read.				

12.	Answers simple questions about story.				
13.	Turns pages of a Braille/tactile book.				
14.	Shows willingness to write with Braille state.				
15.	Makes a connection between letter sounds and words.				
16.	Relates numbers 1 to 6 to Braille key positions.				
	Orientation & Mobility skills				
1.	Attend to environmental noises.				
2.	Discriminates one sound from another.				
3.	Identifies sound and its location.				
4.	Distinguishes human speech from other sounds				
5.	Discriminates people by their voices				
6.	Identify various odors/smells				
7.	Uses odors for orientation purposes.				
8.	Detects physical obstructions in the environment				
9.	Responds to vibrating objects, etc.				
10.	Locates doors and windows, both indoors and outdoors.				
11.	Use the sun, wind and flow of air for orientation.				
12.	Describe objects in terms of texture, surface, size and weight.				
13.	Associates different textures with various items/things.				
14.	Demonstrate understanding of positional comparisons				
	Arithmetic skills				
1.	Distinguishes various mathematical devices				
2.	Identifies place values				
3.	Identifies primary shapes like square, rectangle, triangle, circle.				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	COMPENSATORY SKILLS - PRE VOCATIONAL LEVEL				
	Pre braille skills				
1.	Discriminates between contrasting textures: rough/smooth, hard/soft				
2.	Discriminates between 3D shapes.				
3.	Moves fingers along raised textured line.				
4.	Identifies a gap in a raised line.				
5.	Sustains tracking along a line of Braille.				
6.	Pushes Braille key with enough strength to make raised dots using more than 1 finger.				
7.	Demonstrates understanding of rows and columns by placing pegs in pegboard.				
8.	Explores Braille text from a page with both hands—top to bottom and side to side.				
9.	Listens to news being read.				
10.	Answers simple questions about events/happenings.				
11.	Shows willingness to write with Braille state / Braille.				
12.	Uses computers with the help of software's like screen readers and magnifiers.				
	Orientation & Mobility skills				
1.	Attend to environmental noises.				
2.	Identifies sound and its location.				
3.	Discriminates people by their voices				
4.	Uses odors for orientation purposes.				
5.	Detects physical obstructions in the environment				
6.	Responds to vibrating objects, etc.				

7.	Locates doors and windows, both indoors and outdoors.				
8.	Use the sun, wind and flow of air for orientation.				
9.	Describe objects in terms of texture, surface, size and weight.				
10.	Associates different textures with various items/things.				
11.	Demonstrate understanding of positional comparisons				
	Arithmetic skills				
1.	Distinguishes various mathematical devices				

**COMPENSATORY SKILLS – HEARING IMPAIRMENT WITH ADDITIONAL
DISABILITIES**

S.NO	Activity				
	COMPENSATORY SKILLS – PREPRIMARY LEVEL	A	EVP	EPP	NA/NE
1.	Aware of sounds				
2.	Show alertness to sound/orient to sound/localize sound				
3.	Isolate a specific sound in the presence of other sounds				
4.	Respond to a selected sound among other sounds				
5.	Uses hearing aids to respond either to voice, sound, music, and speech				
6.	Prefers for Environment adjustments such as glare, lighting				
7.	Prefers one mode of learning i.e., Auditory, Visual or tactile				

S.NO	Activity	Rating			
		A	EVP	EPP	NA / NE
	COMPENSATORY SKILLS – PRIMARY LEVEL				
1.	Recognizes that he/she has a hearing loss				
2.	Understand others feelings and ideas during communication				
3.	Localizes the sound by adjust to the direction of the sound				
4.	Imitate the gestures of others when communicated				
5.	Comprehend the instruction of others by observing the gestures/body language				
6.	Comprehend the instructions using hearing aids/Group hearing aid/amplification devices				
7.	Uses sign language for communication				
8.	Uses symbols for communication				
9.	Uses lip reading/vibrations for communication				
10.	Maintains his/her hearing aid				
11.	Reads the caption of the pictures or movies				
12.	Sends and receives text messages using mobile phones				

S.NO	Activity	Rating			
		A	EVP	EPP	NA / NE
	COMPENSATORY SKILLS – SECONDARY LEVEL				
1.	Recognizes that he/she has a hearing loss				
2.	Able to understand the communicated feelings and ideas				
3.	Accepts/adjusts to hearing loss				
4.	Imitate the gestures of others when told				
5.	Comprehend the instruction by observing the gestures/body language				
6.	Able to comprehend the instructions using hearing aids/Group hearing aid/amplification devices				

7.	Is amplification in hearing aid used consistently in all learning environments				
8.	Able to use sign language for communication				
9.	Able to understand the information using lip/speech reading, finger spelling, written text or any other				
10.	Able to report if hearing aid is not in a condition				
11.	Check battery of the hearing aid whenever necessary				
12.	ware of alerting devices connected to a doorbell or phone				
13.	Able to use computer technology for instruction/ graphic displays of voice production				
14.	Aware of basic function of a variety of specialized telecommunication technology (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone)				
15.	Able to read the caption of subtitles or gist of the communicated feelings and ideas				
16.	Sending and receiving text messages using text telephones				
17.	Aware of participation in Olympics/sports at state or national level				

S.NO	Activity	Rating			
		A	EVP	EPP	NA/NE
	COMPENSATORY SKILLS – PRE VOCATIONAL				
1.	Recognizes that he/she has a hearing loss				
2.	Able to understand the communicated feelings and ideas				
3.	Accepts/adjusts to hearing loss				
4.	Imitate the gestures of others when told				
5.	Comprehend the instruction by observing the gestures/body language				
6.	Able to comprehend the instructions using hearing aids/Group hearing aid/amplification devices				
7.	Is amplification in hearing aid used consistently in all learning environments?				

8.	Able to use sign language for communication				
9.	Able to understand the information using lip/speech reading, finger spelling				
10.	Able to report if hearing aid is not in a condition				
11.	Check battery of the hearing aid whenever necessary				
12.	Aware of alerting devices connected to a doorbell or phone				
13.	Able to use computer technology for instruction/ graphic displays of voice production				
14.	Aware of basic function of a variety of specialized telecommunication technology (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone)				
15.	Able to read the caption of subtitles or gist of the communicated feelings and ideas				
16.	Sending and receiving text messages using text telephones				

SAVANT SKILLS AND UNUSUAL BEHAVIOUR – AUTISM SPECTRUM DISORDERS WITH ADDITIONAL DISABILITIES

S.NO	Savant Skills – Preprimary Level	Observed	Not observed
		Visual spatial intelligence	
1.	Memorize names of people, places and important dates/events		
2.	Logical mathematical intelligence		
3.	Computes arithmetic problems in his/her head quickly		
4.	Tells telephone numbers of his family and school		
5.	Tells vehicle numbers (including emergency)		
6.	Lists calendar of events		
7.	Visual spatial intelligence		
8.	Arranges things in categories or hierarchies		
9.	Does puzzles, mazes, or similar visual activities		

10.	Shows interest in watching movies, slides, or other visual presentations		
11.	Participate in art activities		
	Bodily kinesthetic intelligence		
1.	Moves, twitch, taps, or fidget while seated for a long time in one spot		
2.	Perform motor tasks like balancing/running		
3.	Works with clay or other tactile experiences like arts and crafts, painting etc..		
4.	Take things apart and put them back together again		
	Musical Rhythmic intelligence		
1.	Listen to music		
2.	Hums to himself/herself frequently		
3.	Sings melodies of songs/tune		
4.	Taps rhythmically on the table or desks as he/she works		
5.	Interpersonal intelligence		
6.	Play games with other kids		
7.	Intrapersonal intelligence		
8.	Does well when left alone or to play or study		
9.	Naturalistic Intelligence		
10.	Recognizes names of animals and birds		
11.	Tell names of natural calamities		

12.	Savant Skills – Primary level		
	Verbal intelligence		
1.	Memorize and tells the names of people, places and important dates/events		
	Logical mathematical intelligence		
1.	Computes arithmetic problems in his/her head quickly		
2.	Tells telephone numbers of his family and school		
3.	Tells vehicle numbers (including emergency)		
4.	Tells calendar of events		
	Visual spatial intelligence		
1.	Arranges things in categories or hierarchies		
2.	Solves puzzles, mazes, or similar visual activities		
3.	Shows interest in watching movies, slides, or other visual presentations		
4.	Participate in art activities		
	Bodily kinesthetic intelligence		
1.	Moves, twitch, taps, or fidget while seated for a long time in one spot		
2.	Perform motor tasks like balancing/running		
3.	Well aware of body positions		
4.	Works with clay or other tactile experiences like arts and crafts, painting etc.		
5.	Take things apart and put them back together again		
	Musical Rhythmic intelligence		
1.	Listen to music		
2.	Hums to himself/herself frequently		

3.	Sings melodies of songs/tune		
4.	Plays instruments		
5.	Recites poets		
	Interpersonal intelligence		
1.	Play games with other kids		
2.	Work with others		
	Intrapersonal intelligence		
1.	Attends to his own work completely in the absence of adults/elders		
	Naturalistic intelligence		
1.	Recognizes names of animals and birds		
2.	Tell names of natural calamities		
	Savant Skills - Secondary Level	Observed	Not observed
	Visual spatial intelligence		
1.	Memorize names of people, places and important dates/events		
	Logical mathematical intelligence		
1.	Computes arithmetic problems in his/her head quickly		
2.	Tells telephone numbers of his family and school		
3.	Tells vehicle numbers (including emergency)		
4.	Lists calendar of events		
	Visual spatial intelligence		
1.	Arranges things in categories or hierarchies		
2.	Does puzzles, mazes, or similar visual activities		
3.	Shows interest in watching movies, slides, or other visual presentations		
4.	Participate in art activities		

	Bodily kinesthetic intelligence		
1.	Moves, twitch, taps, or fidget while seated for a long time in one spot		
2.	Perform motor tasks like balancing/running		
3.	Works with clay or other tactile experiences like arts and crafts, painting etc...		
4.	Take things apart and put them back together again		
	Musical Rhythmic intelligence		
1.	Listen to music		
2.	Hums to himself/herself frequently		
3.	Sings melodies of songs/tune		
4.	Taps rhythmically on the table or desks as he/she works		
	Interpersonal intelligence		
1.	Play games with other kids		
	Intrapersonal intelligence		
1.	Does well when left alone or to play or study		
	Naturalistic Intelligence		
1.	Recognizes names of animals and birds		
2.	Tell names of natural calamities		
	Savant Skills – Pre vocational Level	Observed	Not observed
	Visual spatial intelligence		
1.	Memorize names of people, places and important dates/events		
	Logical mathematical intelligence		
1.	Computes arithmetic problems in his/her head quickly		
2.	Tells telephone numbers of his family and school		
3.	Tells vehicle numbers (including emergency)		

4.	Lists calendar of events		
	Visual spatial intelligence		
1.	Arranges things in categories or hierarchies		
2.	Does puzzles, mazes, or similar visual activities		
3.	Shows interest in watching movies, slides, or other visual presentations		
4.	Participate in art activities		
5.	Shows interest in using IPAD/computer.		
	Bodily kinesthetic intelligence		
1.	Moves, twitch, taps, or fidget while seated for a long time in one spot		
2.	Perform motor tasks like balancing/running		
3.	Works with clay or other tactile experiences like arts and crafts, painting etc.		
4.	Take things apart and put them back together again		
	Musical Rhythmic intelligence		
1.	Listen to music		
2.	Hums to himself/herself frequently		
3.	Sings melodies of songs/tune		
4.	Taps rhythmically on the table or desks as he/she works		
	Interpersonal intelligence		
1.	Play games with other kids		
	Intrapersonal intelligence		
1.	Does well when left alone or to play or study		
	Naturalistic Intelligence		
1.	Recognizes names of animals and birds		
2.	Tell names of natural calamities		

S.NO	Unusual Behaviours– Preprimary level	Observed	Not observed
	Self-abuse		
1.	Biting in back of his or her hand		
2.	Head banging		
3.	Bring head forward in to table		
4.	Slapping face		
5.	Tiptoe walking		
6.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
7.	Self-injury		
	Aggression		
1.	Spitting at people		
2.	Slapping out at adult face		
3.	Biting others		
4.	Pulling hair		
	Disruption		
1.	Screaming, crying, yelling verbal refusal when mostly comply with simple demands		
2.	Jumping up from the table at meal time		
3.	Silliness		
4.	Provocative teasing (holding the toy in the table)		
5.	Whining and fusing to communicate a need		
6.	Child jumps up from table frequently		
7.	Frequent loud noises or screams, self-stimulating		
8.	Lack of interest in "typical" toys		
9.	Dislike of /distressed by certain sounds, textures and/or tastes		
10.	Flapping hands (especially when excited or over stimulated)		

11	"Blanking out" in active environments		
	Repetition		
1.	Mouthing inedible objects		
2.	Preservation of questioning what time is it		
3.	Preservative loud noise		
4.	Object attachment - child screams when favorite small chain is taken away		
5.	Object attachment –child cavies small truck or any other with object him at all times		
6.	Infantile clinging - child clings to mothers neck for long periods, hold up legs when put down and refuses to walk		
7.	Echolalia		
	Deficit		
1.	Short attention span, poor impulse control		
2.	Lack of initiatives in changing activities during scheduled time periods at school		
3.	Lack of interest or pleasure in physical contact		
4.	Impulsively moves materials before listening to directions or planning a solution		
5.	Inability to look at people when speaking		
6.	Impulsive grabbing of materials		
7.	Lack of initiative, child passively waits for prompts		
	Sensory issues		
1.	Over responsive to auditory, visual or tactile stimuli Dislike of /distressed by certain sounds, textures and/or tastes		
2.	Under responsive to auditory, visual or tactile stimuli		
3.	Avoids sticky foods		
4.	Unaware of various physical stimuli such as pain		
5.	Dislike of /distressed by being touched		

6.	Tiptoe walking		
7.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
8.	Often seem to be uncomfortable in extreme temperatures		
S.NO	Unusual Behaviours – Primary Level Self-abuse	Observed	Not observed
1.	Biting in back of his or her hand		
2.	Head banging		
3.	Bring head forward in to table		
4.	Slapping face		
5.	Tiptoe walking		
6.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
7.	Self-injury		
	Aggression		
1.	Spitting at people		
2.	Slapping out at adult face		
3.	Biting others		
4.	Pulling hair		
	Disruption		
1.	Screaming, crying, yelling verbal refusal when mostly comply with simple demands		
2.	Jumping up from the table at meal time		
3.	Silliness		
4.	Provocative teasing (holding the toy in the table)		
5.	Whining and fusing to communicate a need		
6.	Child jumps up from table frequently		
7.	Frequent loud noises or screams, self-stimulating		

8.	Lack of interest in "typical" toys		
9.	Dislike of /distressed by certain sounds, textures and/or tastes		
10.	Flapping hands (especially when excited or over stimulated)		
11.	"Blanking out" in active environments		
	Repetition		
1.	Mouthing inedible objects		
2.	Preservative loud noise		
3.	Object attachment - child screams when favorite small chain is taken away		
4.	Object attachment –child carries small truck with him at all times		
5.	Infantile clinging - child clings to mothers neck for long periods, hold up legs when put down and refuses to walk		
6.	Echolalia		
	Deficit		
1.	Short attention span, poor impulse control		
2.	Lack of initiatives in changing activities during scheduled time periods at school		
3.	Lack of interest or pleasure in physical contact		
4.	Impulsively moves materials before listening to directions or planning a solution		
5.	Inability to look at people when speaking		
6.	Impulsive grabbing of materials		
7.	Lack of initiative, child passively waits for prompts		
	Sensory issues		
1.	Over responsive to auditory, visual or tactile stimuli		
2.	Dislike of /distressed by certain sounds, textures and/or tastes		

3.	Under responsive to auditory, visual or tactile stimuli		
4.	Avoids sticky foods		
5.	Unaware of various physical stimuli such as pain		
6.	Dislike of /distressed by being touched		
7.	Tiptoe walking		
8.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
9.	Often seem to be uncomfortable in extreme temperatures		
	Unusual Behaviours - Secondary Level	Observed	Not observed
	Self-abuse		
1.	Biting in back of his or her hand		
2.	Head banging		
3.	Bring head forward in to table		
4.	Slapping face		
5.	Tiptoe walking		
6.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
7.	Self-injury		
	Aggression		
1.	Spitting at people		
2.	Slapping out at adult face		
3.	Biting others		
4.	Pulling hair		
	Disruption		
1.	Screaming, crying, yelling verbal refusal when mostly comply with simple demands		
2.	Jumping up from the table at meal time		

3.	Silliness		
4.	Provocative teasing (holding the toy can the table)		
5.	Whining and fusing to communicate a need		
6.	Child jumps up from table frequently		
7.	Frequent loud noises or screams, self-stimulating		
8.	Lack of interest in "typical" toys		
9.	Dislike of /distressed by certain sounds, textures and/or tastes		
10.	Flapping hands (especially when excited or over stimulated)		
11.	"Blanking out" in active environments		
	Repetition		
1.	Mouthing inedible objects		
2.	Preservation of questioning what time is it		
3.	Preservative loud noise		
4.	Object attachment - child screams when favorite small chain is taken away		
5.	Object attachment –child carries small truck with him at all times		
6.	Infantile clinging - child clings to mothers neck for long periods, hold up legs when put down and refuses to walk		
7.	Echolalia		
	Deficit		
1.	Short attention span, poor impulse control		
2.	Lack of initiatives in changing activities during scheduled time periods at school		
3.	Lack of interest or pleasure in physical contact		
4.	Impulsively moves materials before listening to directions or planning a solution		
5.	Inability to look at people when speaking		

6.	Impulsive grabbing of materials		
7.	Lack of initiative, child passively waits for prompts Sensory issues		
1.	Over responsive to auditory, visual or tactile stimuli Dislike of /distressed by certain sounds, textures and/or tastes		
2.	Under responsive to auditory, visual or tactile stimuli		
3.	Avoids sticky foods		
4.	Unaware of various physical stimuli such as pain		
5.	Dislike of /distressed by being touched		
6.	Tiptoe walking		
7.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
8.	Often seem to be uncomfortable in extreme temperatures		
	Unusual Behaviours Pre vocational Level Self-abuse	Observed	Not observed
1.	Biting in back of his or her hand		
2.	Head banging		
3.	Bring head forward in to table		
4.	Slapping face		
5.	Tiptoe walking		
6.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
7.	Self-injury		
	Aggression		
1.	Shouting at people		
2.	Slapping out at adult face		
3.	Pulling hair		

	Disruption		
1.	Screaming, crying, yelling verbal refusal when mostly comply with simple demands		
2.	Silliness		
3.	Whining and fusing to communicate a need		
4.	Frequent loud noises or screams, self-stimulating		
5.	Lack of interest in "typical" games		
6.	Dislike of /distressed by certain sounds, textures and/or tastes		
7.	Flapping hands (especially when excited or over stimulated)		
8.	Blanking out" in active environments		
	Repetition		
1.	Mouthing inedible objects		
2.	Preservation of questioning what time is it		
3.	Inappropriate laughing		
4.	Preservative loud noise		
5.	Object attachment - screams when favorite object is taken away		
6.	Object attachment – carries objects with him at all times		
7.	Echolalia		
	Deficit		
1.	Short attention span, poor impulse control		
2.	Lack of initiatives in changing activities during scheduled time periods at school		
3.	Lack of interest or pleasure in physical contact		
4.	Impulsively moves materials before listening to directions or planning a solution		

5.	Inability to look at people when speaking		
6.	Impulsive grabbing of materials		
7.	Lack of initiative, child passively waits for prompts		
	Sensory issues		
1.	Over responsive to auditory, visual or tactile stimuli Dislike of /distressed by certain sounds, textures and/or tastes		
2.	Under responsive to auditory, visual or tactile stimuli		
3.	Avoids sticky foods		
4.	Unaware of various physical stimuli such as pain		
5.	Dislike of /distressed by being touched		
6.	Tiptoe walking		
7.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
8.	Often seem to be uncomfortable in extreme temperatures		
9.	Whining and fusing to communicate a need		
10.	Frequent loud noises or screams, self-stimulating		
11.	Lack of interest in "typical" games		
12.	Dislike of /distressed by certain sounds, textures and/or tastes		
13.	Flapping hands (especially when excited or over stimulated)		
14.	"Blanking out" in active environments		
	Repetition		
8.	Mouthing inedible objects		
9.	Preservation of questioning what time is it		
10.	Inappropriate laughing		
11.	Preservative loud noise		

12.	Object attachment - screams when favorite object is taken away		
13.	Object attachment – carries objects with him at all times		
14.	Echolalia		
	Deficit		
8.	Short attention span, poor impulse control		
9.	Lack of initiatives in changing activities during scheduled time periods at school		
10.	Lack of interest or pleasure in physical contact		
11.	Impulsively moves materials before listening to directions or planning a solution		
12.	Inability to look at people when speaking		
13.	Impulsive grabbing of materials		
14.	Lack of initiative, child passively waits for prompts		
	Sensory issues		
9.	Over responsive to auditory, visual or tactile stimuli Dislike of /distressed by certain sounds, textures and/or tastes		
10.	Under responsive to auditory, visual or tactile stimuli		
11.	Avoids sticky foods		
12.	Unaware of various physical stimuli such as pain		
13.	Dislike of /distressed by being touched		
14.	Tiptoe walking		
15.	Exaggerated walking/poor body posture/poor muscle tone (Falls frequently)		
16.	Often seem to be uncomfortable in extreme temperatures		

ANNEXURE

LIST OF ASSISTIVE DEVICES/TECHNOLOGY

Assistive devices are external devices that are designed, made, or adapted to assist a person to perform a particular task. Many people with disabilities depend on assistive devices to enable them to carry out daily activities and participate actively and productively in community life. The following are some commonly used Assistive devices listed below:

1. Mobility devices

Mobility devices assist people to walk or move and may include:

- Wheelchairs
- Calipers
- Tricycles
- Crutches (Elbow / Axillary)
- Walking sticks/canes
- Walking frames/walkers/Rollators.
- Any other

2. Positioning devices

People with physical impairments often have difficulty maintaining good lying, standing or sitting positions for functional activities and are at risk of developing deformities due to improper positioning. The following devices can help overcome some of these difficulties:

- Wedges.
- Special Designed Chairs, e.g. corner chairs, special seats etc
- .Standing frames
- Twin devices (Sitting & standing)
- Any other

3. Prosthetic and Orthotic Devices

These are usually custom-made devices which replace, support or correct body parts. They are designed, manufactured and fitted in specialized workshops or centres by trained prosthetic/orthotics personnel and include

(a) Prosthetic Devices

(I) Upper Extremity Prostheses -

- Partial Hand Prosthesis
- Wrist Disarticulation Prosthesis
- Transradial (Below elbow) Prosthesis

- Elbow Disarticulation Prosthesis
- Transhumeral (Above Elbow) Prosthesis
- Shoulder Disarticulation Prosthesis
- Forequarter Prosthesis

(II) Upper Extremity Prostheses -

- Partial Foot Prosthesis
- Symes (Ankle Disarticulation) Prosthesis
- Transtibial (Below knee) Prosthesis
- Knee Disarticulation Prosthesis
- Transfemoral (Above knee) Prosthesis
- Hip Disarticulation Prosthesis
- Hindquarter Prosthesis

(b) Orthotic Devices

(I) Upper Extremity Orthoses -

- Finger and Thumb Orthosis
- Hand Orthosis
- Wrist Hand Orthosis
- Elbow Orthosis
- Wrist Hand Elbow Orthosis
- Shoulder Orthosis
- Wrist Hand Shoulder Elbow Orthosis

(II) Spinal Orthoses

- Sacral Orthosis
- Lumbo Sacral Orthosis
- ThoracoLumbo Sacral Orthosis
- CervicoThoracoLumbo Sacral Orthosis
- Cervico Thoracic Orthosis
- Cervical Orthosis

(III) Lower Extremity Orthoses –

- Foot Orthosis
- Ankle Foot Orthosis
- Knee Ankle Foot Orthosis
- Hip Knee Ankle Foot Orthosis
- Hip Knee Ankle Foot Orthosis with Spinal Attachment

1. Daily Living Devices / Adaptive Devices

These devices enable people with disabilities to complete the activities of daily living (e.g. eating, bathing, dressing, toileting, home maintenance). There are many examples of these devices, including:

- Adapted Cutlery and Cups
- Universal Cups
- Shower Seats and Stools
- Toilet Seats and Frames
- Commodes/Potty
- Dressing Sticks.
- Any other

2. Vision Devices

- Low vision or blindness has a great impact on a person's ability to carry out important life activities. A range of devices (simple to complex) can be used to maximize participation and independence, including.
 - Prebraille books
 - Large Print Books
 - Magnifiers
 - Eyeglasses/Spectacles
 - White Canes
 - Braille Systems for Reading and Writing
 - Signature guide
 - Embossed Diagrams
 - Audio Devices, E.G. Radios, Talking Books, Mobile Phones
 - Screen Readers For Computers, E.G. Jaws (Job Access With Speech) and other Screen Reader Programme
 - Smart Phones/Tablets with orbit reade

- Refreshable braille display
- Any other

3. Hearing Devices

Hearing loss affects a person's ability to communicate and interact with others; it can impact on many areas of development, e.g. speech and language and restricts educational and employment opportunities, resulting in social discrimination and isolation. Devices include:

- Hearing Aids
- Headphones for Listening to the Television
- Amplified Telephones
- Telecommunication Devices Visual Systems to Provide Cues, E.G. A Light When the Doorbell is Ringing
- .Any other

4. Communication Devices

Augmentative and Alternative Communication (AAC) devices can assist individuals who have difficulty understanding and producing speech. They are provided to support speech (augmentative), or to compensate for speech (alternative). Devices include:

- Communication Boards with Pictures, Symbols or Letters of the Alphabet
- Resonance Board
- Visual Schedules/calendars
- Sign language
- Request Cards
- Electronic Speech Output Devices
- Computers with Specialized Equipment and Programmes (Eg: Eye scanner for communication)
- Object references
- Any other

5. Cognitive devices

Cognition is the ability to understand and process information. It refers to the mental functions of the brain such as memory, planning and problem-solving. Brain injuries, intellectual impairment, dementia and mental illness are some of the many conditions that may affect an individual's cognitive ability. The following devices can assist individuals to remember important tasks/events, manage their time and prepare for activities:

- Be-active box (ECSE)
- Lists/schedules
- Diaries

- Calendars – anticipatory calendar box used by children with deafblindness)
- Schedules – visual or activity schedules for children with Autism,
- Object references - used by children with deafblindness
- Electronic Devices, e.g. Mobile Phones, Pagers, Personal Organizers.
 - Adapted mouse
 - Adapted Keyboard
 - Highlighter strips for reading
 - Page turner
 - Any other

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Programme Checklist for Persons with Multiple Disabilities

About this book

Because of the growing number of children with multiple disabilities, special educators are confronted in bringing children with multiple disabilities to meet the needs of all children. This book stands out as one of the most thorough resources for understanding to plan holistic programme for children with multiple disabilities.

About NIEPMD

National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan) is a national level apex body under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), Ministry of Social Justice and Empowerment, Government of India, to serve as a National resource centre for empowerment of persons with multiple disabilities such as those with two or more disabilities in a person as per RPWD Act (2016).

NIEPMD develops Multi. Trans and Inter Disciplinary models of services to provide quality care through a professional approach in the areas of Prevention, Early Detection, Early Intervention, Inclusive Education, Skill Training, Employment, Assistance, Support for Livelihood, and Rehabilitation of persons with Multiple Disabilities. We also develop a protocol of services, which includes screening, assessment, intervention, management, research and development and developing human resources in the field of multiple disabilities to improve the quality of life for persons with Multiple Disabilities.



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