

1-Sensitivity Training Instructor Manual-SSA

by Venkatesan S

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SARVA SHIKSHA ABHIYAN



Let us all Learn - Let us all Grow

INSTRUCTOR MANUAL

SENSITIVITY TRAINING

OF IERT'S ON ACADEMIC PROBLEMS

IN PRIMARY SCHOOL CHILDREN

ENROLLED UNDER

SSA IN KARNATAKA



S. Venkatesan
Principal Investigator

Instructor Manual

SENSITIVITY TRAINING

11
Of IERT's On Academic Problems in
Primary School Children Enrolled Under SSA- Karnataka

S. Venkatesan
Principal Investigator

10

ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSORE -6

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First published in 2011



3 All India Institute of Speech and Hearing,
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www.aiishmysore.in

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Sensitivity Training on Academic Problems in Primary School Children Enrolled Under SSA-
Karnataka: Instructor Manual for Master Trainers prepared as part of AIISH-SSA collaborative project
titled 'Sensitizing Teachers on Academic Problems in School Children in Karnataka'.

Includes bibliographical references and Glossary.

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FOREWORD - 01

Education lays the foundation for achieving a good quality of life. Communication is crucial in the process of education. Hence, communication disorders could adversely affect the students in their academic performance. The different types of communication disorders seen in school going children are delayed and or deviant speech and language development due to hearing impairment, mental retardation, neuromuscular problems, such as, cerebral palsy, autism, problems in the tongue, lip, palate and teeth resulting in unclear speech; voice problems, such as, very soft voice, high pitched voice in teenaged boys, nasal voice, hoarse voice, etc.; stuttering, learning disability and so on. These problems lead to difficulties in student-teacher interactions as well as student-student interactions and could result in poor academic performance, frustration, isolation and high levels of stress. This may also cause various types of behavioral problems further interfering in the educational process.

All India Institute of Speech and Hearing - a pioneer center in the country for research and training in the area of communication disorders has taken this project in collaboration with Sarva Shiksha Abhiyan-Karnataka, to understand and unravel the intimate ¹⁸ connection between academic problems and communication disorders in primary school children. The main objective of this project is to sensitize the primary school teachers to the nuances and issues to enable better understanding and handling of children with communication disorders including learning disability.

¹¹ The AIISH-SSA collaborative project on 'Sensitivity Training on Academic Problems in School Children Enrolled under SSA in Karnataka' was envisaged to orient and sensitize IERTs under SSA across Karnataka on various aspects, characteristics, prevalence, and causes of students with scholastic problems; and also, to provide simple recipe approach based tips, guidelines and techniques for identification/management of such children. The execution of this project required preparation of support materials and literature in English and local language in the form of posters, brochures and pamphlets, flip charts and case vignettes, slides for audio visual displays, theme based dance/drama Kits, toy kits for children, user manual for teachers and parents, trainer's manual for master trainers, facilitators and change agents, case demonstrations, camps and campaigns, etc.

¹¹ This 'Instructor Manual' along with its twin text 'Study Manual' on 'Academic Problems in Primary School Children Enrolled under SSA-Karnataka' is prepared as an accompanying and mandatory reading material for the trainees under the above mentioned project. It is made available in English as well as Kannada. It is replete with narrative text, combined with related case examples, illustrations, tips and guidelines, do-it-yourself assignments, tables, charts, power point slides, schedules, checklists, questionnaires and pro-forma to facilitate parents as well as teachers to understand/handle students/ kids with or without academic problems.

Dr. S.Venkatesan, Professor in Clinical Psychology, AIISH, Mysore, Principal Investigator, along with the AIISH-SSA project team members drawn from the Departments of Audiology, Clinical Psychology, ENT, Occupational Therapy, Pediatrician, Physiotherapy, Special Education, Speech Language Pathology, Speech Language Science have worked hard to bring out this twin text. Their sincere efforts are highly commendable.

I hope the teachers and parents find these books useful for the purpose for which it has been prepared. Your suggestions/feedback may please be sent to aiish_dir@yahoo.com with the subject "AIISH-SSA Project" which will be highly appreciated.

Let us work towards facilitating on children to grow and perform to their full potential.

Place: Mysore
Date:22.01.2010

V. Basavaraj
Dr. Vijayalakshmi Basavaraj
Director

FOREWORD - 02

The 'Sarva Shiksha Abhiyan-Karnataka' (Universal Elementary Education) program seeks to cover children between the age group of 6-14 years at primary school levels. The major aim of this program is to ensure school dropout. The ongoing challenge is to identify children with academic problems, observe them systematically and discover remedial solution for them.

The ongoing challenge for parents and teachers is much more than to simply prepare their children for the examinations or the competitive world. Children with academic problems are being thrown out of the mainstream for no fault of theirs. There is need to identify the special abilities of such children before guiding them and their parents appropriately for the betterment of their lives. In this regard, there is hardly any literature or reading material available for guiding the parents and teachers. Even if it is available, they are only in English and are of limited use. Under the prevailing circumstances, knowledge and awareness about children with academic problems and their remediation is scanty.

In this book on 'Academic problems', important topics related to nature, types or features of academic problems in children are discussed along with myths and misconceptions in parents and teachers about Children. The dangers of excess stress on children, the effects of family and social environments on academic learning as well as related issues are dealt scientifically. This book can be of great use as ¹⁰aining to 'Inclusive Education Resource Teachers (IERT's) has also been undertaken by the All India Institute of Speech and Hearing, Mysore. This publication has come out effectively by taking into consideration the suggestions of the participating IERT's

I offer my heartfelt congratulations to Dr. S. Venkatesan, ¹⁰Professor in Clinical Psychology, All India Institute of Speech and Hearing, Mysore, as the Principal Investigator of this Project; and also to Samveda Training and Research Center, Davanagere, for undertaking its translation into Kannda. I hope that this publication will be beneficial to all IERT's and teachers.

Sandhya Venugopal Sharma, IAS

State Project Director,
Sarva Shiksha Abhiyan-Karnataka,

PREFACE

It is alleged that the present education system in India is designed NOT to teach the child; but only to teach a curriculum! Parents, teachers and students are continually stressed, struggling and slogging to complete a curriculum. They have no time for the education, learning or teaching about the real world. A few successful kids in the current scenario of education turn out into competent theoretical tigers with jaws and paws. But, they cannot bite into the harsh realities of the living world of existence.

Not all children are alike. Some kids cannot withstand the rigors of such a bookish, academic, or inflexible educational system. It is not that they are dull. However, being forced into such a system and with no other alternative they succumb to various psychological problems. The nature or extent of such problems can vary. Some are overtly stressed, or others show behaviors like irritability or reluctance; still others become anxious or depressed. A few of such children also turn violent, aggressive or antisocial. Under these circumstances, it has become necessary for teachers, parents and educators to become aware of the psychological status of such children understand them, and use appropriate techniques for their correction or remedy.

This manual is an accompaniment to an invaluable and **3** the prestigious project undertaken by Sarva Shiksha Abhiyan-Karnataka in collaboration with All India Institute of Speech and Hearing, Mysore, to sensitize teachers across the State on common psychological factors and issues related to children with academic problems in school settings. The idea of the program and this manual is not to load teachers with extra jargon, theoretical details and additional terminology. Using a simple narrative approach, this manual accompanied by interactive workshops seeks to motivate teachers and parents to ask further questions as to why some children have academic problems. Why is a given child not performing? What might be the conditions at home or school which could be interfering the child's performance? Is there anything wrong in the child alone? Or could something be corrected in the curriculum that is being taught to the child? Or could there be some other alternative method of teaching or instruction that could benefit the child better? Are the methods of discipline being used at home or school adequate or appropriate? Can there be any other alternative methods or techniques for handling certain non-compliant children? Are the current practices with regard to coaching and teaching fine? Or do I need to change a few of them?

Some of these and many more related questions are raised and discussed in the manual. There is no claim on quick fixes and solutions to many of these problems. It only attempts to make the reader think. A thinking teacher is more proactive than another who carries out just an unthinking, impulsive, automatic, mechanical or thoughtless routine. If this reading raises such questions than even answering them for you, a good beginning can be assumed to have been made to improve the lot of lives of several hundreds or thousands of such affected children.

S. Venkatesan

Principal Investigator & Professor in Clinical Psychology
AIISH, Mysore-6.

CONTENTS

SECTION		PAGE
	Foreword - 01	iii
	Foreword - 02	v
	Preface	vi
A	ABOUT AIISH-SSA COLLABORATIVE PROJECT	01
	Project Advisory Team	02
	Project Team	04
	Summary Charts on Distribution of Inputs	
	1 Time Line Scheme	05
	2 Schedule of 2-Week Contact Program	06
	3 Distribution of Professional Inputting	08
	4 Suggested Schedule for 2 Day Program to be carried out by Master Trainers for Parents/Teachers	09
	Questionnaires used for Evaluation	
	1 Sample Format on Pre & Post Test Questionnaire	10
	2 Feedback Formats for Reading Materials	12
	3 Program Review Protocol	13
	4 Resource Person Evaluation Protocol	14
B	SAMPLE SPECIMENS	
	Pro-forma 1 Case History Taking	16
	Pro-forma 2 Audiology/ENT Screening	17
	Pro-forma 3 Speech & Language Screening	18
	Pro-forma 4 Developmental/Intellectual Screening	21
	Pro-forma 5 Problem Behavior Checklist	37
	Pro-forma 6 Academic/Educational Screening	40
	Pro-forma 7 Assessment of Spelling Grade Level	51
	Pro-forma 8 Words/Passages for Reading Age/Grade Level Assessment	53
	Pro-forma 9 Assessment of math Age/Grade level Assessment	56
	Pro-forma 10 Parent/Family Interview Shedule	58

C POWER POINT PRESENTATIONS

PPP 1	Case History T ³ ing	59
PPP 2	Introduction to Academic Problems	60
PPP 3	Audiology Aspects	64
PPP 4	Communication Problems in School Children	68
PPP 5	Identification of Communication Problems in School Children	71
PPP 6	Prevention & Early Identification of Learning Disability	73
PPP 7	Developmental/Intellectual Screening	78
PPP 8	Problem Behavior Identification & Management	79
16 9	Intervention Strategies in Classroom Settings	82
PPP 10	Academic/Educational Screening & Interventions	89
PPP 11	ENT Aspects	93
PPP 12	Pediatric Aspects	95
PPP 13	Neurology Aspects	98
PPP 14	Preventive Physiotherapy in Schools	102
PPP 15	S ³ chool Based Occupational Therapy	109
PPP 16	Career Planning for Children with Scholastic Problems	113
PPP 17	Counseling & Working with Families: Parent Perspective	117
PPP 18	Legal Aspects & Benefits-Concession	118

D ANNEXURES

One	Specimen of Government Orders	123
Two	Concessions for Students with Learning Disabilities Studying in School up to 12th Standard	129
Three	List of Addresses for Referral/Enquires	151

ABOUT THE AIISH SSA COLLABORATIVE PROJECT

“Sensitizing Teachers on Academic Problems in School Children in Karnataka”

The wealth of a nation is its children. Thousands of kids in our country drop out, or never go to school at all. The All India Institute of Speech and Hearing, Mysore, and Sarva Siksha Abiyan-Karnataka, joined hands to address academic problems in school children. On a faith that 'Encouragement Enables and Discouragement Disables', this program on 'Sensitivity Training on Academic Problems in Primary School Children' was started.

Each program covered 2 week duration every month. It sought to sensitize a thousand Integrated Education Resource Trainers (IERTs) across Karnataka. A dedicated team of resource persons were specially identified, instructed and indoctrinated to address on chosen topics by keeping the focus on child with academic problems in school/home settings. The participants were imparted training by various means. The lectures covered topics on aspects of academic problems, their assessment, medical aspects, speech and language problems, occupational therapy & special education.

Case history taking and presentations were used with group discussions centered on classroom and home behaviors of children. Individual case presentations by the participants were heard, argued and debated. Parents were an integral part of this program. The participants had meaningful interactions with them to gain insight into their problems and perspectives. The theory-practical ratio for the program was approximately 30:70. The participants were encouraged to interact freely with the kids in their natural settings. The program included a 'Course Manual' and another 'Instructor Manual' in English/Kannada along with inbuilt schemes to evaluate them, the resource persons, participants, and program implementation. The last two day of the program included presentations by the participants through song, drama, dance and/or other literary presentations.

The 'Instructor Manual' is compiled by the Principal Investigator (without claiming authorship or editorship) in order to string together as many details about the format and content of the sensitivity training program. The manual is divided into four sub-sections: (a) About the AIISH-SSA Collaborative Project: This section outlines the program, its schedule and course content, distribution of professional inputting; (b) Sample Specimens: This section includes specimen samples of various questionnaires and assessment tools; (c) Power Point Presentations: This section covers facsimile of unedited the power point presentations used by the resource persons during the program; and, (d) Annexures: This section contains copies of government orders or notifications and list of addresses for enquiries or referral. The idea and intention behind giving these details is more than reporting, to enable prospective investigators to replicate or even improve upon the present schemes in this project. It is also to be assumed that the 'Instructor Manual' is an aide or accompaniment to the participants in such programs rather than an independent book of study by its own on the subject matters that it seeks to cover. The 'Instructor' being addressed by this manual is the qualified specialist from fields of study, such as, audiology, clinical psychology, ENT, speech-language pathology, special education, physiotherapy, occupational therapy, etc.

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SUMMARY CHARTS ON DISTRIBUTION OF INPUTS

1. Time Line Scheme (8 x 5 x 2: 80 Hours)

Activity		Hours
Case History Taking	Lecture/Observation	8
	Performance	8
Parent/Family Interview	Lecture/Observation	8
	Performance	8
Child Work up	Lecture/Observation	8
	Performance	8
Intervention		
Parent Counseling	Lecture/Observation	8
Resource Teaching	Lecture/Observation	8
Parent Counseling	Performance	8
Resource Teaching	Performance	8
Total	Lectures/Observation	40
	Practicum	40

Each participant must work and submit the following:

	Marks
(a) 2 Case Records	15
(b) 2 Reports on Parent Interviews	15
(c) 2 Reports on Child Assessment	15
(d) 2 Reports on Resource Teaching	15
(e) 1 Submission on Teacher Training of minimum 30 participants	40

Total	100
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SUMMARY CHARTS ON DISTRIBUTION OF INPUTS

2. Schedule for 2 Week Contact Program

Day	Timings	Activity
One	09.00 AM	Reporting Time
	09.30 AM-11.00 AM	Pre Test and Visit to AIISH Departments
	11.00 AM-11.20 AM	Tea Break
	11.30 AM-01.00 PM	Introduction to Academic Problems
	01.00 PM-02.00 PM	Lunch
	02.00 PM-03.30 PM	General Case History Taking: Talk on PF1
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	General Case History Taking: Talk on PF1
Two	09.30 AM-11.00 AM	General Case History Taking: Demo on PF1
	11.00 AM-11.30 AM	Tea Break
	11.30 AM-01.00 PM	General Case History Taking: Demo on PF1
	01.00 PM-02.00 PM	Lunch
	02.00 PM-03.30 PM	Academic Problems: Demo on Case Assessment
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Academic Problems : Group Work
Three	09.30 AM-11.00 AM	Academic Problems: Audiology Aspects PF2
	11.00 AM-11.20 AM	Tea Break
	11.30 AM-01.00 PM	Academic Problems: Audiology Aspects PF2
	01.00 PM-02.00 PM	Lunch
	02.00 PM-03.30 PM	Communication Problems in School Children: An Overview PF3
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Communication Problems in School Children: An Overview PF3
Four	09.30 AM-11.00 AM	Identification of Communication Problems in School Children PF3
	11.00 AM-11.30 AM	Tea Break
	11.30 AM-01.00 PM	Identification of Communication Problems in School Children PF3
	01.00 PM-02.00 PM	Lunch
	02.00 PM-03.30 PM	Intervention Strategies in Classroom Settings
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Intervention Strategies in Classroom Settings
Five	09.30 AM-11.00 AM	Developmental of Intellectual Screening: Talk on PF4
	11.00 AM-11.20 AM	Tea Break
	11.30 AM-01.00 PM	Developmental of Intellectual Screening: Talk on PF4
	01.00 PM-02.00 PM	Lunch
	02.00 PM-03.30 PM	Developmental of Intellectual Screening: Demo on PF4
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Developmental/Intellectual Screening: Demo on Pf4
Six	09.30 AM-11.00 AM	Problem Behavior Identification and Management: Talk on PF5
	11.00 AM-11.30 NN	Tea Break
	11.30 NN-01.00 PM	Problem Behavior Identification and Management: Talk on Pf5

	4	01.00 PM-02.00 PM	Lunch
		02.00 PM-03.30 PM	Working with Problem Behavior Cases
		03.30 PM-04.00 PM	Tea Break
		04.00 PM-05.30 PM	CSN: Rights, Concessions, Privileges and Legal Perspectives
Seven	Sunday	Library work and preparation of assignments	
Eight		09.30 AM-11.45 AM	Academic/Educational Screening: Talk on PF6
		11.00 AM-11.30 AM	Tea Break
		11.30 AM-12.15 PM	Academic/Educational Screening: Talk on PF6
		12.15 PM-01.00 PM	Prevention and Early Identification of Learning Disability
		01.00 PM-02.00 PM	Lunch
		02.00 PM-03.30 PM	Academic/Educational Screening: Demo on PF6
		03.30 PM-04.00 PM	Tea Break
		04.00 PM-05.30 PM	Academic/Educational Screening: Demo on Pf6
Nine		09.30 AM-11.00 AM	General Health Screening: Neurology
		11.00 AM-11.30 AM	Tea Break
		11.30 AM-01.00 PM	General Health Screening: ENT
		01.00 PM-02.00 PM	Lunch
		02.00 PM-03.30 PM	General Health Screening: Pediatrics
		03.30 PM-04.00 PM	3 Break
	04.00 PM-05.30 PM	Career Planning: Children with Scholastic Problems	
Ten		09.30 AM-11.00 AM	Counseling and working with families: Parent perspectives PF7
		11.00 AM-11.30 AM	Tea Break
		11.30 AM-01.00 PM	Preventive Physiotherapy: Talk
		01.00 PM-02.00 PM	Lunch
		02.00 PM-03.30 PM	School Based Occupational Therapy: Talk
		03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	PT and OT: Demo	
Eleven		09.30 AM-11.00 AM	Demonstration Lecture/ Class by Participants: Group 01
		11.00 AM-11.30 AM	Tea Break
		11.30 AM-01.00 PM	Demonstration Lecture/ Class by Participants: Group 02
		01.00 PM-02.00 PM	Lunch
		02.00 PM-03.30 PM	Demonstration Lecture/ Class by Participants: Group 03
		03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Demonstration Lecture/ Class by Participants: Group 04	
Twelve		09.30 AM-11.00 AM	Demonstration Lecture/ Class by Participants: Group 05
		11.00 AM-11.30 AM	Tea Break
		11.30 AM-01.00 PM	Participants Tea Break: Group 01 - 03
		01.00 PM-02.00 PM	Lunch
		02.00 PM-03.00 PM	Participants Tea Break: Group 04 - 05
		03.00 PM-03.30 PM	Tea Break
		03.30 PM-04.30 PM	Post Test
		04.30 PM-05.30 PM	Valedictory Program

SUMMARY CHARTS ON DISTRIBUTION OF INPUTS

3. Distribution of Professional Inputting

S.No.	Professional	Input Hours	Total Hours	Remarks
1	Audiology	3	3	
2	Clinical Psychology		24	
	Introduction to Academic Problems	4.5		
	Case History	6		
	Developmental Assessment	6		
	Problem Behavior Screening	6		
	Counseling/Working with Families	1.5		
3	Speech Language	9.45	9.45	
4	Special Education (Educational/Academic Screening)	5.15	5.15	
5	Physiotherapy and Occupational Therapy	4.5	4.5	
6	Medical Aspects		4.5	
	ENT	1.5		
	Pediatric	1.5		
	Neurology	1.5		
7	Career Planning; Children with Scholastic Problems	1.5	1.5	
8	Participants Presentations & Evaluation	7.5	7.5	5 Groups
9	Preparation of Reports/Assignment and Library work	8	8	
10	Miscellaneous (Includes pre and post test, feed back, inaugural and valedictory)	6	6	
	Total (12 Days)	74 Hours	74 Hours	

SUMMARY CHARTS ON DISTRIBUTION OF INPUTS

4. Suggested Schedule for 2 Day Program to be Carried out by Master Trainers for Parents/Teachers

Day	Timings	Activity
One	10.00 AM	Reporting Time & Pre Test
	10.30 AM-11.00 AM	Eliciting Common Academic Problems in Classroom/School Settings
	5 11.00 AM-12.00 NN	Sensitizing on Differential Perceptions: Parents, Teachers & Students
	12.00 NN-01.00 PM	Handing Myths & Misconceptions on Children & Academic Problems
	01.00 PM-02.00 PM	LUNCH
	02.00 PM-03.30 PM	Information on Child development: Meaning, Areas & Characteristics
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Causes of Academic Problems
Two	09.30 AM-11.00 AM	Behavior Problems: Meaning, Examples, Causes & Management
	11.00 AM-11.30 AM	Tea Break
	4 11.30 AM-01.00 PM	Understanding, Interacting & Working with Families
	01.00 PM-02.00 PM	LUNCH
	02.00 PM-03.30 PM	Tips, Guidelines and Effective Management of Academic Problems
	03.30 PM-04.00 PM	Tea Break
	04.00 PM-05.30 PM	Conclusion, Post Test and Feedback

QUESTIONNAIRES USED FOR EVALUATION

1. Sample Format on Pre and Post Test Questionnaire

Read each statement carefully and answer either as 'Right' (R) or 'Wrong' (W).

Sl.No.	Statements	R/W
1	If one child in the class/school can achieve something, there is no reason why all the other children of his/her age or class cannot achieve the same	
2	If a child performs poorly in studies it is mostly due to his/her laziness, poor concentration or mischievousness	
3	Poor academic performance in children occurs mainly due to faulty parenting	
4	It is sheer haste/carelessness that makes children to commit spelling mistakes or other errors in examinations	
5	It is possible that a child who is so clever / intelligent in all other things can be so inefficient in reading, writing or mathematics.	
6	TV is the root cause of the several academic problems that is being seen in many school children these days	
7	One must study enough to at least pass at least a minimum of a respectable degree or tenth class to be successful in life	
8	Children cannot and do not experience stresses or depression like adults.	
9	Single children are aggressive, bossy, demanding, spoiled, non-competitive, alone, selfish, difficult to handle and miserable compared to kids born among many siblings.	
10	Children with problem behaviors naturally outgrow them as they grow older	
11	It is better to start teaching children to read/write early in nursery or preschool years so that they are prepared for a future competitive world.	
12	Some tonics/medicines can improve intelligence in children	
13	It is fine to use force with children to make them to comply adult demands	
14	I agree to this statement: Spare the rod and spoil the child (or) A whip for horse, a bridle for the ass and a rod for the errant child	
15	Children should be inspired, instructed and inculcated to strive only for the top in whatever they seek to do	
16	Children develop tripod hold on writing instruments by the age of 3 years	
17	In the scheme for emotional development children develop feelings of envy by 3 years	
18	Concrete thinking is seen in children before they develop abstract thinking	

19	Correctly identifying similarity between horse and cow as animals is example of concrete thinking	
20	Playing with dolls and imagining teacher games is unnatural for girls in class 2-3	
21	Play can be a major distraction for children to learn reading/writing when they are in nursery classes	
22	Children with problems in pronunciation should be directed to consult an occupational therapist	
23	Picture reading is a needed competency for kids before starting alphabet/word reading	
24	The terms impairment-disability or handicap are all meaning one and the same	
25	Children with average intelligence have IQ range between 90-110	
26	Abnormal child can hold an object between thumb-index finger before 6 months	
27	Mental illness is also called as mental retardation	
28	A normal child usually holds neck steady after around six months	
29	Slow learners are actually children with below average levels of intelligence	
30	A normal child is able to drink with cup or glass unassisted by around 24 months	
31	Persons with moderate mental retardation can have an IQ of 55	
32	A person can have two or more disabilities at the same time	
33	Absence of upper limbs is more common physical handicap than loss of lower limbs	
34	Nicknaming a person as "deaf", "blind", or "lame" should be discouraged.	
35	Disabilities are more or less permanent conditions lasting all through life	
36	Behavior problems in children can occur due to their bad moods	
37	When a child shows behaviors much lower than his age peers suspect mental retardation	
38	Kids showing poor social interaction and communication skills maybe actually cases of autism	
39	Sleeplessness, talking or laughing to self, crying for no reason are some of the behavior features seen in persons with mental retardation.	
40	Presence of alcoholic fathers, nagging mothers, or such other family disturbances can also affect the academic performance of children	

(KEY: 1:(W); 2:(W); 3:(W); 4:(W); 5:(R); 6:(W); 7:(W); 8:(W); 9:(W); 10:(W); 11:(W); 12:(W); 13:(W); 14:(W); 15:(W); 16:(R); 17:(R); 18:(R); 19:(W); 20:(W); 21:(W); 22:(W); 23:(R); 24:(W); 25:(R); 26:(W); 27:(W); 28:(W); 29:(R); 30:(R); 31:(W); 32:(R); 33:(W); 34:(R); 35:(R); 36:(W); 37:(R); 38:(R); 39:(W); 40:(R))

Note : Answer key is given here only for reference and should not be exhibited in the original questionnaire to be given to participants

QUESTIONNAIRES USED FOR EVALUATION

2. Feedback Format for Reading Materials

Participants Name : _____ ID Number : _____

Dates of Program : _____ Age : _____

Batch Number : _____ Qualification : _____

Sl.No	<i>Read each statement and mark accordingly</i>					Score
A	Rating Scale:					
A1	Simplicity of Language					8
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A2	Coverage of Subject					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A3	Sequential Arrangement of Contents or Presentation					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A4	Illustrations and Examples					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A5	Printing & Presentation					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A6	Volume or Size of Manuals					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A7	External Appearance or Packaging					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A8	Font size					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A9	Tables & Charts					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A10	Reading Exercises					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A11	Glossary					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
A12	Grammar, Vocabulary & Sentence Length					
	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
B	Any Other Suggestions:					

Date:

SIGNATURE

QUESTIONNAIRES USED FOR EVALUATION

3. Program Review Protocol

Participants Name : _____ ID Number : _____
 Dates of Program : _____ Age : _____
 Batch Number : _____ Qualification : _____

Sl.No.	Read each statement and mark accordingly	Score					
A	Rating Scale:						
A1	Quality of Lectures	8					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A2	Coverage of Topics						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A3	Sequential Arrangement of Program						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A4	Clinical Illustrations and Examples						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A5	Approachability						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A6	Use of Gadgets, Audio Visual Presentations						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A7	Punctuality & Regularity						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A8	Supporting Reading Materials						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A9	Reviews & Monitoring						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A10	Assignments Given						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
A11	Supervision						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><i>Exceptional</i></td> <td style="width: 20%; text-align: center;"><i>Above Average</i></td> <td style="width: 20%; text-align: center;"><i>Average</i></td> <td style="width: 20%; text-align: center;"><i>Below Average</i></td> <td style="width: 20%; text-align: center;"><i>Cannot Say</i></td> </tr> </table>	<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>	
<i>Exceptional</i>	<i>Above Average</i>	<i>Average</i>	<i>Below Average</i>	<i>Cannot Say</i>			
B	Any Other Suggestions:						

Date: _____

SIGNATURE _____

QUESTIONNAIRES USED FOR EVALUATION

4. Resource Person Evaluation Protocol

Teacher Name : _____ ID Number : _____
 Dates of Program : _____ Age : _____
 Batch Number : _____ Qualification : _____

Resource Person Name : _____ ID Number : _____
 Date of Program : _____ Topic : _____

S L.No.	Read each statement and mark accordingly					Score
A1	Clarity of Voice					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A2	Coverage of Topic					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A3	Extent or Depth of Knowledge of the Subject					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A4	Fluency & Eloquence in Presentation					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A5	Relevance to given topic					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A6	Coherence in Presentation					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A7	Timing within Presentation (Time Management Skills)					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A8	Sustenance of Audience Motivation and Interest					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A9	Supervisory abilities and clinical skills					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A10	Opening & Conclusion (Summarizing & Paraphrasing)					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A11	Illustrations & Examples					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A12	Enabling constructive inter student interactions and maintenance of class atmosphere					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
A13	Dressing and general present ability					
	Exceptional	Above Average	Average	Below Average	Cannot Say	
B	Any Other Suggestions:					

Date: _____

SIGNATURE _____

Glossary for Resource Person Evaluation Protocol

Sl. No	<i>Teacher Characteristics being Rated</i>
1	Clarity of Voice <i>Consider quality of voice, use of microphone and audibility</i>
2	Coverage of Topic <i>Consider the extent of topic that is expected to be covered</i>
3	Extent or Depth of Knowledge in the Subject <i>Consider the knowledge or information base of the teacher in the concerned subject</i>
4	Fluency & Eloquence in Presentation <i>Consider ability to explain or efficiency in use of medium of instruction</i>
5	Relevance to given topic <i>Consider information given in the concerned subject</i>
6	Coherence in presentation <i>Consider ease of understanding</i>
7	Timing within Presentation (Time Management Skills) <i>Consider distribution of time within the presentation</i>
8	Sustenance of Audience Motivation and Interest <i>Consider skill to maintain and sustain attention and interest of the audience throughout the presentation</i>
9	Supervisory abilities and clinical skills <i>Consider supervision, guidance and clinical skills as model for your learning</i>
10	Opening & Conclusion (Summarizing or paraphrasing) <i>Review, summary and paraphrasing of major points at the end of every discussion</i>
11	Illustrations & Examples <i>Giving interesting example, illustrations or cases to enable understanding</i>
12	Enabling constructive inter student interactions and maintenance of class atmosphere <i>Consider opportunities provided for audience discussion, interactions and questioning along with ability to keep alive, interesting and stimulating the class atmosphere</i>
13	Dressing and general present ability <i>Consider general appearance, appropriateness of dress and overt behavior</i>

Pro-forma 1 - Case History Taking

I. SOCIO - DEMOGRAPHIC DATA

Name of Child : _____ Case ID Number : _____
 Name of Parent : _____ Date of Birth : _____
 Age : _____ Class : _____
 Medium : _____ School : _____

2. EXPLORATION & IDENTIFICATION OF PROBLEMS

Presenting complaints	First Noticed	Presenting complaints	First Noticed
Anger, Violent and Assaulting Behaviors		Escape/School Avoidance	
Chronic Disinterest in Academics		Frequent Failure in Studies	
Easily excited to Crying or Anxiety		Persistent Lying Tendencies	
Playing Truancy		Poor General Intelligence	
Poor Attention/ Concentration for Studies		Poor Adaptive Behavior	
Repeated Body/Health Related Complaints		Slow in Studies	
Memory complaints		Over activity	
Clumsiness		Writing problems/ Spelling errors	
Reading problems		Mathematical problems	
Hearing Difficulties		Epilepsy	
Visual Problems		Physical Handicaps	
Home/Family Problems or Issues (Specify)		Speech Problems or Delays (Specify)	

3. ACADEMIC UNDERACHIEVEMENT

Causes	Tick	Causes	Tick
Under- expectations		Acute/Chronic family Problems	
Gender Inequalities		Poor Examination Taking skills	
Faulty school policies & Programs		Any other	
Deficient use of Teaching Aids		Over-Intelligence	
Improper Motivational/ Reward Strategies		Acute/Chronic Medical Problems	
Scanty Home Supports		Problem Behaviors	
Over-expectation		Peer Pressures	
Poor or Absent Teaching		Poor Role Models	
Mismatch Between Learner Requirements & Teacher methods		Frequent School/Medium change	
Inadequate Rehearsal/ Insufficient Practice		Negative influence of TV/Mass Media	

Pro-forma 2 - Audiology/ENT Screening

Name of Child : _____ Case ID Number : _____
Date of Birth : _____ Age : _____
Class : _____ Medium : _____
School : _____

1. Does the child frequently give inappropriate answers to questions?
2. Does the child fail to respond when called from behind?
3. Does the child prefer to turn the radio or television too loud?
4. Does the child often ask you to repeat an instruction or what was said?
5. Does the child show delay in the development of speech since early childhood?
6. Does the child fail to understand speech in a noisy situation?
7. Does the child show difficulty in following a conversation between two or more people when they talk simultaneously?
8. Does the child appear to avoid participating in a conversation?
9. Does the child show preference in the use of one ear over the other?
10. Does the child appear to rely more on lip reading?
11. Does the child cup his ear to hear better?
12. Does the child appear to be inattentive when lessons are on in the classroom?
13. Does the child show frequent attacks of cold/cough?
14. Does the child report ear pain?
15. Is there any visible sign of ear discharge?
16. Does the child report of blocking sensation in the ear?
17. Does the child complain of ringing sound in one or both ears?
18. Are there signs or report of giddiness?
19. Is there any evidence for facial/oral deformity like cleft palate?
20. Is there a history to show that the child did not cry immediately after birth?
21. Does the child complain of ringing sound in one?

Source: Prepared in consultation with resource person from the Department of Audiology and ENT, AIISH, Mysore.

Pro-forma 3 - Speech & Language Screening

Name of Child : _____ Case ID Number : _____
 Date of Birth : _____ Age : _____
 Class : _____ Medium : _____
 School : _____

Indicate Yes/No for the following:

ARTICULATION: YES/NO

- Is the child unable to produce one or more sounds of his/her language even at the age of 6 years?
- Has the child or adult undergone surgery for cleft of the lip/palate?
- Is his/her speech difficult for you or their peers to understand?
- Do articulation errors make their speech sound noticeable or different from that of other children their same age?
- Do they shy away from oral participation because of being self conscious about their speech?
- Do they get poor grades in oral expression?
- Are articulation errors affecting spelling?
- Does the child have to repeat often to be understood?
- Do the child's oral structures (lips, tongue, teeth, hard palate, soft palate and jaw) appear normal in structure and function?

What sounds does the child have difficulty pronouncing?

How does the student's speech seem to affect their academic performance?

LANGUAGE: Yes/ No

Does your student/child

- Have the vocabulary, concepts, and prior knowledge to understand classroom activities, tasks, and instructions?
- Participate in and follows a conversation appropriately?
- Uses age appropriate vocabulary to ask and answer questions?

- Understands vocabulary used in oral directions?
- Uses correct word order in sentences so they are easy to understand?
- Speaks in sentences and phrases that are of age appropriate length?
- Uses pronouns?
- Uses verb tenses correctly?
- Uses articles, prepositions, and conjunctions appropriately?
- Interacts appropriately with peers and adults?
- Expresses ideas orally?
- Exhibit excessive use of non-specific vocabulary such as “stuff” or “that thing”?

Learning academic skills: Yes/No

Does your student/child:

- Experience ⁶reluctance to go to school or feelings of failure at school?
- Does your child have difficulties with spelling?
- Does your child miss out words when reading?
- Does your child have difficulty reading aloud?
- Does your child sometimes skip lines when reading?
- Does your child experience difficulty copying from the board?
- Does your child get confused about following instructions, for example when playing a game?
- Find it difficult with numbers-like counting, addition, subtraction, etc.?
- Exhibit difficulty in left-right orientation?
- Have difficulty/inappropriate way of holding pen?
- Show difficulty with tasks requiring sequencing?
- Have reversal while reading and writing?
- ⁶ve continued failure even after constant guidance/supervision?
- Are there any family members who experienced difficulty learning to read or spell when they were at school?

FLUENCY: YES/NO

Does your student/child

- Does your student appear aware that they stammer? How do you know?
- Is your student teased because of their speech?
- Does your student appear to be concerned about their stammering?
- Does your student relate well to other students their same age?
- Does your child's stammering make it difficult to understand what they are saying?
- Do you feel uncomfortable when you try to communicate with this student?
- Do you notice tension in this student's voice or body when they try to communicate?

Please describe the stammering you hear (check all that apply):

- Whole word repetitions - "I-I-I went to the store."
- Phrase repetitions - "I went I went I went to the store."
- Revisions - "I went to we wanted to go to the store."
- Interjections - "uh-uh-uh-I went-uh-uh to the-uh-store."
- Repetitions - "I w-w-w-went to the store.", "I we-we-we-went to the store."
- Prolongations - "I w-----ent to the store."
- Blocks opens mouth to speak, but no sound, then a sudden burst

Please indicate by circling if your child exhibits any of the following behaviors:

- Abnormal facial movements (grimaces)
- Movements of hand/legs
- Head Nodding
- Blinking/squeezing eyes shut
- Changes in breathing

Voice: Yes/No**Does your student/child**

- Exhibit harshness, hoarseness or nasal quality (please circle if yes)
- Lose their voice during the day?
- Clears throat or coughs excessively?
- Exhibits a voice quality that gets worse during the day?
- Uses a voice quality that makes it difficult to understand what they are saying?
- Is teased by peers because of their voice?
- Appears to be embarrassed or bothered by their voice?

PLEASE REFER ANY CHILD...

- If you are concerned **13** about their speech or language development
- If their speech & language skills have not improved over the past 6 months
- Who often repeats sounds or words (stammers)
- Whose voice sounds different to you
- Whose play or social interactions seem inappropriate

Source: Prepared in consultation with resource person from the Department of Speech Language Pathology, AIISH, Mysore.

Pro-forma 4 - Developmental/Intellectual Screening

Name of Child : _____ Case ID Number : _____
Date of Birth : _____ Age : _____

Check out on the following either by interviewing parents/caregivers, direct observation or informal testing of the child.

1. Beginning from birth or early infancy/toddler age, has there been a general delay in development of all major milestones (including neck holding, sitting, standing, walking, understanding/expression of speech, toilet training, self dressing, self eating, and/or self-care activities) before entering school? YES/NO
2. In order to estimate current level of mental age, check whether the child can perform at least SIX out of NINE activities under each cluster in the following:

Three Years:

- | | |
|---|--------|
| a) Indicates 5 Body Parts | YES/NO |
| b) Names 5 Familiar Objects in Surroundings | YES/NO |
| c) Differentiates/Points to Big-Small | YES/NO |
| d) Names 2-3 items in a Picture | YES/NO |
| e) Repeats short sentences of 3-4 words | YES/NO |
| f) Follows single/simple instruction | YES/NO |
| g) Repeats 2 digits forwards | YES/NO |
| h) Handles lock & key | YES/NO |
| i) Mixes food to eat on own | YES/NO |

Four Years:

- | | |
|---|--------|
| a) Copies cross, circle & plus sign | YES/NO |
| b) Dresses/Undresses on own | YES/NO |
| c) Differentiates/Points to Primary Shapes | YES/NO |
| d) Counts and gives objects below 5 | YES/NO |
| e) Repeats short sentences of 6-8 words | YES/NO |
| f) Understands 'boy-girl' | YES/NO |
| g) Repeats 3 digits forward/2 digits backward | YES/NO |
| h) Somersaults | YES/NO |
| i) Shows hour-minute hand on watch or clock | YES/NO |

Five Years:

- | | |
|--------------------------------|--------|
| a) Copies square | YES/NO |
| b) Follows 2 step instructions | YES/NO |

- | | |
|---|--------|
| c) Differentiates left-right | YES/NO |
| d) Counts and gives objects below 13 | YES/NO |
| e) Names/Identifies five colors | YES/NO |
| f) Washes in toilet-when water is poured | YES/NO |
| g) Tells number of fingers in each/both hands | YES/NO |
| h) Frog Jumps | YES/NO |
| i) Brushes own teeth | YES/NO |

Six Years:

- | | |
|---|--------|
| a) Copies straight and inverted triangle | YES/NO |
| b) Describes 'actions' in pictures | YES/NO |
| c) Repeats 4 digits forward | YES/NO |
| d) Rote recites days of week | YES/NO |
| e) Blows whistle, soap bubble, balloon, etc | YES/NO |
| f) Draws a person with at least 6-8 parts | YES/NO |
| g) Swings in sitting/standing position on own | YES/NO |
| h) Bounces ball for at least ten counts | YES/NO |
| i) Bathes self unassisted | YES/NO |

Seven Years:

- | | |
|---|--------|
| a) Copies diamond/rhombus | YES/NO |
| b) Rote recites months in year | YES/NO |
| c) Repeats 5 digits forward and 3 digits backward | YES/NO |
| d) Counts backwards 20-1 | YES/NO |
| e) Tells differences between things | YES/NO |
| f) Gives concrete meanings to proverbs | YES/NO |
| g) Defines objects in terms of use | YES/NO |
| h) Reports seasons of year | YES/NO |
| i) Makes paper planes, boats or other objects | YES/NO |

Eight Years:

- | | |
|--|--------|
| a) Copies honeycomb hexagon (six sides) | YES/NO |
| b) Defines words superior to use | YES/NO |
| c) Uses pencil sharpener | YES/NO |
| d) Makes an independent query from stranger | YES/NO |
| e) Shops 3-4 items with chits-gets change below Rs.20 | YES/NO |
| f) Aims/hits target 5 feet away using medium size ball | YES/NO |
| g) Washes an utensil effectively | YES/NO |
| h) Comprehends 'north-south-east-west' | YES/NO |
| i) Tells time to nearest minute | YES/NO |

Nine Years:

- | | |
|--|--------|
| a) Copies hospital plus and octagon | YES/NO |
| b) Names 'month' and 'year' | YES/NO |
| c) Tells similarities between things | YES/NO |
| d) Rides a bicycle | YES/NO |
| e) Folds a bedspread | YES/NO |
| f) Washes self in toilet | YES/NO |
| g) Defines objects superior to use | YES/NO |
| h) Reads a calendar | YES/NO |
| i) Plays any indoor/outdoor games with rules | YES/NO |

Ten Years:

- | | |
|--|--------|
| a) Copies Christmas star | YES/NO |
| b) Repeats 6 digits forward and 4 digit backward | YES/NO |
| c) Detects absurdities | YES/NO |
| d) Interprets fables | YES/NO |
| e) Finds rhymes | YES/NO |
| f) Independent in all self care activities | YES/NO |
| g) Understands units for measurements | YES/NO |
| h) Makes a bill for purchases below Rs.100 | YES/NO |
| i) Tells date of birth of self or other family members | YES/NO |

Glossary for Developmental/Intellectual Screening-PF4**Three Years: (a) Indicates 5 Body Parts**

Instructions: "Put the finger on your _". (Nose-Eyes-Mouth-Hair). Answering by winking, gesture, or other non verbal means is acceptable. Score 2 months credit over baseline of minimum 2 years for 4 out of 5 body parts to be pointed correctly. There is no time limit for this test item.

Three Years: (b) Names 5 Familiar Objects in Surroundings

Instructions: "What is this?" (Show each item) (Key-Paisa-Closed Penknife-Watch-Pencil) For children with expressive speech problems, modify instructions as: "Show me". Score 2 months credit for 3 out of 5 objects to be named correctly. There is no time limit.

Three Years: (c) Differentiates/Points to Big-Small

Place two similar objects of different sizes or show a pair of lines in front of the child in horizontal position and instruct: "Here are two objects/lines. This is one and this is another. Look closely and tell

me which one is bigger/longer. Put your finger on the bigger/longest one". Reverse or shuffle the positions and say: "Now show me the smaller/shorter". For every additional trial, turn the card or shuffle the objects and repeat the enquiry. Score 2 months credit for pass on 3 out of 3 or 5 out of 6 trials correct. There is no time limit.

Three Years: (d) Names 2-3 items in a Picture

Two levels of responses are expected from subjects on presentation of the stimulus picture cards at three and six years. In this test, there are 4 picture cards depicting scenes of railway station, reception, motor accident and domestic scene.

- (a) Nominal Responses (3 years)
(Score 1.2 months credit when subjects enumerate at least 2 or more objects in anyone picture).
- (b) Descriptive Responses (6 years):
(Score 2.4 months credit when subjects describe actions seen in at least 2 out of 3 pictures within 3 minutes each)

Instructions: "Now I am going to show you a pretty picture. Tell me what you see in the picture" or "Look at the picture and tell me everything you can see in it". Verbal prompts like "What else?" is allowed. Score 2 months credit each correct response of 'enumeration' (3 years) and/or 'description' (6 years) respectively

Three Years: (e) Repeats short sentences of 3-4 words or 6-7 syllables

Two levels of sentence/syllable repetition are available at three and four years: Repetition (6-7 Syllables or 3-4 words) Score: 2 months credit for even 1 out of 3 correct at each level

I have a little dog
The dog runs after the cat
In summer the sun is hot

Instructions: "Listen and say as I say!" Scoring: Award 2 months credit each for each age level of correct responses according to given pass criteria

Three Years: (f) Follows single/simple instruction

Instruction: "Get me that ball" "Please Close (or open) the door" "Put this coin on that table". Score two months credit for correct performance.

Three Years: (g) Repeats 2 digits forward

There are two parts in this series, viz.,

A. Digit Forward Series**B. Digit Backward Series**

The presentation of numbers should be at the rate of 1 number per second. Begin by presenting two digit series. Then, present three digit series and so on. Stop at the series wherein the subject has failed in all the three items in that series

Instructions: (For Digit Forward Series): "Listen and say as I say!"

3-7	6-4	7-2	(3 years)
6-4-1	3-5-2	8-3-7	(4 years)
4-7-3-9	2-8-5-4	7-2-6-7	(6 years)
3-1-7-5-9	4-2-8-3-5	9-8-1-7-6	(7 years)
3-7-4-8-5-9	5-2-1-7-4-6	4-3-1-5-8-2	(10 years)

Instructions: (For Digit Backward Series): "Listen carefully. I am going to read out some numbers. I want you to say them backwards. For example, if I say 1,2,3 you should say 3,2,1"

4-7	3-9	5-2	(4 years)
2-8-3	4-2-7	9-5-8	(7 years)
7-2-9-6	4-1-7-3	8-5-9-1	(10 years)

Scoring: The digit forward and backward series are arranged in increasing order of difficulty between 3 and 10 years. Award two month credit for correct repetition of even one in the series of digits at the various age levels.

Three Years: (h) Handles Lock & Key

Instruction: "Here is a key. Please open/close this lock for me" Score two months credit for correct performance. There is no time limit for this test item.

Three Years: (i) Mixes food to eat on own

Ask parent/caregiver or observe if the child can mix food and eat on own to give pass credit for this item. Score two months credit for correct performance.

Four Years: (a) Copies cross, circles & plus sign

There are three items under this category for different age levels:

- (a) Copying a Cross, Circle & Plus Sign (3 years)
- (b) Copying a Square (5 years)
- (c) Copies straight and inverted triangle

Instructions: Place the card with the appropriate geometric design in front of the child and say, "Do you see this? I want you to make one just like that. Make it right here!" Show the child where it is to be drawn. "Go ahead! I know you can do it nicely" **12** not run your fingers on the outline of each of the drawings of the geometric shapes on the cards. Give three trials, each time saying, "Make it exactly like this!" After **the** child has drawn all the three times, ask "Which one do you like best?" Score two months credit for correct performance at each age level. There is no time limit for this test item.

Four Years: (b) Dresses/Undresses on own

Ask the parent/caregiver or observe if the child can dress/undress on own (exclude buttoning). Score two months credit for correct performance.

Four Years: (c) Differentiates/Points to Primary Shape

This subtest comprises of ten cutout geometric shapes and another card with all those shapes drawn on it. The child is required to place and match the cut out shapes by placing them exactly on the appropriate shapes on the card. Place the form card and the cut out geometric shapes in front of the child and say, "Look at these small pieces in front of you. I want you to place each one of them correctly on the top of right design drawn on this card". There is no time limit for the performance. Score two months credit for correct performance.

Four Years: (d) Counts & Gives Objects below Ten

Place 10 coins of same denomination or value in front of the child and instruct: "Can you see these coins in front of you? Count them and tell me how many they are. Count with your fingers this way. One..Two..Now go ahead" At the end of counting exercise ask: "How many?" Children must place their finger on each coin separately as they count out aloud one number. This means that they must have one to one correspondence to be considered passed on this item. Use two trials in case the child fails during the first trial. Score two months credit for correct performance. There is no time limit for this test item.

Four Years: (e) Repeats short sentences of 6-8 words

Same item as in three years (e); but, this item involves repetition of 12-13 syllables or 6-8 words.

7

'The boy's name is John. He is a very good boy.'

'When the train comes you will hear the whistle blow'

'We are going to have a good time in the country'

Instructions: "Listen and say as I say!" Score two months credit for correct performance. There is no time limit for this test item.

Four Years: (f) Understands 'boy-girl'

Score two months credit for correct performance. There is no time limit for this test item.

12

To a Boy: Are you a boy or girl?

To a Girl: Are you a girl or boy?

Four Years: (g) Repeats 3 digits forward/2 digit backward

Same as three years (g)-repeats 2 digit forward. Score two months credit for correct performance. There is no time limit for this test item.

Four Years: (h) Somersaults

Must be able to somersault at least once on any soft surface to receive credit of two months for pass in this item

Four Years: (i) Shows hour-minute hand on watch or clock

Must be able to show or identify the hour and minute hand on a watch or clock to receive credit of two months for pass in this item

Five Years: (a) Copies Square

Same as under Four Years: (a) Copies cross, circles & plus sign but see (b). Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (b) Follows Two-step Instructions

Instruction: "Close (or open) the door and get me that book", "Keep this pen there and Put this book on that table", "Open your mouth and clap your hands". Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (c) Differentiates left-right

"Show me your right hand". "Show me your left ear". "Show me your right eye". If there is any one failure, repeat the above formula substituting 'left' for 'right' and 'right' for 'left' in them. Ensure that no physical or verbal prompts are given. There must be 3 out of 3 trials right or 5 out of 6 trials right. Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (d) Counts & Gives Objects below Thirteen

Same as in four years (d); Place 10 coins of the same denomination or value in front of the child and instruct: "Can you see these coins in front of you? Count them and tell me how many they are. Count them with your fingers this way. One..Two..Now go ahead" At the end of the counting exercise ask: "How many?" Children must place their finger on each coin separately as they count out aloud one number. This means that they must have one to one correspondence in order to be considered passed on this item. Use two trials in case the child fails during the first trial. Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (e) Names/Identifies Five Colors

Place the color card or different brightly colored beads or buttons in front of the child and ask: "What is the name of this color?" In case of children who cannot speak, identification by pointing is taken as pass. No Errors. Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (f) Washes in Toilet when Water is poured

Based on parent report confirm whether the child is able to wash self in toilet when assisted by pouring water. Score two months credit for correct performance.

Five Years: (g) Tells number of fingers in each/both hands

Ask the child: "How many fingers have you on one hand?"; followed by "How many on the other hand?" and "How many **12** both hands together?" Keep an eye on the child's fingers and if you notice him to be counting, then say, "No! don't count! Tell me without counting". **Then, repeat the question** as before. It is suggested that you may as well hold the child's fingers in your palm and ask these questions in order to prevent the child from counting. Answer to all the three questions to be correct. Score two months credit for correct performance. There is no time limit for this test item.

Five Years: (h) Frog Jumps

Instruct the child to squat and jump across at least 3-5 steps like a frog. Score two months credit for correct performance.

Five Years: (i) Brushes own teeth

Based on parent report confirm whether the child is able to apply paste, brush and rinse mouth without any assistance. Score two months credit for correct performance.

Six Years: (a) Copies straight and inverted triangle

Same as under four years(a) and five years (a): Score two months credit for correct performance. Take the best of three trials.

Six Years: (b) Describes 'actions' in pictures

Same as under three years: (d) Names 2-3 items in a Picture; In this level, the child is expected to describe the actions in the same picture/s. There is no need to re-administer this sub test. At the first instance, the examiner can observe and conclude whether the child's responses are at nominal or descriptive levels and score accordingly.

Instructions: "Now I am going to show you a pretty picture. Tell me what you see in the picture" or "Look at the picture and tell me everything you can see in it". Verbal prompts like "What else?" is allowed Scoring: Award 2 month credit each for Enumeration-Description level of correct responses according to given pass criteria.

Six Years: (c) Repeats 4 digits forward

Same as three years: (g), four years: (g). Score two months credit for correct performance.

Six Years: (d) Rote recites days of week

"You know the days of week, do you not? Name the days of week". Some children are likely to recite months in a year for the question. Or they may give some other irrelevant answers. In such a case, tell them, "No, that is not what I mean. I want you to name the days of the week". After rote recitation of days of week, check on the following: "What day comes before Tuesday?"; "What day comes before Thursday?", and, "What day comes before Friday?" Order of recitation must be correct and recited in 15 seconds. And, 2 out of 3 checks correct. Time limit is 20 seconds. One error in naming allowed. Both correct and within 3 days of the actual date. Score two months credit for correct performance.

Six Years: (e) Blows whistle, soap bubble, balloon, etc

Give the child a whistle, bubble blower or balloon and instruct him/her to blow it. Score two months credit for correct performance.

Six Years: (f) Draws a person with at least 6-8 parts

Give the child a pen/pencil and piece of paper and instruct him/her to draw a person. Do not mention man or woman, boy or girl. Any of the drawings must have at least 6-8 parts. Score two months credit for correct performance.

Six Years: (g) Swings in sitting/standing position on own

Observe the child on a swing whether in sitting and standing position. Score two months credit for correct performance in both positions.

Six Years: (h) Bounces ball for at least ten counts

Give the child a rubber ball to bounce continually on the floor. Score two months credit for correct performance of at least ten continuous bounces.

Six Years: (i) Bathes self unassisted

Based on parent report confirm whether the child is able to bathe, soap, rinse and towel self without any assistance. Score two months credit for correct performance.

Seven Years: (a) Copies diamond/rhombus

Same as under Four Years (a), Five Years (a) and Six Years (a). Score two months credit for correct performance.

Seven Years: (b) Rote recites months in year

"Name all the months of the year". "What month comes before April?". "What month comes before July?". "What month comes before November?". Give no clues or prompts. The child can start recitation from any one of the months unless he finishes the cycle. Score two months credit for correct performance.

Seven Years: (c) Repeats 5 digits forward and 3 digits backward

Same as Three Years: (g) Repeats 2 digit forward, Four Years: (g) Repeats 3 digits forward/2 digit backward and Six Years (c). Score two months credit for correct performance.

Seven Years: (d) Counts backwards 20-1

Instructions are as follows: "Can you count one to twenty?" When the child has finished counting, say: "Good! Now count them backwards, like this, 20..19..18 and so on. Start!" Counting Backwards 20 to 1 (7 years) (A time limit of 40 seconds and 1 error is permitted)

Seven Years: (e) Tells differences between things

"What is the difference between fly and butterfly?" If the child appears ¹²not to understand the question, proceed to clarify: "You now flies, do you not? You have seen flies? And, you know butterflies? Now,

tell me the difference between fly and a butterfly". Proceed to ask the difference between "stone-potato", and "Wood-Glass" in the same manner. Differences: 2 out of 3 correct within 60 seconds each. Score two months credit for correct performance

Seven Years: (f) Gives concrete meanings to proverbs

Instructions: "You know what a proverb is? You must have heard proverbs. A proverb is a saying with some meaning. It is meant to teach us some lesson. Now I am going to read a proverb to you. Listen carefully. When I am through I will ask you to tell me what are its meanings. Ready, listen". There are here proverbs in this test. The child is expected to tell at least the literal or concrete the meaning of the proverb. The maximum time limit for each response is 2 minutes. Score: Correct interpretation of each fable carries half mark. All correct is 2 marks. 2 out of 5 correct.

Ex: Barking dogs never bite-Empty vessels make much noise-Stitch in time saves nine

Seven Years: (g) Defines objects in terms of use

Stimulus words are: "Chair-Bullock (or Horse)-Spoon-Doll-Pencil-Blanket". For each of these stimulus words instruct as follows: "Chair! You have seen a chair. You know what a chair is. Tell me what is chair!" If a child does not give a definition and says "That is a chair" or "A chair is a chair", etc., say: "Yes, tell me, what is chair?" Give no more clues or prompts. You are not permitted to ask leading questions like "What do you do with chair?" or "What is chair made of?" Use similar kind of questioning for all the other words in the list. (4 out of 6 correct. Wait about 1 minute for each word for response before marking fail)

Seven Years: (h) Reports seasons of year

"Name all the seasons of the year". Give no clues or prompts. The child can start recitation from any one of the seasons: summer, winter, rainy, autumn or spring. The list should have at least three seasons. Score two months credit for correct performance

Seven Years: (i) Makes paper planes, boats or other objects

Give the child a piece of paper and ask him to make out a boat, airplane or just about anything meaningfully. Score two months credit for correct performance of at least one such item.

Eight Years: (a) Copies honeycomb hexagon (six sides)

Same as under Four Years (a), Five Years (a), Six Years (a) and Seven Years (a). Score two months credit for correct performance

Eight Years: (b) Defines words superior to use

Stimulus words are: "Balloon-Tiger-Football (or Ball)-Soldier". For each of these stimulus words instruct as follows: "Balloon! You have seen a balloon. You know what a balloon is. Tell me what is balloon!" Administration is same as in the above. Give no more clues or prompts. Do not ask leading questions like "What do you do with chair?" or "What is chair made of?" Use similar kind of questioning for all the other words in the list. Examples of definitions superior to use involve descriptions about the word in terms of their shape, size, color, material, or as a higher class of objects. 2 out of 4 correct in 60 seconds each. Score two months credit for correct performance of at least one such item.

Eight Years: (c) Uses pencil sharpener

Give the child a pencil sharpener to mend and observe s/he can do it without any assistance. Score two months credit for correct performance of at least one such item.

Eight Years: (d) Makes an independent query from stranger

Observe or enquire from parent/caregiver whether the child can make independent queries from strangers regarding routes, timings or any other such useful information in social situations Score two months credit for correct performance of at least one such item.

Eight Years: (e) Shops 3-4 items with chits-gets change below ` .20

This item involves giving the child three statement problems orally. If more than one answer is given for a problem, confirm with the child about the right answer before scoring it right or wrong. The statement problem can be read out aloud once again in case the child has not heard or followed it during their initial presentation. The problems are to be solved orally and no paper or pencil should be given to the child.

If I were to buy four rupees worth of candy, and should give the shop keeper ten rupees, how much money would I get back?

If I bought twelve rupees worth of candy, and give the shop-keeper fifteen rupees, how much would I get back?

If I bought eleven rupees worth of candy and gave the shop keeper twenty rupees, how much would I get back?

Eight Years: (f) Aims/hits target 5 feet away using medium size ball

Give the child a medium size rubber ball to hurl at least five feet away at first bounce. This is a test of strength and eye hand coordination. Score two months credit for correct performance of at least ten continuous bounces.

Eight Years: (g) Washes an utensil effectively

Based on parent report or by direct observation confirm whether the child is able to wash an utensil effectively without any assistance. Score two months credit for correct performance

Eight Years: (h) Comprehends 'north-south-east-west'

Instruct the child to show 'north-south-east-west'. In unfamiliar places and surroundings, the child can be given a clue on which side or direction the sun rises in the morning. No additional clues are to be given. Score two months credit for correct performance

Eight Years: (i) Tells time to Nearest Minute

A pass in this item requires the child to tell time (not digital clocks or watches) to the nearest minute and seconds. Score two months credit for correct performance

Nine Years: (a) Copies Hospital Plus and Octagon

Same as under Four Years (a), Five Years (a), Six Years (a), Seven Years: (a) and Eight Years (a). Score two months credit for correct performance

Nine Years: (b) Names 'Month' and 'Year'

A pass in this item requires the child to tell the current or ongoing 'month' and 'year' as well as correct answers to random checks on preceding months to, say, 'September', 'April' and 'January' Score two months credit for all correct performance

Nine Years: (c) Tells similarities between things

"I am going to name two things which are alike in some way. I want you to tell me how they are alike. Mango and Banana-in what way are they alike?". Proceed to ask the similarities between "iron-silver", "Steamship-airplane", and "wood-charcoal" in the same manner. Sometimes, children may end up giving differences to a question on similarities. Then, it is necessary to tell in a persuasive tone: "They are alike in some way. You must tell me in what way they are alike"

Mango-Banana

Iron-Silver

Steamship-airplane

Wood-charcoal

Score two months credit for correct performance

Nine Years : (d) Rides Bicycle

A pass in this item requires the child to be able to ride a bicycle on own with balance and without assistance. Score two months credit for correct performance

Nine Years: (e) Folds Bedspread

A pass in this item requires the child to be able to fold a single bedspread on own into perfect square or triangle without assistance. Score two months credit for correct performance

Nine Years : (f) Washes Self in Toilet

Based on parent report confirm whether the child is able to wash self in toilet without assistance. Score two months credit for correct performance

Nine Years : (g) Defines Objects Superior to Use

Stimulus words are: "Balloon-Tiger-Football (or Ball)-Soldier". For each of these stimulus words instruct as follows: "Balloon! You have seen a balloon. You know what a balloon is. Tell me what is balloon!" Administration is same as in the above. Give no more clues or prompts. Do not ask leading questions like "What do you do with chair?" or "What is chair made of?" Use similar kind of questioning for all the other words in the list. Examples of definitions superior to use involve descriptions about the word in terms of their shape, size, color, material, or as a higher class of objects. 2 out of 4 correct in 60 seconds each

Nine Years : (h) Reads Calendar

A pass in this item requires the child to tell the day when given any date randomly on a calendar or find out given days of a month or in short be able to read a calendar. Score two months credit for all correct performance

Nine Years : (i) Plays any Indoor/Outdoor Games with Rules

A pass in this item requires the child to be proficient with the procedure, scoring and rules of at least 2 or 3 indoor and/or outdoor games. Score two months credit for all correct performance

Ten Years : (a) Copies Christmas Star

Same as under Four Years (a), Five Years (a), Six Years (a), Seven Years (a) and Eight Years (a) Score two months credit for correct performance

Ten Years : (b) Repeats Six Digits Forward

Same as three years (g), four years (g) and six years (c). Score two months credit for correct performance.

Ten Years : (c) Detects Absurdities

Instructions: "I am going to read a sentence which has something foolish in it. Some nonsense. I want you to listen carefully and tell me what is foolish about it". There are 12 sentences in this test. Read each of them before the child. Any sensible answers are correct. If the child does not respond to a sentence within five seconds, read it once again.

1

A man said, "I know a road from my house to the town, which is downhill all the way to the town and down hill all the way back home".

An engine driver said that the more carriages he had to his train the faster he could go.

Yesterday the police found the body of a girl cut into eighteen pieces. They believe that she killed herself.

There was a railway accident yesterday. But, it was not serious. Only, 48 persons were killed.

A bicycle rider being thrown from his bicycle in a accident struck his head against a stone and was instantly killed. They picked him up and carried him to the hospital and they do not think that he will get well again. Score 2 months credit for even one correct performance.

Ten Years : (d) Interprets fables

Instructions: "You know what a fable is? You must have heard fables. A fable is a little story. It is meant to teach us some lesson. Now I am going to read a fable to you. Listen carefully. When I am through I will ask you to tell me what lesson the fable teaches us. Ready, listen" There are five fables in this test. The child is expected to tell the moral of the fable. The maximum time limit for each response is 2 minutes.

1

HERCULES AND WAGONER: A man was driving along a country road when the wheels suddenly sank in a deep rut. The man did nothing, but look at the wagon and call loudly to Hercules to come and help him. Hercules came up looked at the man and said: "Put your shoulder to the wheel my man and whip your oxen". Then he went away and left the driver. What lesson does the fable teach us?

1

THE MILK MAID AND HER PLANS: A milkmaid was carrying her pail of milk on her head and was thinking to herself: "The money for this milk will buy four hens; the hens will lay at least hundred eggs; the eggs will produce at least seventy five chicks; and with the money chicks will bring I can buy a new dress to wear instead of the ragged one I have on. At this moment she looked down herself, trying to think how she would look in her new dress. But, as she did so, the pail of milk slipped from her head and dashed upon the ground. Thus, all her imaginary schemes perished in a moment. What lesson does this fable teach us?

7

THE FOX AND THE CROW: A crow, having stolen a bit of meat, perched on a tree and held it in her beak. A fox seeing her, wished to secure the meat, and spoke to the crow: "How handsome you are and

I have heard that the beauty of your voice is equal to your form and feathers” The crow was so pleased that she opened her mouth to sing and dropped the meat, which the fox immediately ate. What lesson does this fable teach us?

Ten Years: (e) Finds Rhymes

Instructions: “You know what is an rhyme? A rhyme is a word that sounds like another word. Two words rhyme if they end in the same sound, understand? Take the word: 'Hat'. A rhyming word for it is 'cat'. Another rhyme word for it is 'rat', 'bat', 'fat', 'mat' and so on. Now I will give you another word, and you who will have one minute to find as many words as you can think of that rhyme with 'day'. The words you give must have meaning”. Other stimulus words for this subtest are: MILL and SPRING. Score two months credit for correct performance

Ten Years: (f) Independent in all Self Care Activities

A pass in this item requires the child performs all self care activities like dressing, bathing and toilet independently with no reminders. Score two months credit for all correct performance

Ten Years: (g) Understands Units for Measurements

Instructions: 'How is petrol measured and sold?' 'How are vegetables measured in the shop?' 'How do we measure the heat in your body when you have a fever?' A pass in this item requires the child to know that liquids are measured in say liters, solids are measured in pounds or kilograms, temperature in terms of centigrade or Fahrenheit respectively. Score two months credit for all correct performance

Ten Years: (h) Makes a Bill for Purchases below ` . 100

Instructions: 'Imagine you go to a shop and buy the following five things. Make out a imaginary bill and tell me how much you will pay and how much change you are likely to get back if the shop keeper is paid Rs. 100/-' A pass in this item requires the child to answer correctly all transaction problems below hundred only. Score two months credit for all correct performance

Ten Years: (i) Tells Date of Birth of Self or Other

Instructions: 'Calculate the exact age as on today if some one is born on 19th October, 2001' A pass in this item requires the child to know that days, months as well as years can be calculated respectively. Score two months credit for all correct performance

Source: Venkatesan, S. (2002). Reappraisal of Bombay-Karnatak Version of Binet Simon Intelligence Scales (1964). Indian Journal of Clinical Psychology. 29.1. 72-78.

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Pro-forma 5 - Problem Behavior Checklist

Name of Child : _____ Case ID Number : _____
 Date of Birth : _____ Age : _____

Check out on the following either by interviewing parents/caregivers or direct observation of the child and as reported both in school, playground as well as home settings by ticking the target item under the appropriate column.

Sl. No.	Problem Behaviors	Present Occasionally	Present Frequently	Absent
1	Violent & Destructive Behaviors:			
	Kicks others			
2	Pushes others			
3	Pinches others			
4	Pulls hair, ear body parts of others			
5	Slaps others			
6	Punches or Hits others			
7	Spits on others			
8	Bangs objects			
9	Slams doors			
10	Bites others			
11	Attacks or pokes others with weapons (Blade, sticks or pencils)			
12	Throws objects at others			
13	Tears/pulls threads from own or others clothing			
14	Tears up own or others books, papers or magazines			
15	Breaks objects/glass/toys			
16	Damages furniture			
17	Temper Tantrums : Cries excessively			
18	Screams			
19	Stamps foot			
20	Rolls on floor			
21	Misbehavior with Others :			
	Pulls objects from others			
22	Interrupts in between when others are talking			
23	Makes loud noise when others are working or reading			
24	Makes face to tease others			
25	Uses abusive/vulgar language			

SAMPLE SPECIMENS

26	Takes others possessions without their permission openly			
27	Forces others to do according to his/her way (bossy)			
28	Intimidates others			
29	Gossips/spreads rumors about others			
30	Passes unwanted comments on others			
31	Stares at others			
32	Laughs or Mocks at others			
33	Writes nasty things about others			
34	Trips others when they are walking across			
35	Self Injurious Behavior: Bangs head			
36	Bites self			
37	Cuts or mutilates self			
38	Pulls own hair			
39	Scratches self			
40	Hits self			
41	Puts objects into eyes/nose/ear			
42	Eats inedible things			
43	Peels skin/wounds			
44	Bites nails			
45	Threatens to kill oneself			
46	Repetitive Behaviors: Rocks body			
47	Nods head			
48	Sucks thumb			
49	Makes peculiar sounds			
50	Bites end of pen/pencil			
51	Shakes parts of body repeatedly			
52	Grinds teeth			
53	Swings round and round			
54	Overuses cell phones			
55	Odd Behaviors: Laughs to self			
56	Laughs inappropriately			
57	Talks to self			
58	Hoards unwanted objects (sticks, thread, pieces of cloth)			
59	Picks nose			
60	Plays with unwanted objects like slippers, strings, dirt, feces			
61	Kisses, hugs and licks people unnecessarily			
62	Smells objects			
63	Eats inedible items			

64	Overeats/under-eats regularly			
65	Hyperactivity : Does not sit at one place for required time			
66	Does not pay attention to what is told			
67	Does opposite of what is requested			
68	Does not continue with the task at hand for required time			
69	Rebellious Behaviors : Refuses to obey commands			
70	Takes very long time intentionally to complete a given task			
71	Wanders outside school			
72	Runs away from school			
73	Argues without purpose			
74	Antisocial Behaviors: Lies or twists the truth to his own advantage or blames others			
75	Cheats in games or no sense of fair play			
76	Steals			
77	Makes obscene gestures			
78	Exposes body parts inappropriately			
79	Makes sexual advances towards members of opposite sex			
80	Touches own private parts in public			
81	Touches others private parts in public			
82	Gambles			
83	Extorts money/things from others			
84	Plays truant			
85	Uses tobacco or drugs			
86	Pawns things to get money			
87	Kills pets, animals or other living creatures for no reason			
88	Fears: Fear of objects			
89	Fear of animals			
90	Fear of places			
91	Fear of persons			
92	Any Other : Keeps things untidy			
93	Soils clothing			
94	Passes urine at inappropriate places			
95	Complains of body aches/other signs of ill health			
96	Stammers/Stutters			
97	Refuses to speak in some situations/with some persons			
98	Speaks in ladies voice (boys)/in male voice (girls)			
99	Postpones things frequently			
100	Uses baby talk/behaves immature			
101				

(Source: Venkatesan, S. (2004). *Children with Developmental Disabilities: A Training Guide for Parents, Teachers & Caregivers*. New Delhi: Sage (India) Publications.

Pro-forma 6 - Academic/Educational Screening

Name of Child : _____ Case ID Number : _____
 Date of Birth : _____ Age : _____
 Class : _____ Medium : _____
 School : _____

Check out on the following either by individually testing or direct observation of the child.

1. Beginning from LKG levels proceed towards upper grade levels. The following guidelines are important while carrying out the individual testing of each child suspected for academic delay:
 - (a) Proceed from lower to higher levels-easier to difficult levels
 - (b) During the actual test performance, if the child makes a mistake, do not immediately frown or correct him. In fact, encourage the child to make those mistakes at this stage.
 - (c) Remember that the assessment at this stage is being carried out to discover the errors in the child. This information is used to ascertain the current grade level of the child. Of course, later, the same information can also be used to remedy those errors in the child.
 - (d) In case, the parents are sitting next to the child when this initial assessment is being carried out, ensure that they do not prompt, scold, frown, comment or correct the child at the mistakes. Tell them clearly that it is merely an occasion to observe the child.
2. In order to estimate current level of educational level/age, check whether the child can perform (✓) or cannot perform (x) the following academic related activities:

A) Motor / Physical Activities

Score	Sl.No.	LKG Level
	1	Stands/balances on one foot for 10 seconds
	2	Stands/balances a book on head for 10 seconds
	3	Marches to rhythm/instructions
	4	Walks on toes
	5	Stacks cubes into tower of four
	6	Folds paper into two or four equal sizes
	7	Makes fountain by releasing water from mouth
	8	Walks with balance when blindfolded
	9	Swings in sitting position
	10	Slides down garden equipment

11	Sucks through straw
12	Unwraps candies
13	Buttons own clothing
14	Kneels
15	Squats
16	Sits cross legged
17	Tunnels through small crevices/cavities
18	Undresses-dresses own clothing
19	Shows effective tripod hold on writing instruments
	Class UKG Level
20	Balances on see-saw
21	Throws ball into container from a distance
22	Stands in balance when in motion
23	Catches ball with arms when thrown from distance
24	Climbs 4-5 steps on inclined ladder
25	Dusts/wipes furniture on instruction
26	Somersaults
27	Takes 4-5 steps backwards without losing balance
28	Coordinates to hit ball with toy bat
29	Puts rubber band to strap small objects
30	Opens/closes safety pins
31	Uses an eraser
32	Assembles 5 cubes to make a bridge
33	Tricycles
34	Swings in standing position by propelling self
35	Puts on pair of socks
36	Imitates breath holding exercises
	Class I Level
37	Threads medium size needle
38	Brushes teeth on own
39	Blows whistle, balloon, soap bubbles, etc.
40	Pastes envelopes or pictures using gum or glue
41	Makes collage by pasting bits of paper
42	Operates lock-key to bolt a door
43	Does frog jumps
44	Clings to horizontal bars for ten seconds
45	Tears paper along a folded crease
46	Sweeps using a broom or floor mop

47	Makes a staircase using ten cubes
48	Ties tags, shoe laces or slip knots
49	Hops at least 5-10 steps
50	Skips
	Class II Level
51	Uses scale or ruler to draw lines
52	Constructs shapes using match sticks
53	Plays elementary card games
54	Bathes self without assistance
55	Plays video/computer games of speed or skill
56	Strikes a match stick to light a candle
57	Bounces ball for at least 10 counts
58	Does sack walk
59	Uses office instruments like stapler, punches and pins
60	Cuts out tertiary shapes using pair of scissors
61	Wrings wet cloth by squeezing
	Class III Level
62	Shows lateral grasp by holding seven playing cards
63	Cuts nails using a clipper
64	Swims
65	Hits coins accurately on carom games
66	Repeats rhythm claps made by examiner behind screen
67	Aims and hits target 5 feet away using medium size ball
68	Buckles shoes, sandals or wrist watches
69	Uses a pencil sharpener
70	Makes small purchases-gets back change from shop
	Class IV Level
71	Washes an utensil effectively
72	Serves food at the dining table
73	Polishes shoes or footwear
74	Makes paper boats-planes or similar origami work
75	Plants a sapling
76	Nurses/Takes care of pets
77	Dials a specific number on a telephone
78	Fixes a new lace on to a shoe
79	Rides bicycle
80	Pours liquid from sachet to container without spilling
81	Points or identifies different fingers

	82	Uses hammer to nail
	83	Uses protractor to draw circle
	84	Plays cricket involving catching-bowling-batting
	85	Folds bedspreads-clothing
	86	Operates gadgets: camera-tape-recorder-TV- radio
	87	Cuts with knives
	88	Understands & makes moves on chess board
	89	Performs string manipulation activities
	90	Flies kites
	91	Stitches a button
	92	Irons own clothing
	93	Climbs trees
	94	Parcels a gift using cover or wrapper
	98	Washes self in toilet
	96	Lights stove to boil water
	97	Spins manual top
	98	Fixes a screw using a screw driver
	99	Unlocks lids using an opener
	100	Sets watch or clock to correct time

B) Language / Communication Activities

Score	Sl.No.	LKG Level
	1	Is quieted by voice
	2	Localizes source of sounds
	3	Responds to own name
	4	Imitates babble sounds made by others
	5	Shows/extends an object when asked
	6	Responds to own name by pointing to self
	7	Comprehends simple commands that call for action
	8.	Uses more than three words with consistency
	9	Asks for objects by vocalizing/pointing gestures
	10	Vocalizes sounds of animals/machinery on request
	11	Understands "all gone"
	12	Comprehends 5 functional commands
	13	Uses "mine" constantly
	14	Understands "yes-no"
	15	Points to five body parts

16	Understands/uses "Up-Down"
17	Understands/uses "Here-There"
18	Answers "What is this?" with name of object
19	Names household articles
20	Tells names of family members
21	Repeats rhymes/songs
22	Points to different objects when named
23	Differentiates "Front-Back"
24	Differentiates "Inside-Outside"
25	Differentiates "Fast-Slow"
	UKG Level
26	Differentiates "Young-Old"
27	Differentiates "On-Off"
28	Differentiates "Good-Bad"
29	Differentiates "Near-Far"
30	Tells name of five friends
31	Mimics/uses gestures during verbal communication
32	Carries out series of two relate commands
33	Understands "now-sooner-later"
34	Tells own age
35	Tells/sings TV commercial from memory
36	Uses small courtesies like "Thank you/Please"
37	Tells use of familiar objects
	I Class Level
38	Relates make believe tales
39	Converses on telephone
40	Tells name of town/village
41	Listens to a story
42	Describes action in pictures
43	Follows three step instructions sequentially
44	Defines words in terms of use
	II Class Level
45	Tells name of state and country
46	Gives witness account of short video/TV serials
47	Gives occupation of parents
48	Makes an independent query from stranger
49	Points/identifies/names five different fingers
50	Gives complete residential address

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