

2-Intervention Module for Preschool Children with Communication Disorders to Facilitate Cognitive Domain

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2. Place some coins mixed with other metallic objects like nails, caps of soft drink bottles, and encourage the child to sort the coins from the metallic pieces. Initially provide help in sorting by making him differentiate between the two. Gradually withdraw help. Initially the metallic object could be of different size and dimension compared to the coins. Later as the child learns to differentiate, objects which vary minimally compared to the coins can be used.
3. Mix up coins with other items like plastic coins and keep it in front of the child. Place two sets of piggy banks and ordinary boxes too, one for you and one for the child. Instruct the child that all the real coins should be put into the piggy bank and the other items should be placed in a box. On the blow of a whistle, whoever sorts the coins first will be the winner.

Item code:- CG-31

Objective:- To improve the ability to recall three objects/pictures presented visually

Materials required:- Objects/toys, picture cards, box, paper, bag.

Activities:-

1. Keep an object that the child is familiar with on the table. Let the child see the object for 2-3 seconds. Now cover the objects with a cloth and ask the child to recall the object seen. Once the child is familiar with the task, increase the number of items to two and later to three. This process can be repeated with pictures.
2. Take the child for a nature walk and explain the different things that he sees. After returning, encourage the child to list at least three items seen. In a similar manner, take the child to a market for shopping, show him the things being purchased; later he can be made to recall the items purchased. Alternately, a few items could be placed in a show case or in a box, and after the child sees it, he could be asked to recall the list the items seen. The child could also be encouraged to recall the objects in father's pocket, mother's purse/in dressing table etc.
3. Organize the following play activities with the child:
 - a) Place three pictures on the table. Let the child see the pictures and name the items. Make the child close his eyes. Take away one picture, taking care not to shift the other two. Then let the child open his eyes, tell him that there is a picture missing and ask him to name the missing picture. Begin with pictures that are very different, like elephant, shoes and car. As the child improves this skill, use pictures that are similar in appearance like three different types of shoes with different colors.
 - b) Draw three pictures in a sheet of paper. Allow the child to see and name the items. In a second sheet of paper, draw the same pictures and an additional picture. Now show this sheet of paper and ask the child to indicate or name the item that is extra on this sheet, (which was not shown in the earlier sheet). Alternately this could also be done by drawing one item less from among the three pictures shown originally and the child could be made to indicate/name the item that is missing. The complexity could be increased by increasing the number of items shown in the second sheet of paper.
 - c) Place three objects 11 in front of the child. Allow the child to see and name the items. Later put these items into another bag with many other items. After 2-3 minutes, ask the child to identify the items that were shown to him from the bag.



Level XI: 31-33 months

Item code:- CG-32

Objective:- To develop the ability of acting out a simple story

Materials required:- Doll, story chart, related models/pictures of characters involved in the story, masks.

Activities:-

1. To make the child get an idea about enacting, imitate the actions of a animals/doctor/teacher/vegetable seller/mother and explain about these people in a simple manner. Use the necessary objects to make it more realistic. Make the child imitate your actions and later do it independently especially in a play situation.
2. Use a doll and narrate a simple story. Perform the necessary actions related to the story on the doll. Later make the child perform similar actions on the doll as you narrate the story.
3. Narrate a simple story by showing models and pictures. Use a lot of facial expressions and gestures so that he enjoys. Narrate and enact the story simultaneously a couple of times till the child understands. Now instruct the child that you would narrate the story and he has to enact it. Provide help whenever required. You can also provide masks (hand-made/readymade) of appropriate characters in the story. Encourage the child to put it on and act like the characters in the story.

Item code:- CG-33

Objective:- To improve the ability to match and sort 2 to 3 objects by color, shape and size

Materials required:- Objects like cups, plates, beads, spoons, balls, animal or vehicle models, blown up balloons etc., blocks, paper in different colors; scissors; chart paper, card boards, items like bangle, bindhis, chocolate papers, coloured buttons, marbles, straws etc.

Activities:-

1. **Sorting activities- Sorting by size:** Take cups of two different sizes. Make sure that these cups vary only in size, the colour and the shape should remain the same. Explain the difference in size by making the child feel and see the size difference. Place one big sized and one small sized cup in two different boxes in front of the child. Now make the child to sort out these based on the size. Instruct the child to place all the other cups accordingly in to the respective boxes. This could be carried out with other objects like plates, beads, spoons, balls, animal or vehicle models, blown up balloons etc.

Sorting by colour: Place the colorful blocks/beads (4 primary colours) in a pile on the floor. Pick up one of the block/bead and show it to the child. Tell the color of the block/bead and ask him to repeat the name of the color. Place boxes/baskets of that colour and sort out the blocks/beads according to the colour. Each time emphasize on the colour and say that it matches. Then instruct the child to separate all of the blocks/beads from the pile that are of the same color. Repeat this process until he has correctly sorted all of the blocks/beads of different colours.

Sorting by shape: Take a coloured paper (single colour) and stick it on a chart. Cut this into three shapes viz. circle, square and triangle. Make five cutouts of each shape. Place it in front of the child. Pick up one of the shapes and show it to the child. Show the outline, explain the shape and its name and ask him to repeat the name of the shape.



Then instruct the child to separate all the cutouts from the pile that are of the same shape. Repeat this process until he has correctly sorted all the other shapes.

2. Carry out the sorting activities in a natural environment too, for e.g., ask the child to point to all his toys/clothes of a specified colour/size, a sample of which could be shown. He could also be asked to point out to different things of a specific shape in a room.
3. Place a box of materials like bangle, bindhis, chocolate papers, coloured buttons, marbles, straws etc. in front of the child and instruct the child to sort these materials based on size, colour and shape. For e.g., ask the child to sort the bangles based on their colour or straws based on their size etc.

Item code:- CG-34

Objective:- To develop the ability to ask how and why things work

Materials required:- Animal models, mechanical toys like winding/battery operated toys, house hold electronic gadgets.

Activities:-

1. Show different animal models to the child and ask the question "How does it move or how/why does it make sound"? Demonstrate the movements and cries and make the child imitate these. Later encourage the child to ask similar questions and thus the animal cries and movements can be taught.
2. Show a new winding toy. Without showing the working mechanism, show the toy moving. Once the toy stops moving, give the toy to the child. Now the child may also make an attempt to move the toy. Let him experiment with the toy for some time; ask the child as to how to make it move. After some time if he is unsuccessful in operating the toy, he may come for your help. Make the child ask the question "How does the toy work?" Later you can show the working mechanism of the toy.
3. Show different house hold gadgets such as television, iron box, camera, torch, etc. Show the functioning of these. You can ask the question "How did it work?". Let the child explore various options and see how it worked. Later explain and show how these things work. Also encourage the child to ask questions related to how and why things work.

Item code:- CG-35

Objective:- To develop the concept of same/different

Materials required:- 3-4 sets of similar and different looking common toys, 2 sets of picture cards of animals, of vehicles, common objects, fruits etc., cardboard to make two dices, and objects such as flowers, stones, leaves, books, pencils, toys, spoons, plates etc.

Activities:-

1. Place a few similar looking toys and different looking toys on the ground. Pick up a toy and ask the child to pick up another toy, which is similar to the one you picked up. Provide help if necessary. Explain that both are the same. Now show toys that are different and ask him whether they are same or different. Help him compare both the cards and say/indicate that they are different.
2. Stick different pictures on the six sides of two big dices that are hand made and ask the child to throw them. If the pictures on the two dices are same, the child has to say/indicate that they are the same, if the pictures stuck on the dices are different, the child has to say/indicate different.



3. Take them for a nature walk. Collect different items like stones, leaves, flowers, twigs, feathers, etc. (4-5 each). Place three similar looking leaves and a flower together. Ask the child which two items are the same and which item is different. Provide help if necessary. Once he indicates help him to look at the attributes, and match and discard the odd one.

Item code:- CG-36

Objective:- To improve the ability to construct sets of blocks when given a model

Materials required:- Blocks, empty match boxes, tea boxes, wafer boxes, coconut shells, ice cream sticks, lids of jars or kitchen containers, bowls, glasses.

Activities:-

1. Distribute some blocks between you and the child. Place your blocks one on top of the other. Let the child observe how a tower is made. Now encourage the child to place blocks one on top of the other. Once the two towers are ready, break the towers by pushing it and saying "1, 2, 3... and push". Repeat the activity until the child learns the concept. Use colourful and attractive blocks.
2. Distribute some blocks between you and the child. Arrange the blocks in some specific manner, e.g., as a house, a vehicle or a bridge etc. Ask the child to arrange the blocks in the same manner. Initially help him; later slowly withdraw the help. Use lesser number of blocks and make a simple model initially. As the child learns the complexity can be increased.
3. Show a live demonstration of the model construction using different items such as empty match boxes / tea boxes / wafer boxes / coconut shells / ice cream sticks / lids of kitchen utensils / bowls / glasses etc. and encourage the child to construct in a similar manner.

Item code:- CG-37

Objective:- To develop the ability to pair related objects and pictures

Materials required:- Pairs of objects and picture cards that go together, such as spoon and bowl, pencil and paper, brush and paste, lock and key, socks and shoe, bucket and mug, carton box, stick, waste paper, cellophane tape.

Activities:-

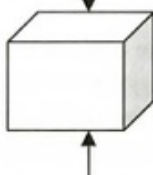
1. Take a set of things that go together such as spoon and bowl, pencil and paper, brush and paste, lock and key, socks and shoe; give them to the child pair by pair. Let the child manipulate the things; explain to the child that these things go together and the reason why they are paired. Now give two pairs mixed at a time and ask the child to match the pair. If the child is able to match, provide with more number of pairs and thus gradually increase the complexity. Use things that the child is familiar with.
2. Carry out this activity in a natural situation too, for e.g., while bathing show the things required for bathing and tell that these go together, during tea time take only the cup ask the child to get its corresponding pair (saucer). Similarly, while carrying out other day to day activities such as eating, dressing, brushing, playing etc., introduce the appropriate pairs.
3. Organize the following play activities with the child for easy and fast learning of concept.
 - a) Collect a number of items that go together, as suggested above. Keep them simple. If you like, provide one or two more complex pairs, to challenge the child. Arrange all the items on the table or floor, but do not place any of the matching pairs together. Bring the child near the items and show the items. Choose one item and ask him to find which of the remaining items goes with the



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selected item. Give hints if he needs them. When the child finds the match, praise him, set the pair aside, and choose another item. Continue playing until all items have been paired. Repeat the same with pictures.

- b) Play a 'pairing game'. Distribute related items or pictures between the two of you. You could stand in one end of the room; when you show a picture card, the child should find out its pair and come running to you. Pictures of animal and their young ones, animal and their uses etc. can be used
- c) Take a carton box. Stick one of the pictures in the paired pictures, e.g., socks / cup/ book etc on the four sides of box. On the other two sides make holes and insert a stick in such a way that the carton can be rotated on the stick. Twist a waste paper role and cellophane tape on both sides so that the box does not slide of the stick. Hold the stick and encourage the child to rotate the box. When the rotation stops, encourage the child to identify the picture and point to the related object (Different picture boxes can be prepared for more exposure).



- d) Place the related cards face down in rows on the playing area. The first player (the child) turns over two cards. If they match, he takes them and turns over two more cards, continuing until he cannot find a matching pair. If the cards do not match, he turns both cards face down, and the next player (you) take a turn. The player with the most pairs is the winner. To increase the difficulty of the activity, have the player name two common attributes (They are pencil and paper which are used for writing etc.).

Item code:- CG-38

Objective:- To develop reasoning ability, e.g., "Show me something that rolls"

Materials required:- Commonly used objects, such as knife, pencil, brush, ball etc. story book with pictures.

Activities:-

1. Place some objects such as knife, pencil, brush, ball etc. on the ground. Familiarize the child with their uses and the reason why they can be used in that particular manner. Now ask the child to pick up the object used for cutting, objects used for drawing etc. Provide help by showing the appropriate object and explain about the object and its use. At a later stage the objects could be replaced with pictures. The same activity can be carried out using different objects present in the house having different characteristics. For e.g., ask the child to point to the thing that rotates, item that gives light, item used for washing etc.



2. Take the child for a nature walk and ask the child several questions that will kindle his curiosity. Ask questions such as "Why does it rain?", "What will you do if it rains?", "What will you do if you fall down?", or "Show me the thing that flies", or "Why does a bird fly" etc. Make the child answer/indicate appropriately. In case the child does not respond, provide help.
3. Select a story book with pictures. 5 Sit together in a comfortable chair and begin reading the story. Ask some simple 'why' questions related to the story and make the child answer. Provide clue by showing the characters/situations in the story related to the question.

Item code:- CG-39

Objective:- To develop the ability to plan and describe an action

Materials required:- Dolls, puppets.

Activities:-

1. Take the child for shopping or to any public place. Explain to the child during the entire journey regarding the various things that the child sees, actions carried out by the child/yourself, mode of journey etc. Also take photographs of the events that occurred, if possible. This can be used later for better explanation. Once the child is back home, ask the child to describe the whole experience in simple sentences in a sequence. Provide clues or help wherever necessary.
2. In a similar manner when there are guests coming home / while making arrangements for a birthday party, encourage asking situation based questions such as "When guests come home, what we should serve?" "What we should buy?", "Whom should we invite, how to decorate the house?" etc. Provide hints or clues whenever necessary. Once the event is over, ask the child to describe about the event in detail.
3. Give dolls and puppets to the child and ask the child to plan and describe a situation such as going to the doctor because the doll is not well, giving bath to the doll etc.

Item code:- CG-40

Objective:- To develop the ability to relate time to clock

Materials required:- Clock which makes sounds, alarm clock, model of a clock, wrist watch, watch made of coconut leaf, doll.

Activities:-

1. Use a clock which makes sound every hour. Whenever the clock strikes, the child's attention can be diverted to the clock and you could tell the time. Also show a dummy clock or an alarm clock and show the movement of the needles. Allow the child also to manipulate the needles and explain the child about the time and the importance of the clock.
2. Tie a coconut leaf watch on the hand of the child; you can wear the wrist watch. During a play situation, e.g., doll play, ask the child "What is the time, is it time to give the doll a bath or feed the doll?" etc. and demonstrate looking into your own watch. Encourage the child to look at his watch and respond appropriately. Also when someone asks for time, encourage the child to look at the watch.
3. Use natural situations to teach. Looking at the watch explain a daily situation like "Good you woke up early today" / "Father is late from office today" / "You ate your lunch so fast" / "Time for your sister to come back from school" etc.

Item code:- CG-41

Objective:- To develop the ability to differentiate between 'now- later'

Materials required:- Toys, objects, ball, basket, boxes, picture cards of daily activities.

Activities:-

1. Enhance the concept by using real life situations and saying "I will give chocolate later if you eat food now", "Wait, I will give you doll to play only after sometime", "We will go to one park only in the evening/later", "I will bathe you now, later you can go and play" etc.
2. Keep the child's favorite toys or some objects in front. Tell that you are going to play a game. You can say "I am going to give you a doll now" and give it to the child and then say "I will give you the ball later" and keep it aside. Emphasize on the words 'now and later'. Carry this out for the other items too. Now the child can take turns in doing the same activity.

3. Take a ball and a basket, whenever you say "Put the ball now", the child should put the ball inside the basket and whenever you say "put the ball later", the child should not put the ball immediately, but wait for some time and then carry out the action. Repeat this with other objects.

Item code:- CG-42

Objective:- To develop the concept that money can buy things or has tender value

Materials required:- Coins and notes, piggy bank, toys or objects like vegetables, toys, chocolate etc.

Activities:-

1. Teach him that money has value and we can buy things with money. Take him to shops and show him the transaction of money while buying different things. Explain that only if you give money to the shopkeeper, he will give the necessary item. Encourage him to use a piggy bank to preserve/save money.
2. Play the 'shopping game'. Keep a few items such as a vegetable, a toy, a chocolate etc. with the price stickers on them. Give coins to the child, let the child select the item he wants to buy and indicate to you. Tell the cost of the item. Give the item to the child only when he gives the money to you.
3. Take the child to a toy shop and ask him to select his favorite toy/chocolate and allow the child to handover the money to the shopkeeper following which the child gets his toy.

Level XII: 34-36 months

Item code:- CG-43

Objective:- To improve the ability to identify objects when part of it is shown in a picture

Materials required:- Toys, fruits, pictures of animals from magazines or inexpensive picture books, cutout pictures, chart paper, scissors, picture puzzles.

Activities:-

1. Show only a part of the child's favorite toys, e.g., doll, car, animal model etc. which are broken and ask him to identify the toy by naming it or by pointing to the other half. Provide help in identifying the object by describing it and by providing some other related cues. Repeat the same with other items such as fruits. Cut a fruit such as apple or orange and looking at the pieces help the child identify and match the fruit.
2. Cut out pictures of various animals. Cut the pictures in half, separating the head area from the tail area. Place the head halves on the floor or table in front of the child. Ask the child to identify the animal and pull out one of the tail halves and match it to the appropriate head. Have him glue each completed animal onto a sheet of chart paper. Repeat until all the animals are reconnected. Encourage the child to identify the animal first and then fix the puzzle. This can be repeated by using picture cards of flowers, body parts and other objects.
3. Two/three piece picture puzzles can also be used. The child could identify the object by seeing the one half of it and then find the other corresponding parts and complete the puzzle.



Item code:- CG-44

Objective:- To develop the ability to add two missing parts to a drawing

Materials required:- Dolls, news papers, chart paper, pencil.

Activities:-

1. Show a doll to the child. Remove a hand or leg of the doll and hide it. Draw the attention of the child to the missing part and encourage the child to identify what is missing. Provide help by matching the part with the complete doll. Then make the child to replace the parts back in the right position. Later increase the complexity to two missing parts.
2. Show two similar pictures but one in which there are some missing parts. Ask the child to compare and find the missing parts. Such pictures can either be drawn or collected from news papers.
3. Draw simple pictures with parts missing, e.g., a face with eyes missing. Ask the child to identify the picture and the part missing in the picture; later have the child draw the missing parts. Provide help initially, later withdraw the help.

Item code:- CG -45

Objective:- To improve the ability to arrange objects having gross difference in sizes in ascending or descending order

Materials required:- Stones, leaves, flowers, different size/rings, blocks, beads, cups, carton boxes of different sizes, whistle.

Activities:-

1. Take the child for a nature walk. Collect items such as stones, leaves, flowers, etc. of different sizes. Later place these items one at a time in front of the child and show the different sizes. Arrange stones in increasing order of their size and explain the logic behind arranging in that manner. Later mix up all the stones and ask the child to arrange in that order. Later demonstrate arranging in decreasing order and make the child do it independently. Provide help when necessary.
2. Give 3-4 rings of different sizes to the child and instruct the child to insert the rings on a stand starting from big to small. Initially provide help by demonstrating the activity a few times and explaining the size differences by letting the child feel it. Later on withdraw the help. The same activity can be repeated using different size blocks, beads, cups, stones, leaves, flowers, boxes etc.
3. Play a game with the child. Involve 2-3 other children too. Provide 4-5 items which vary in size to each of the children. On the blow of the whistle, whoever arranges the item in increasing/decreasing order of their size in the shortest possible time will be the winner of the game.



Item code:- CG -46

Objective:- To develop sequencing of three pictured events from a familiar story

Materials required:- Three pictures of a simple sequence of events (daily activity picture cards): cooking dinner, eating dinner and washing the dishes or 3 picture cards from a simple story, felt board and pins.

Activities:-

1. Select/draw pictures/take photographs of incidents that have a beginning, middle and end. For example, during a birthday party: welcoming party guests, eating the cake, saying good-bye. On a large sheet of chart paper, draw a row of four squares, a little larger than the size of the photographs. Label the first square #1, #2, #3, and #4. Seat the child at the table with the chart paper in front of him. Spread out the four photographs for the child to see. Explain to the child about the birthday party he had and regarding the pictures. Then ask, "What happened first?" See if he can pick out the photograph that represents the beginning of the event. If he needs help, give clues. Have the child set the beginning picture on square #1. Search for picture #2, and continue until all pictures have been placed in order. Carry out this with other such day to day situations. Provide help whenever necessary.
2. Tell a small story to the child using pictures and models. Once the child understands the story, mix up the pictures and give it to the child. Let the child arrange the pictures in the proper sequence.
3. Play a 'what's missing game' with the child. Arrange the pictures related to a familiar story in a sequence, ask the child to narrate the story based on the pictures, provide help in narrating. Later without the child's notice, remove one picture. Now let the child look at the pictures and retell the story. In the process let the child find out the missing picture. If the child is unable to point out, you can direct the child's attention on the missing picture. Also instruct the child to pin up the story pictures on the felt board in a sequence as he narrates the story.



LEVEL XIII: 37-42 months (3.1-3.6 years)

Item code-CG-47

Objective -To develop the abilities to compare two weights describe it in terms of heavy or light

Materials required- Box, stones, common objects such as stone, feather, cotton, thread, marble, cloth, sand bag, and jug filled with water etc., bottles, water, covers/bags, books.

Activities-

1. Provide the child with two items which are very different in weight to the child. For e.g., compare between a box full of stones with a box containing a few stones. Let the child hold one each in both hands and feel the difference. Hold the child's hand which is having a heavier weight and say "This is heavy". Hold the hand which has lighter weight and say "This is light". Provide many other examples and teach the concept. Later make the child point out and identify the heavy and light objects on request independently.



- Place 7 to 8 sets of heavy and light objects such as stone, feather, cotton, thread, marble, cloth, jug filled with water, bag filled with sand, etc. Encourage the child to categorize the objects as heavy and light.
- Teach the concept in naturally occurring situations. For e.g., while returning from the market, you can have two covers/bags, one with many items and the other with less. Make the child feel the difference in weight and help you carry the lighter cover. Another example is comparison of two bottles- one with more water and one with less water, two bags- one with many books and one with less. Make the child express in sentence incorporating the words heavy and light, e.g., "This is heavy" by showing the heavy object.

Item code-CG-48

Objective- To develop the ability to associate an object with an occupation e.g., thermometer-doctor

Materials required- Pictures of black board, chalk, injection, sewing machine etc., a few common objects and toys, pictures of professionals.

Activities-

- Initially for familiarization of different professions such as teacher, doctor, tailor, shopkeeper, barber, etc. explain the child about the services provided by these professionals. For example, mother can enact the role of a teacher using chalk and black board and explain the child that the teacher is the one who teaches children in the school. Introduce the concept of a doctor showing a stethoscope, injection etc. Enact their roles using the objects. Encourage the child to participate in role play. Later take them to a school and a hospital and show how these professionals function. Also show how they use the items. Flash cards and models depicting the concept can also be used for the above activity.
- Organize a play activity. Include 2-3 children. Say aloud that you will play a 'doctor game' and ask the children "What are the materials required for a doctor?, go find them amongst your toys and get them here" Make the child identify the objects and then start the play. Assign roles to each child and make sure that all the children are involved in the play. During your play, emphasize on the name of the objects used and the purpose behind it.
- A matching activity can be carried out. Place the objects or picture cards of professionals and the materials used by them in front of the child. Then, instruct the child to match the object or picture card of the materials with the respective professionals/ occupations. Provide help if necessary in order to make the task easier; gradually withdraw and make the child match independently.



Item code- CG-49

Objective - To develop the ability to tell or sing television commercials/songs/rhymes from memory

Materials required- Television, audio cassette, tape recorder, animated rhymes CD in a computer or CD player, picture cards, radio.

Activities-

- Make the child to sit with you in front of the television. Encourage him to watch the television, while watching keep on talking to the child about the commercials and give the necessary information about a simple day to day used product. Sing along with the song of the commercial on television. Later sing the same song and encourage the child to sing the same. Keep referring to the ad so that he will remember and recall the information. Once the child learns this, gradually

withdraw or fade out i.e. sing only a few lines and make the child sing most of it independently. Encourage the child to sing the same song repeatedly to make it consistent.

2. Develop the child's interest in rhymes by making the child hear the recorded nursery rhymes. Select one rhyme. You can play a cassette using a tape recorder or using an animated rhymes CD in a computer or CD player. Show your excitement while switching on the on a CD or the tape recorder. Once the rhymes starts playing, initially make the child listen to it. Later sing along with appropriate actions and facial expressions. In addition, explain the meaning of the rhyme. Recite the same rhyme with the appropriate actions and encourage the child to repeat behind you. Say it slowly line by line initially for the child to imitate. Repeat the procedure until the child is able to imitate the entire rhyme. Make the child recite it several times with appropriate action. Gradually withdraw help.
3. Make the child listen to other movie songs from radio or Television, CD player or tape recorder. Perform actions or dance to the tune of the songs. Also sing along. Repeat this several times till the child is familiar with the song. Later reduce the volume of the source and make the child sing independently.

Item code- CG-50

Objective- To develop the ability to detect absurdities in picture, e.g., train moving in water or man flying

Materials required- Stones, shoe, story pictures, other pictures representing absurdity.

Activities-

1. Make the child do weird things such as giving a plate of stones to eat, putting on the shoe without putting the socks, putting paste on the comb to brush teeth etc. and make the child detect the absurdity. If the child does not notice, indicate it to the child and say that to do it in this way is wrong. Repeat such examples and make the child alert to detecting the absurdity. Once the child learns this, provide with other examples such as "We can't wear leaves" or "Elephant can't stay in house" etc.
2. Narrate a familiar story to the child by looking at pictures. Some of these pictures need to be one with absurdities; hence you need to create them on your own. As you narrate the story, say something absurd and show it in the picture too and make the child to identify it. For e.g., in the 'hare and tortoise' story, make the tortoise to run fast or the hare to win the race etc.
3. Present two pictures- one in which ship is in water and the other in which the ship is on road. Encourage the child to explain to point to the correct one and explain the rationale. In a similar manner, provide the child with several examples and make the child consistent in detecting absurdity in a picture.



Item code- CG-51

6

Objective- To develop the ability to recite days of the week and month of the year

Materials required – Chart, calendar.

Activities-

1. Introduce the concept that each day and month has a name. Show the calendar and say the names of the days and weeks by pointing out to different days. Make the child to repeat after you. Say it in a sing song manner so that the child develops interest in the same. You can recite a rhyme using 9 names of the week or month, such as 'Monday's child is fair of face, Tuesday's child is full of grace.....' or 'Solomon Grundy, born on Monday....,' etc. Encourage the child to repeat it several times for better mastery of the task.
2. Write days of the week /month in a chart and make the child to repeat it several times one by one. Later hide the chart and make the child to recite it. Provide assistance whenever required; later retrieve the assistance. Also use a calendar with your child everyday to keep track of the days of the week/month. Make sure that the child looks at the calendar every day and says the name of that day and the other days
3. Talk about the days of the week/month with the child. "Today is Monday and we'll go market, Tomorrow is Tuesday, we'll go the park with grandma etc. When an important day or event is approaching you can encourage your child to count the days on a calendar to see how many more days there are before the event occurs. The important day can be marked with some symbol to limit the count at that point.



Item code-CG-52

Objective - To develop the ability to understand time concept night/day/ morning/ afternoon/ evening)

Materials required- Picture cards of sun, moon, star, pictures of daily activities, doll.

Activities-

1. Initially introduce the concept of day and night. During the day time, show the natural light of the sun and explain that during the day time we need not switch on the light and we perform many day to day activities. Give the child a few examples of the same. Similarly during night show the necessity for the light to be switched on and say that most of the time we spend in resting and sleeping. Also show the sun during the day and the moon and the stars during the night. Repeat this for a few days. Show the pictures of sun, moon and some activities we perform during day and night and make the child match these activities with that of the sun and the moon.
2. Once the child learns the day and the night concept, introduce the parts of the day, i.e. morning, afternoon, and evening. Associate these parts of the day with the daily activities that we carry out during different parts of the day. For e.g., In the morning, as soon as the child wakes up, show the sun and make the child understand that and explain to him the child that "It is morning and now you have to brush your teeth". Also explain the other activities the child performs in the mornings. Repeat the same to teach afternoon and evenings. For e.g., afternoon (lunch), evening (park and study) etc. In addition show pictures of the activities and relate it to the various parts of



the day. Make the child carry out matching activity, i.e. place picture cards/draw pictures of different activities and times [morning/afternoon/evening/night] and encourage the child to match the activities to the parts of the day, e.g. brushing –morning etc. Repeat the same till the child understands the three parts of the day.

3. Play with a doll and carry out the daily routine activities on the doll starting from waking up. Ask questions to the child such as “Oh, the doll has woken up, it’s morning now, what should it do?” Carry out the other activities also in a similar manner. You can also ask other questions such as “When will you brush your teeth”?, “When do you go to bed”? etc.

LEVEL XIV: 43-48 months (3.7- 4.0 years)

Item code-CG-53

Objective- To develop the ability to perform alternate sequencing activities, e.g., red, blue, red, blue, (what’s next?) etc.

Materials required- Common objects, bowls, shapes, book, sketch pen.

Activities –

1. Initially familiarize the child with the concept. Present the objects in a heap such as ball, bat, bag, cap, etc. and instruct the child to arrange the objects in the order that you say in a straight line. Say the name of one object and make the child to keep that object in a particular place with your help and in this manner all the other objects should be arranged in the sequence that you say.
2. Collect a few stones and a few leaves. Place these in two different bowls. Now arrange a stone followed by a leaf. Continue this arrangement until three stones and three leaves are placed alternately. Now encourage the child to keep in the same pattern. Make the child say the name of the object as he places these alternately. Repeat the same with other objects till the child can do it independently. You can also carry out the same with shapes and colours. For e.g., Keep two different shapes (10 each) on the floor with and tell the child to arrange these in a particular pattern. Show the pattern and make the child to add the next shape once he/she understands the pattern. For example, tell the child to arrange one square, one triangle, one square etc. Let the child add the next triangle.
3. Draw pictures of any two objects in the alternate sequencing pattern and encourage the child to complete the pattern.



Item code-CG-54

Objective- To develop the ability to discriminate coins from notes

Materials required- Coins and notes, crayon, pencil, sheet of paper, bowls.

Activities-

1. Introduce the child to coins and notes. Show the differences in size, shape, texture etc. between them and familiarize the child with them. Also show that coins go into piggy bank and the notes are kept in a purse or wallet.
2. Trace out the coin by keeping it under a sheet



and show it to the child. Use a crayon and a pencil for the same. In a similar manner draw the outline of the note. Also show the size differences. Now make the child to repeat the activity. As he does it explain the differences between a coin and a note.

3. Carryout sorting activity. Jumble all the coins and notes and ask the child to separate it. Place a coin in a bowl and a note in another and make the child place all the coins in the coin bowl and notes in the note bowl.

Item code- CG-55

Objective- To develop the ability to make inferences, e.g., “The floor is wet and hence I slipped”

Materials required- Picture cards.

Activities-

1. Teach these through pictures, for e.g., a picture can be drawn with a medicine bottle and a child lying on the bed. You can show the picture to the child and ask the question, “Why is the child lying down?” The child may say that the child is unwell. Then point to the medicine bottle and say, “Yes the child is sick, so he has to drink medicine to get well soon”. Yet another example is to show pictures of ‘a dog eating an ice-cream and a boy crying’. Then explain to the child and make him to understand why the boy is crying. This can be done through drama/skit. Repeat this with many other examples. Teach the child to identify what he knows and connect it with the information given to arrive at an inference.
2. These can be taught through live demonstrations. Create a situation and make the child a part of the situation. You can also use dolls if required. For e.g., show the doll walking on the road with water and suddenly falling down. Explain to the child that there was water on the road and so the child slipped. Repeat the activity again and now ask the question “Why did the doll slip?” and encourage the child to say the answer. Provide help to the child whenever required, gradually withdraw help. In a similar manner, create other situations and make the child arrive at an inference.
3. Riddles are a good way to teach inferencing skills to the child. Organize a play activity. Include 2-3 other children too. Choose some familiar and simple riddles and ask the children, e.g., Name a bird which is very beautiful, it cannot fly higher in the sky and is known as the national bird. Instruct them to listen carefully and think and answer. The child who gives the maximum number of correct responses will be the winner.

Item code-CG-56

Objective-To develop the ability to categorize objects or pictures based on 2 or more attributes like, color, shape, size etc.

Materials required- Objects like cups, plates, beads, spoons, balls, animal or vehicle models, blown up balloons etc., items like bangle, bindhis, chocolate papers, coloured buttons, marbles, straws etc.

Activities-

1. Carry out a sorting activity. Take ten cups of two different sizes and colours, for e.g., five yellow small cups and five blue big cups. Familiarize the child with the cups and describe the attributes of the cups in terms of size and colour. Explain the difference in size and colour by making the child feel and see the size difference. Place one big sized blue cup and one small sized yellow cup in two different boxes in front of the child. Now make the child to sort out these based on the size and the colour. Instruct the child to place all the other cups accordingly in to the respective boxes. Initially this can be demonstrated and later the child can imitate it. Gradually withdraw the help so that the child does it independently. This could be carried out with other objects like plates, beads, spoons, balls, animal or vehicle models, blown up balloons etc. Repeat the same with other combinations of attributes such as shape and colour, shape and size etc.

2. Carry out the sorting activities in a natural situation too, for e.g., ask the child to point to all his toys/clothes of a specified colour and size, a sample of which could be shown. He could also be asked to point out to different things with two different attributes in a room.
3. Place a box of materials like bangle, bindhis, chocolate papers, coloured buttons, marbles, straws etc. in front of the child and instruct the child to sort these materials based on any two attributes such as size, colour or shape. For e.g., ask the child to sort the bangles based on their colour etc.

LEVEL XV: (49-54 months) 4.1- 4.6 years

Item code- CG-57

2

Objective- To develop the ability to use deductive reasoning (using what we know to logically reason out a conclusion about what we do not know) to solve everyday problems, e.g., figures out which child is missing by looking at children who are present

Materials required- Toys, bag, common objects, picture cards.

Activities-

1. Provide the child with a difficult situation, such as provide the child with many toys and a tiny bag. Instruct the child to fill in all the toys in the bag. Once the bag is full the child may look at you for help. The ask the child “What will you do now, the bag is already full?”. Just wait for some time to see the child’s response. Later encourage the child to suggest a solution. If the child is unable to do anything, then you tell a solution to the child. Show another bag and make the child fill the remaining toys in the second bag. Provide the child with other such situations.
2. Present 3-4 familiar and related items in front of the child and tell the names of those items. Later without the child’s knowledge, hide one object and make the child realize that one object is missing from the group. Make the child to identify the missing object by looking at the objects that are present on the table. Give clues if the child is unable to remember. Repeat the same with many other objects and pictures.
3. Teach this in naturally occurring situations too. When the child faces a difficult situation, encourage the child to find a solution. Similarly all the family members could be made to stand in front of the child and one of them could go out and hide without the child’ knowledge. Then make the child identify the missing person from the group.

Item code -CG-58

Objective -To develop the ability to spot minute differences between pairs of pictures

Materials required- Similar looking objects with a differences between them, pictures with some differences.

Activities-

1. Introduce the concept of finding the differences between two objects /pictures. Select two objects which are almost similar looking. Show them to the child and encourage the child to observe the details, e.g., two leaves from the same plant. Encourage the child to focus on the texture, colour, size, shape etc. and point out to any differences between the leaves. Provide help in comparing. Repeat this with other objects such as two flowers of the same kind but with one petal less in one flower.
2. Select two pictures, for e.g., one in which a man is talking to four girls and the other in which man is talking to one girl. Show both the pictures and



explain the details seen in the picture. Compare the men in both pictures and say that they are the same. Now show the girls and point out to the difference in their number in both the pictures. Also encourage them to focus on the finer details of the pictures, e.g., the colour of the dress, the length of the dress, the design, the face and the height of the girls, the length of their hair, other accessories they are wearing etc. Encourage the child to point out to any differences between the pictures. Provide help in comparing. Repeat this with other pictures.

3. Organize a play activity. Provide pictures from children's magazines or newspapers (children's section) which have such pictures and make the child point out to the differences. Initially provide pictures in which it is easy to identify the differences; later gradually increase the complexity.

Item code- CG-59

4

Objective- To develop the ability to trade several small items for a larger one, e.g., trades four small candies for a candy bar

Materials required- Dairy milk chocolate, paper, clay, paper, pencil.

Activities-

1. Carry out these activities in the natural situation. Present a big chocolate, e.g., cadbury diary milk bar to the child. Also have two pieces of the same chocolate in front of the child. Now explain to the child that the two pieces are equivalent to the bigger one. Show by keeping these beside each other and comparing. While doing this activity makes the child understand that those small pieces of chocolates are equal to the one big chocolate. Carryout similar activities with other objects. Encourage the child to exchange these with his friends.



2. Demonstrate it to the child by taking two full sheets of paper or clay etc. Show the paper/clay to the child and make the child understand that it is big. In front of the child make one sheet into two pieces and make the child understand that these pieces are equal to one big paper/clay. Give the pieces of paper/clay to the child and make the child to join it together and make a one big piece. Later tear the paper into three or four pieces and repeat the same. Repeat it several times to make the child understand that one big paper/clay is equal to the small pieces of papers/clay.
3. Make two column/blocks in a paper and number it in front of the child. Cut one into small pieces according to the number and make the child to join together the pieces according to the number. Now let the child compare one column with another column and make the child understand that both are equal. In a natural situation, play a shopkeeper game or play with friends and make the child understand this concept.

Item code-CG-60

Objective- To develop the ability to sequence events chronologically, e.g., tells the activities carried out in morning in an order

Materials required- Picture cards of daily activities, doll, etc.

Activities-

1. Demonstrate some activities sequentially in front of the child such as taking the book, writing on that, and keeping it on the table. Describe the activities in front of the child atleast 4-5 times and encourage the child to repeat the same. Repeat the activity several times with other concepts to increase consistency. In addition, say three commands and ask the child to follow the command in the same order.

2. Show the sun in the morning and help the child to carry out his day to day routine activities, describe his actions as he does the activity. Paste the pictures of daily activities in the order that the child does it every morning on a chart. As he finishes each activity put a tick under the pictures. Once he finishes all the activities summarize the activities carried out by the child and make the child repeat it after you such as "I brushed my teeth, washed my face, visited the toilet, had a bath, had my breakfast, dressed up and went to school etc. Repeat the same for the afternoon, evening and night activities.
3. Once the child get the concept of sequencing demonstrate the daily activities on a doll in the same sequence and make the child describe it in the same order. Also show the picture cards of daily activities like brushing, bathing etc. simultaneously. Later jumble the cards and encourage the child to arrange the cards sequentially. You can also prompt the child by asking questions like – "After brushing what do you do?" etc.

Item code -CG-61

Objective- To develop the ability to go to neighborhood shop for a single item

Materials required- Models of shop, shopkeeper, pictures.

Activities-

1. Introduce the concept by showing pictures or models of the shop/shopkeeper and make the child understand that we go to a shop to buy things. During play, create a scene of the shop and demonstrate how to buy things. Later encourage the child to do it on its own.
2. Take the child to a real shop and show the transaction between the customers and the shopkeeper. Familiarize the concept that a shop will have specific things which can be purchased on the payment of money. Explain that you have to tell the shopkeeper the item you want following which he would give you the item. Later the money has to be paid. Show him how to buy things and make the child to buy the things with your assistance. Also show how the other people shop for the objects of their need. Repeat this several times till the child is ready to do it independently.
3. Later make the child go independently to a nearby shop and shop for things on his own. Initially ask the child to shop for one item. That item can be his favourite item too, for e.g., chocolate. No assistance should be provided and the child should be encouraged to buy the required things independently.

Level XVI: 55-60 months (4.7 – 5.0 years)

Item code-CG-62

Objective- To develop the ability to performs double alternate sequence activities, e.g., red, red, blue, red, red, blue, (what's next?) etc.

Materials required- Objects such as ball, bat, bag, and cap, photographs of mama and papa, picture chart, shapes.

Activities –

1. Initially familiarize the child with the concept. Present the objects in a heap such as ball, bat, bag, cap, etc. and instruct the child to arrange the objects in the order that you say in a straight line. Say the name of one object and make the child to keep that object in a particular place with your help and in this manner all the other objects should be arranged in the sequence that you say.
2. Collect a few stones and a few leaves. Place these in two different bowls. Now arrange two stones



followed by a leaf. Continue this arrangement until six stones and three leaves are placed alternately. Now encourage the child to keep the stones and the leaves in the same pattern. Make the child say the name of the object as he places these alternately. Repeat the same with other objects till the child can do it independently. You can also carry out the same with shapes and colours. For e.g., Keep two different shapes on the floor with and tell the child to arrange these in a particular pattern. Show the pattern and make the child to add the next shape once he/she understands the pattern. For example, tell the child to arrange two squares, one triangle, two squares, one triangle, etc. Let the child add the squares.

3. Draw pictures of any two objects in the double alternate sequencing pattern and encourage the child to complete the pattern.

Item code-CG-63

Objective - To develop the ability to discriminate length regardless of orientation

Materials required- Common objects such as sticks, scale, string, pencil etc., box.

Activities-

1. Present the child with two different lengths of objects (short and long) such as sticks, scale, pencil, string etc. and make the child understand that some are long and some are short. Place one end of all these objects at a common base and help the child to categorize them into long and short.
2. Provide with three different lengths of the same object. Jumble all these together. Without keeping one end of the object at a common point and measuring, encourage the child to just look at the three lengths kept apart and decide as to which is the shortest, longest and the middle one. Provide help in comparing and arriving at a decision. Repeat this with other examples. Gradually increase the number of the lengths the objects provided.
3. Organize a play activity. Include two-three children. Take a box and fill it with pencils of different lengths and instruct the children to arrange it according to their lengths in ascending or descending order one at a time. The child who does it at the fastest speed will be the winner.



Item code-CG-64

Objective- To develop the ability to remember up to five items presented in the auditory mode

Materials required- Pictures or objects, crayons, book or paper, bag, kitchen set.

Activities -

1. Place 8-10 pictures or objects in front of the child. Familiarize the child with the pictures. Instruct the child that he will hear four names and he has to listen to all the four names and point out to all the four. Now call out four items at a time with a small time gap and instruct the child to pick up or point to the pictures that you say. If he did not hear, then ask the child to pay attention and repeat the words. Provide help in identifying the pictures if required. Gradually increase the number of items to be remembered to five. Ensure that the child does not



get to lip-read or get any other kind of visual cue.

2. The mode of response can be changed. If the child likes to color then you can draw 8 to 10 simple pictures and tell four names of them and ask the child to color them. Gradually increase the number of items to be remembered to five.
3. Organize play activities for the child as mentioned below:
 - a. Games like shopping can be played where you tell the child to sell you five items you ask for.
 - b. Cooking game can be played where you ask the child to put five ingredients while preparing a dish.
 - c. Provide the child with familiar toys /or flash cards/or picture book. Name any five items among toys /or flash cards/objects or picture in a book randomly. Then encourage the child to recall and point out to all five items named.

Item code CG-65

Objective- To develop the ability to relate make-believe tales

Materials required- Pictures, chart paper, sketch pen, water colours/crayons, models.

Activities-

1. Create your own simple story with 3-4 events such as the following; Raju was going to the park. On the way he saw a butterfly. He went to catch the butterfly. He could not catch it. It flew away. Raju felt sad. Describe it to the child and make the child enact the actions so that he understands the story. Then make him repeat behind you. Repeat the story several times until the child learns. Also create several stories like this and narrate it to the child. One story each day at bed time will really help the child in developing language skills too.
2. Select a simple moral based story such as thirsty crow, hare and the tortoise etc. Use models / flash cards and narrate the story to the child. Also enact the story for the child. Once the child understands, instruct him to look at the pictures and tell the same story. Provide cues and prompts whenever required. You can also ask simple questions based on the story and make the child to answer in complete sentences. Make masks of the story characters. Encourage the child to wear the masks and enact the story. As he enacts encourage him to say the dialogues of the characters in the story. If the child says only a few words of a sentence, help by expanding the words into a simple and complete sentence for him.
3. Later, give a topic/situation to the child or present a picture to the child and encourage him to make a simple story. For example, provide the child with a topic such a elephant. Now the child has to weave a story around elephant and narrate it. Encourage the child while doing so. When the child gets stuck at any place while narration, provide a proper direction to the story. Once the child finishes narration, expand on the story again or provide another story about the elephant. Give the child good ideas as to how to string two pieces of information together.

Item code- CG-66

4

Objective- To develop the ability to copy a shape from memory after seeing a model for several seconds

Materials required- Pictures, paper, pencil.

Activities-

1. Demonstrate the child how to trace pictures. Initially use simple pictures to trace such as sun, moon, star, etc. and make the child to trace the same with your assistance. Next, carryout copying activity. Encourage the child to copy the same pictures onto another sheet of paper and colour it. Initially provide support when needed; later retrieve the support. Later make the child draw the same without seeing. Once the child finishes, encourage him to compare with the original and look out for the differences. Repeat the same drawing again till the differences between the

original and the child's drawing reduces to a negligible extent. Repeat the activity with other pictures.


2. Provide any shape to the child. Allow the child to observe it for one minute. Take it away from his line of vision and make him draw the same shape. Once he finishes, encourage comparison with the original. As the child gains mastery, reduce the time for which the original shape is exposed to the child and make him recall and draw the shape.
3. Organize play activities for the child. Include 2-3 other children. Provide each child with a sheet of paper. Expose them to a particular shape for a few seconds and make them draw it. The figure which resembles the most with the original will be the winner.

Item code-CG-67

Objective-To develop the ability to name week day 'after', e.g., "What comes after Tuesday?" etc.

Materials required- Flash cards of week days, sketch pen.

Activities-

1. Teach the concept of 'after' initially. Use the calendar and show the names of the day. Explain that 'after' refers to something that follows. Make sure that the child says the names in the order. Play a game in which the child and you alternately say the names of the day. Also ask the question "What comes after Tuesday?" and make the child answer appropriately.
- 
2. Make flash cards of week days (one name of the day written on one card). Jumble these flash cards of days and later arrange it in order. While arranging, say that "Monday comes after Sunday" and so on. Later make the child arrange the cards.
 3. Place these flash cards in a sequential order and show the name after a particular day saying "Tuesday comes after Monday" etc. Also write these days on a paper and use arrow marks to indicate the 'after day', for e.g., Tuesday, Wednesday etc. In addition, ask questions such as 'what comes after Wednesday?' and help the child to answer by telling the day. You can also associate any interesting event for each day, for e.g., a different game on each day such as Monday-ball game, Tuesday- hide and seek etc. This will enable the child to relate each game to a day and then recollect the name of the day.

LEVEL XVII: (61-66 months) 5.1-5.6 years

Item code- CG-68

Objective- To develop the ability to remember written words perceived when it is removed from sight

Materials required- Flash cards of words, sketch pen, cloth.

Activities-

1. Write a few words which are familiar to the child on flash cards. Arrange these on a table, e.g., ball, bat, sun, etc. Read all of them aloud and make the child read it out too. Allow the child to observe these cards. Now cover the words with a cloth, and ask the child to recall the written words. Initially demonstrate the activity. You can name the words presented and later the child can be encouraged to recall the words. Start with two words and gradually increase to five words as the child learns.


- Place around 4-5 words written on flash cards in front of the child. Let the child identify all of them. Now take some flash cards away without the child's knowledge and encourage the child to name the missing word. Be sure that the position of word is changed after taking one out of the group as children may remember spaces where the words are located. In a similar manner, present 4-5 words to the child. Later mix them up with other words and encourage the child to find out those words among the bigger group of words. Repeat the same with different sets of words.
- Ask the child to look into a box of many written words and watch them for some time. Later ask the child to recall the names of a few words. Provide help by giving clues regarding the word if required.

Item code- CG-69

Objective- To develop the ability to report seasons in a year

Materials required- Picture cards, common objects related to each season and their pictures.

Activities-

- Introduce the different seasons one by one through pictures. Show pictures related to the major three seasons viz. summer, winter, rainy initially. Explain what happens in each season reading the temperature, clothing, food consumed etc. and relate the seasons to the months. Also, associate the objects with each season can be introduced. Ex: rainy season-umbrella, summer season- fan, winter season-sweater etc. Make the child describe about each season. Provide help when required.
- 
- Carry out a matching activity between the objects used and the seasons. Also, 3-4 objects related to each season can be jumbled and the child can be allowed to sort them out according to the season. Later, the child can be questioned regarding the concept, e.g., "In which season do we wear sweater?", "In which season do we use umbrella?" etc.
 - Teach this concept during natural situations too. Go out for a walk and talk about the weather as to how hot or cold it is and other aspects of the season.

Item code-CG-70

Objective- To develop the ability to compare and order different durations/intervals, e.g., brushing, bathing, sleeping etc.

Materials required- Pictures cards of daily activities.

Activities-

- Make a time table with pictures such as time taken to wake up, time taken to brush the teeth, time to eat breakfast, time to get dressed etc. Make the child understand the activities based on time taken. Emphasize that certain activities take more time and certain less time. When the child does his daily activity, after completion of each activity, show the clock and say that this activity takes more time or less time. Represent this with a long line and a short line. A long line indicates activities which require more time and vice versa. Repeat this several times so that he understands the concept that each activity consumes different amount of time.
- Prepare picture cards of activities such as bathing, brushing etc. and make the child arrange the cards in an order of time starting from those that require least time to those that require more time. You can also make the child sort out the jumbled picture cards on the basis of time (more time vs. less time)

- Also discuss the time taken for various other activities such as for doing the homework, for playing, time taken to have lunch etc. Make the child compare the time duration for each activity.

Item code-CG-71

Objective- To develop the ability to shop 3-4 items with chits

Materials required- Pictures, of shop, shopkeepers, common objects, small paper, pencil.

Activities –

- Initially, introduce the concept of shops and shopkeeper by showing pictures or models of the same and also in natural situations. During this, make the child understand the need for going to shops.
- Set up dummy shops. The role of customer and shopkeeper can be enacted through play. Initially demonstrate buying various things and later the child can be allowed to take part in the play. Take turns in becoming the shopkeeper as well as the customer. When the child is the customer, give him a chit of things to be purchased and make the child give the list to the shopkeeper. Now the shopkeeper hands over the required items to the child and the child pays the money.
- Take the child to a shop and explain it and show how to buy things and make the child to buy the things in presence of you with assistance. Repeat it several times for consistency. Later allow the child to go independently to the shop with a small chit and buy the necessary items needed.



Item code- CG-72

Objectives- To develop the ability to name 'after' month, e.g., "What comes after May?" etc.

Materials required - Calendar, flash cards of name of months, sketch pen, paper,

Activities-

- Teach the concept of 'after' initially. Use the calendar and show the names of the months. Explain that 'after' refers to something that follows. Make sure that the child says the names of the months in the order. Play a game in which the child and you alternately say the names of the months. Also ask the question "What comes after May?" and make the child answer appropriately.
- Make flash cards of names of months (one name of the month written on one card). Jumble these flash cards of days and later arrange it in order. While arranging, say that "February comes after January" and so on. Later make the child arrange the cards.
- Place these flash cards in a sequential order and show the name after a particular day saying "February comes after January" etc. Also write these months on a paper and use arrow marks to indicate the 'after month', for e.g., May, June etc. In addition, ask questions such as 'what comes after May?' and help the child to answer by telling the day.



LEVEL XVIII: (66-72 months) 5.7-6.0 years

Item code- CG-73

Objective- To develop the ability to arrange pictures sequentially to create a new story

Materials required- Pictures, models, puppets.

Activities-

1. Narrate a make-believe story using objects /pictures/ drama (enacting)/puppets etc. and make the child to understand the story. Depict the story in pictures and make the child to see each picture and colour it. While the child is colouring, describe the happenings of the picture. Help the child in expressing the story. Initially prompts can be used if necessary, later make the child say it independently. As he narrates, also make him to arrange the pictures in a sequential manner.
2. Provide a model to the child. Include another child and show him a set of story pictures. Narrate a story based on the pictures and make the child arrange the pictures in a sequential manner. Now make the child narrate the story based on the pictures. Make the child observe this.
3. Show some pictures of characters and some places of a story unfamiliar to the child. Instruct the child to imagine these characters and places and create a new story based on that. Also instruct the child to arrange the pictures in a sequential manner. Later mix the photos up and set them on a table. Ask the child to try to remember what happened first and have him choose the appropriate photo. Then have him select the photo that represents what happened next. Continue until he selects all the photos and places them in a chronological order. Tell him the story of what happened from beginning to end. Ask questions to help the child recall more details.

Item code-CG-74

Objective- To develop the ability to differentiate between right and left

Materials required- Paper, pencil.

Activities-

1. Teach the concept of left and right through demonstration. Explain this using the child's own body parts. Show the right and left hand and say that there are two hands and we do specific activities with the right and left hand. Associate one activity with each hand so that it will be easier for the child to remember. Once the child learns to point to left and right hand, point to other body parts and show the left vs. right. Now give specific instructions such as "Raise your right arm", "Point to your left eye". You can also carry out the 'Simon says activity'. Introduce Simon as character and give the child instructions such as 'Simon says, lift your left leg, Simon says, touch your right ear' etc. Slowly make the instructions a little complicated such as "Touch your right ear with your left arm" etc.
2. Stand facing the closed door with the child by your side and remind him which are his left & right sides. Then ask him to open the door, walk through the doorway and turn round to face the opening. Ask the child to point to the left and right sides of the doorway. Repeat this activity several times over a period until the child begins to see that the terms left and right are relative. You can also tell the child to listen carefully and follow the instructions. For example: "Go through the door, then turn left, then walk six paces and turn right." You can expand/adapt this idea and provide lot of examples. You may need to repeat the instructions and provide help whenever required.



- Teach the same using natural situations and using some objects. For e.g., "Is the window towards your right or left?" "Place the glass to the right of the plate". Etc. You can also play the game of 'treasure hunt' especially during leisure period. Each place should have instructions which the child can read and reach the treasure. These instructions should incorporate the words 'right and left'. This can be played in a group too. Provide help in reading the instructions.

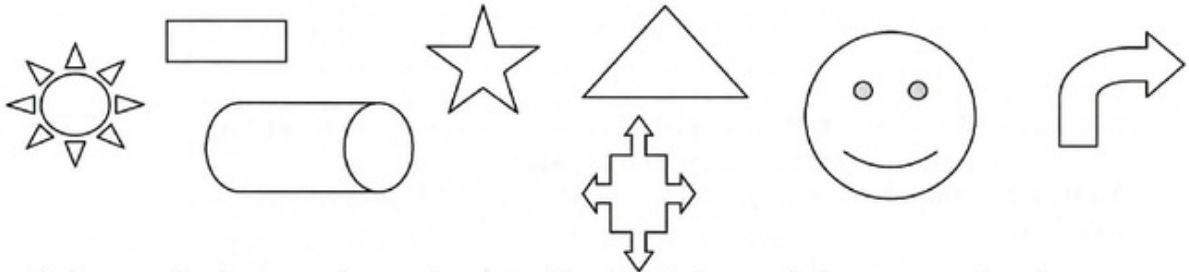
Item code-CG-75

Objective- To develop the ability to demonstrate spatial relations in terms of constructing symmetry by figure/color completion or full drawing

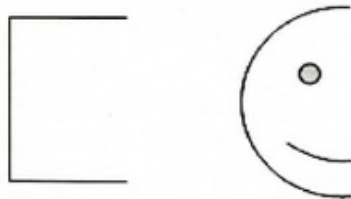
Materials required- Papers, sketch pen, pencil, thermacole sheet, scissor.

Activities-

- Teach the concept of symmetry. Show symmetrical halves of different of objects, figure and shapes and make the child understand the concept of symmetry, i.e. two halves being identical. Once the child learns the concept, provide the child with the pictures of a few objects and ask the child to identify whether the figure is symmetrical or not. For e.g.,



- A small thermacole sheet can be cut into two identical halves and demonstrate that the two pieces when joined become one. Other different shapes can be cut out which can be (which are symmetrical) and the child can be made to understand that when those two or more pieces are joined, it forms a complete symmetrical shape. Jumble these pieces and make the child to match each shape appropriately with its counterpart and join them to form a complete shape or picture. Provide help when required. The same can be done with sheets of paper too. Pictures can be drawn on a sheet of paper. Two similar pictures can be drawn where one serves as the reference for the child and the other for the child to complete the other half by following the reference. Cut out one picture and ask the child to rejoin them looking at the other picture. Later the reference picture can be removed and the child can be encouraged to perform independently.
- Draw a half shape for the child, for e.g., a square as shown in the figure below. Let the child look at the shape and length of the sides. Now instruct the child to complete the figure in the same manner. Emphasize on the shape being symmetrical. Provide help in terms of drawing it appropriately.



Item code-CG-76

Objective- To develop the ability to understand time concept (today/ tomorrow/yesterday)

Materials required- Calendar, chart, picture cards of different places [zoo/shop etc.].

Activities-

- Children often confuse 'yesterday, today and tomorrow', it often helps them to talk about what they did yesterday, what they are doing today and what they will do tomorrow. So, make them understand the concept by giving few instances of what the child did yesterday; what he is doing

today; and what the child is going to do tomorrow.... A chart of today/tomorrow/ yesterday and cards for activities –playing, reading, eating, park etc. can be used. Suppose today the child is going to park; yesterday had been to shop; and tomorrow he will be going to zoo; then, make the child to take the card of park, shop and zoo and keep in front of today, yesterday and tomorrow respectively (matching).

2. A calendar also can be used in teaching this concept. You can show the day before, today's day and the next day on the calendar. Repeat this each day till the child learns the concept. Also associate it with some unique or important activities carried out on these days.
3. Once the child is able to match and recall the day appropriately the child can be questioned related to the concept to stabilize and generalize the same.
E.g., "What all did you do yesterday in the school?"
"Who had come home today?"
"When are you going to circus?" etc.




Item code- CG-77

Objective- To develop the ability to give information regarding any of the complete address/phone/occupation of parents

Materials required- Paper, pen/pencil, envelope, sheet, phone, pictures.

Activities-

1. Make the child understand that the house where he is staying has an address. Write the address on the paper/sheet and read in front of the child and make the child to repeat. In natural situation, show the house address in front of the gate while going/coming and make the child to say the address. Later hide the lines one by one and encourage the child to say the address. Also write letters to his friend or your friend or relative, insert it into an envelope and write the address before posting it. While writing the address, explain the purpose of writing it and emphasize that each house will have an address and based on the address, we can locate houses or buildings.
- 
2. Write the phone number on paper and make the child to read those numbers. Show the phone and indicate the number. Using a mobile, ask the child to dial the numbers and call to the landline. This would give him a better idea about the number. You can also take him to a public booth and call to the home telephone, you can ask another family member to attend the phone and talk to the child. Later hide the numbers and ask the child to say those numbers without seeing. Repeat it several times and make the child understand that this is the phone number. Ask the number after sometime or after some days unexpectedly to stabilize (maintain) the same.
 3. Make the child understand the details of the parents' occupation. Take the child to the office on a working day and familiarize the child with new environment and also explain to the child about the nature of the fathers'/mothers' job. Also make the child aware that people should work to earn and lead a life and hence doing a job is essential Repeat this a few times. Introduce the name of the job also to the child. Once the child understands the concept, ask questions related to the work of his father or mother and the name of the occupation. Pictures of occupations can also be used to make the child understand the concept.

USER MANUAL

Level and age gp. in months	Item code	Item (Elicit through observation and/or interview)	Materials required
I 0-3	CG-1	Show feeding bottle or bowl and spoon and check if the child shows appropriate body movements to drink from it. (Does your child show any indications or happiness when shown a bottle or spoon?)	Feeding bottle or bowl and spoon
	CG-2	Observation while checklist is being administered. (Does your child attend and look around the objects in his environment?)	-
II 4-6	CG-3	Check if the child smiles or makes appropriate body movements when the child sees his favorite object. (Does your child remember objects or faces seen by him?)	Child's favourite toy
	CG-4	For a positive action like when you say clap, encourage the child to clap and give reinforcement (chocolate) to the child. Check if the child does again. (Does your child act accordingly so as to manipulate the others action?)	Chocolate
III 7-9	CG-5	Give a toy to the child, after a while give another toy. Check if he attends to both toys. (Does your child attend to two objects at a time?)	Toy
	CG-6	Show an attractive toy and act as if it's gone suddenly by hiding and check if the child searches it. (Does your child search for hidden objects after watching its disappear?)	Toy
IV 10-12	CG-7	Say the name of an object and check if he looks at it, e.g., fan. (Does your child know that each object or person has a name?)	-
	CG-8	Take a rattle and shake it. Now give it to the child and see if he shakes it too. (Does your child do an action after you demonstrate it?)	Rattle
V 13-15	CG-9	Show object like spoon and demonstrate its action (stirring). Place a toy car along with the spoon and show the action of the toy car and check if the child points to the toy car. (Does the child associate an action to a corresponding object?)	Spoon, toy car
	CG-10	Act as if you are feeling hot. Check if the child looks at the fan at the same time. Knock at the door and check if the child look at it and opens the door or asks the mother to open the door. (Does the child understand cause and effect?)	-
VI 16-18	CG-11	Keep few pictures upside down and few in correct position in the front of the child. Check if the child arranges the pictures that are upside down properly. (Does the child realize that the pictures /books are kept upside down?)	Pictures
VII 19-21	CG-12	Give sets of identical objects (3 pairs) and check if he matches one object to the other. (Does the child matches 2 objects that are identical? e.g., bottle and its lid, pen with its cap.)	Three pairs of identical objects

	3 CG-13	Give 2 objects with parts separated and check if he is able to match with the others. (Does your child match objects with its parts?)	Cap and pen Container and lid
	CG-14	Place the child's favorite object at a height and check if he able to match the parts with others. (Does your child find ways to obtain an object beyond its reach?)	-
	CG-15	Place few food items and toys and ask the child to point out to the food item placed. (Does your child point to an item when asked a category such as point to vehicles or body parts etc?)	Food items and toys
	CG-16	Give the child few toys to play with and check he attends to it for 3-4 minutes. (Does your child attend to task for 3-4 minutes?)	Toys
	CG-17	Place a few known objects in front of the child and check if the child is able to pick up two item names at a time.	Few familiar objects
VIII 22-24	CG-18	Give broken toys and check if the child tries to fix or repair it. (Does the child try and fix broken parts of toys?)	Broken toys
	CG-19	Ask the child his name, his parents' names and siblings name etc. (Does he remember the names of people around?)	-
	CG-20	Does the child preserves coins or notes as money or does he throw it here and there?	-
	CG-21	Show objects and encourage the child to tell or enact its use. (Does the child know the use of various objects in the home?)	Towel, comb, toothbrush
IX 25-27	CG-22	Gives shapes such as square, triangle and circle and check if he places these appropriately on a shape board (in its corresponding place). (Does the child place shape correctly in a shape board?)	Square, triangle and circle cut outs and shape board
	CG-23	Elicit by asking questions such as what you do after waking up in the morning. (Does the child know that after getting up, there is a routine of activities to do, does he initiate on his own?)	-
	CG-24	Give a pencil box and observe if child can use that as another object, e.g., a phone. (Does your child use one object for another during play?)	Pencil box
	CG-25	Does the child attend to a task for 5-10 min? Give an activity which the child likes and check if he is engrossed in it for 5-10 min?	-
X 28-30	CG-26	Provide 2-3 piece puzzles and check if he is able to complete the puzzle. (Does he complete puzzles?).	2-3 piece puzzles
	CG-27	Place two similar pictures of different objects and check if the child is able to match them. (Does your child match similar pictures?)	Similar pictures
	CG-28	Take two glasses one with more water and one with less water. Check if the child can pick one with more water and vice versa on request. (Does your child indicate that he wants more juice or water etc.?)	Glasses, water

	3 CG-29	Give a keying toy to the child. Demonstrate how to key it and leave it. Let the child to observe what you are doing. Now give the toy to the child and check if the child can do. (Does your child make a toy work?)	Keying toy
	CG-30	Mix coins with metallic pieces. Act that you are throwing e.g. such as bottle cap and encourage the child to sort. Act as if you are throwing the money into the dustbin and storing the metallic caps of bottles in the piggy bank. Check for the child's response. (Does your child sort coins from other metallic objects?)	Coins, metallic pieces
	CG-31	Place three picture cards of similar objects in front of the child. Let the child see them for some time and cover it up and check if the child can recall the objects placed.	Pictures
XI 31-33	CG-32	Encourage the child to tell a story and check if he is able to enact it. Ask the mother also to involve in it. (Does your child enact a simple story?)	-
	CG-33	Give objects of different sizes and check if the child can sort it based on the size. Similarly check whether the child can sort based on the shape, color and use.	Objects of different sizes (cups)
	CG-34	Give an unfamiliar toy and give it to the child. Check if the child asks how it works. (Does the child ask how and why things work?)	Unfamiliar toy
	CG-35	Give cards with some pictures same and few different, check if the child match the similar objects.	Pictures
	CG-36	Model a simple design with blocks and check whether the child can construct the same. (Does your child construct design with blocks as a part of the play?)	Blocks
	CG-37	Give related picture cards and check if the child can pair them, e.g. shoe and socks, lock and key, pencil and rubber etc. (Does your child pair related objects and pictures?)	Related pictures, e.g., shoe and socks, lock and key
	CG-38	Place some pictures in front of the child and ask questions based on the pictures, e.g., show me something that rolls. (Does your child reason out in natural situation e.g. why it's raining?)	Pictures
	CG-39	Give situations e.g. visit to a park and ask the child to describe various events/actions in that situation.	-
	CG-40	Ask the child what is the time and check if he looks into watch or search for a clock in the room. (Does your child look at the clock when you talk about the time?)	-
	CG-41	Place few objects in front of the child and ask the child one action with the object now and another one later. Check if the child understood the information. (Does your child understand if you take statements such as "I will take you to the park later"?)	Objects
CG-42	Ask questions like "what do you require to buy chocolates from the shop?" (Does your child know that you need money to buy things from the shop?)	-	

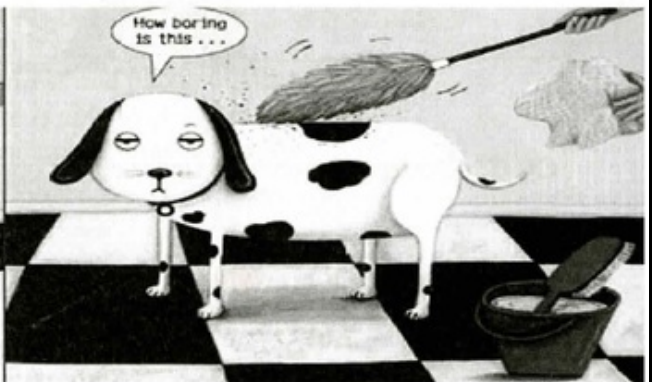
XII 34-36	CG-43	Show the child objects with a part missing and check if the child can identify the object. (Does your child identify objects when part of it is shown in the picture?)	Object with missing parts
	CG-44	Give a picture with missing parts and check if the child attempts to complete it. (Does your child add missing parts to a drawing?)	Picture cards with parts missing
	CG-45	Give objects of different sizes and check if the child can arrange in ascending or descending order. Does your child arrange objects in ascending or descending order of size?)	Objects of different sizes
	CG-46	Jumble and give three pictures from a familiar story. Check if the child arranges it in a proper sequence. (Does your child sequences three picture events from a familiar story?)	Three pictures from a familiar story
XIII 37-42 (3.1-3.6 years)	CG-47	Place two containers with heavy and light objects and check if the child is able to point appropriately on request. (Does the child compare two weights and describe it in terms of heavy or light?)	Two containers with stones
	CG-48	Place some pictures of items used by common professionals and pictures of the professionals. Check if the child can match appropriately on request. (Does the child associate an object with an occupation e.g., thermometer-doctor?)	Pictures of professionals and the objects used by them
	CG-49	Instruct the child to sing a song or rhyme. (Does the child tell or sing TV commercials/ songs/ rhymes from memory?)	-
	CG-50	Provide pictures with something weird and check whether the child is able to detect the absurdity. Elicit using the pictures in the appendix. (Does the child detect absurdities in picture, e.g., train moving in water or man flyi ⁶ ?)	Pictures depicting absurdity
	CG-51	Instruct the child to recite days of the week and months of the year and ch ⁶ k if he is able to say it correctly. (Does the child recite days of the week and months of the year?)	-
	CG-52	Ask questions such as what did he do in the morning or night etc. (Does the child understand time concepts(night/day/morning/afternoon/evening/etc.)?)	

XIV 43-48 (3.7-4.0 years)	CG-53	Place 2 colours alternatively such as red, blue, red, blue. Check if the child is able to indicate the next color. Elicit using the pictures in the appendix. (Does the child perform alternate sequencing activities, e.g., red, blue, red, blue ... (what's next?) etc.?)	Colours
	CG-54	Mix notes and coins and check whether the child is able to separate between two. (Does the child discriminate coins from notes?)	Notes and coins
	CG-55	Does the child make inferences, e.g., "The floor is wet so I slipped"?	-
	CG-56	Provide objects of different colors, shapes and sizes and check if the child is able to sort based on two attributes. That is, are they able to place yellow big circles and small blue circles separately? (Does the child categorize objects or pictures based on two or more attributes like color, shape, size etc.?)	Objects of different colors, shapes and sizes
XV 49-54 (4.1-4.6 years)	CG-57	Does the child use deductive reasoning (using what we know to logically reason out a conclusion about what we do not know) to solve everyday problems, e.g., figuring out which child is missing by looking at children who are present?	-
	CG-58	Show pictures with differences which are not obvious and check if the child is able to detect the differences. Elicit using the pictures in the appendix. (Does the child spot minute differences between pairs of pictures?)	Pairs of pictures with minimal differences
	CG-59	Have a small cadbury and big cadbury bar and give the big one to the child. Now say that if you give me the big one I'll give 4 small ones to you, which are equal to the one you have. Check if the child has understood the concept. (Does the child trade several small items for a larger one, e.g., trades four small candies for a candy bar?)	Small cadbury and big cadbury bar
	CG-60	Ask the question, "What are the activities that you did in the morning today" and check if he is answering correctly with the parents help. (Does the child sequence event chronologically, e.g., tell the activities carried out in the morning in an order?)	-
	CG-61	Does the child go to neighborhood shops for a single item?	-
XVI 55-60 (4.6-5.0 years)	CG-62	Carry out just like CG-7, but place the colors in the order mentioned. Elicit using the pictures in the appendix. Does the child perform double alternate sequence activities, e.g., red, red, blue, red, red, blue.... (What's next?) etc.?)	Colours
	CG-63	Place 3-4 straws in different orientation randomly and check if the child is able to pick out the longest and shortest one. (Does the child discriminate length regardless of orientation?)	3-4 straws
	CG-64	Say the names of 5 objects and check if the child is able to say all the words back to you. (Does the child remember up to five items presented in the auditory mode?)	-
	CG-65	Does the child make up stories and tell you?	-
	CG-66	Draw a shape and show it to the child for a few seconds. Instruct the child that he has to draw it without copying. Check if the child is able to copy it. (Does the child copy a shape from memory after seeing a model for several seconds?)	Paper and pencil
	CG-67	Ask the child "What comes after Monday?" Check if he is able to answer appropriately. (Does the child name week day 'after', e.g., "what comes after Tuesday" etc.?)	-

XVII 61-66 (5.1-5.6 years)	CG-68	Show 3-4 written words and check if the child is able to remember them and recall them. (Does the child remember written words when it is removed from sight?)	Written words
	CG-69	Instruct the child to say the seasons of a year. Show pictures of the seasons and check if he is able to identify the seasons. (Does the child report seasons in a year?)	Pictures of the seasons
	CG-70	Check whether the child knows which activity roughly takes more time. (Does the child compare and orders different durations/ intervals (can arrange the activities based on the time taken) e.g., brushing, bathing, sleeping etc.?)	-
	CG-71	Does the child shop 3-4 items with chits?	-
	CG-72	Ask the child to name a month after- for example, May. Check if the child is able to answer appropriately. (Does the child name 'after' month, e.g., "what comes after May" etc.?)	-
XVIII 67-72 (5.7-6.0 years)	CG-73	Give some story pictures. Check if he can arrange those to create a new story. (Does the child arrange pictures sequentially to create a new story?)	Story pictures
	CG-74	Ask the child to point to his right or left body parts, such as right ear, left hand etc. (Does the child know difference between right and left?)	-
	CG-75	Present the child with an incomplete drawing and check if the child can complete the drawing maintaining the symmetry. (Does the child demonstrate spatial relations in terms of constructing symmetry by figure/ color completion or full drawing?)	Paper and pencil
	CG-76	Ask questions such as "What did you do yesterday or today?", "What will you do tomorrow?" Check if the child is giving an appropriate answer with the help of parents. [Does the child understand time concepts (today/tomorrow/yesterday etc.)?]	-
	CG-77	Ask the child for information such as address and phone number and occupation of parents and check if he is able to give the correct information. Gives information regarding any of these: complete address/phone number/occupation of parents?)	-

Note: CG- Cognitive domain

CG-58:- Instruct the child to spot six differences in each set of pictures



CG-62: - Instruct the child to find the next option looking at the previous options (Double alternate sequence)

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3.



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AIISH GENESIS AND GROWTH

The All India Institute of Speech and Hearing is a premier institute in the country imparting training in the field of speech and hearing. Established on 9th August 1965 as an autonomous organization, it aims at training/manpower development, research and rehabilitation in the area of communication disorders. The institute is located on a sprawling area of 32 acres (two campuses) in Mysore. The institute is registered as a Society under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act, 1957 and is functioning as an autonomous body under the aegis of the Union Ministry of Health and Family Welfare.

Established primarily as a training institute, it started training programs at postgraduate level in 1967. B.Sc. (Speech and Hearing) followed in 1968. The institute now offers three Diploma Programs: Diploma in Hearing Aid & Ear-mould Technology (DHA & ET), Diploma in Training Young Deaf and Hard of Hearing (DTYDHH), Diploma in Hearing, Language and Speech through distance mode (DHLS); two Graduate Programs: B.Sc. in Speech and Hearing and B.S.Ed (Hearing Impairment), three Masters Programs (M.Sc. in Audiology, M.Sc. in Speech-Language Pathology and M.S.Ed. in Hearing Impairment) and Doctoral Programs: Ph.D in Audiology and Ph.D in Speech-Language Pathology. Three PG Diploma programs -PG Diploma in Forensic Speech Sciences and Technology (PGFSST), PG Diploma in Clinical Linguistics for SLP (PGDCL-SLP), PG Diploma in Neuro Audiology (PGDNA), and a Post-Doctoral fellowship have also been initiated. The Institute proposes to initiate one more PG Diploma Program in Augmentative and Alternative Communication(PGDAAC). The institute also conducts short term training and orientation programs for professionals in allied specialties

The institute is recognized as a reputed organization for training manpower in the field of speech and hearing and related areas throughout the country. The institute has been recognized as a Centre of Excellence in the Area of Deafness (WHO), as a Center for Advanced Research (UGC) and as a Science and Technology Institute (DST). The institute is affiliated to the University of Mysore for the award of degrees. The academic programs of the institute have the recognition of Rehabilitation Council of India, a statutory body in the area of rehabilitation sciences.

The institute is wholly financed by the Government of India. The functioning of the institute is under the direction of the Executive Council with the Hon'ble Union Minister for Health and Family Welfare as the Chairman and the Hon'ble Minister of Health and Family Welfare, Government of Karnataka, as the Vice-Chairman. The other statutory bodies of the institute are the Finance Committee and the Academic Committee.



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2-Intervention Module for Preschool Children with Communication Disorders to Facilitate Cognitive Domain

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