**Readiness Checklist for Post-School Transition**

(For Screening Adolescents with Hearing Impairment)



All India Institute of Speech and Hearing

Manasagangothri, Mysuru – 570 006

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**Preface**

In India and world around the focus of educational rehabilitation for the differently-able is on mainstreaming children with special needs, with the ultimate purpose of helping them to successfully integrate in the society. The realisation of this objective does not materialise from just physically placing children with special needs in mainstream schools, but providing them an education that prepares them for successful and smooth integration in the society. In other words, education of children with special needs, or for that matter any child should not solely focus academic learning and achievement but also cater to life skill development in the children. All said and done, life skill development is not found to be a priority of the current educational systems and processes. However, this should form the crux of the educational management of individuals with special needs, especially in the school leaving stage when they get ready to leave the sheltered childhood life in school and face the rigours of adulthood in life outside school. There have been some efforts in this front for individuals with developmental disabilities, but not much work has been done for individuals with hidden disabilities like hearing impairment apart from preparation or training as part of vocational rehabilitation.

The first step of such comprehensive educational rehabilitation would be to assess the level of life skill development in the individual learners in order to identify areas of lacunae and then plan and implement necessary remedial measures. A screening checklist for appraising the readiness of adolescents with hearing impairment in the school leaving stage and after for post-school transition has been developed by Dr. G. Malar, Reader in Special Education, AIISH, Mysuru, Mr. Freddy Antony, Lecturer in Clinical Psychology, AIISH, Mysuru and Mr. Som Krishan, M.S.Ed.(HI) student at AIISH. I appreciate the efforts of all the above in coming out with the checklist and congratulate them. It is hoped that the checklist will be useful in the post-school rehabilitation of adolescents with hearing impairment in the country. Readers are encouraged to send their feedback to director@aiishmysore.in quoting the name of the book.

**Prof. S. R. Savithri**

**Director**

**Contents**

**S. No. Section Page No.**

1. Introduction 1

2. Instructions for Administration & Reporting 7

3. Demographic Details & Report 9

4. Part I – to be filled in with responses of caregiver 13-20

1. Checklist of Independent Living Skills 15
2. Checklist of Community Living Skills 16
3. Checklist of Academic Performance & Study Skills 18
4. Checklist for Employability 19
5. Inventory of Personal Characteristics 20

5. Part II – to be filled in by the adolescent 21-28

1. Inventory of Curricular & Co-curricular Choices 23
2. Illustrated Matching Test 24
3. Multiple Choice Test 25

6. Keys for Interpretation 29-38

Norms for Life Skill Development 31

Key for Aptness for Different Vocations 33

**READINESS CHECKLIST FOR POST-SCHOOL TRANSITION FOR SCREENING ADOLESCENTS WITH HEARING IMPAIRMENT**

**INTRODUCTION**

Realisation that preparation for independent, productive and satisfying life after school should be the ultimate target of educating individuals with special needs like hearing impairment (HI), led to efforts to develop a checklist for screening readiness for successful post-school transition of adolescents with hearing impairment.

**Development of the screening checklist**

Ninety-five adolescents including both adolescents with hearing loss and their typically developing peers had participated in the process of developing the screening checklist. Of the total 95 participants who came from 13 states of India, 59 were typically adolescents and 36 were adolescents with HI. The group of typically developing adolescents again comprised of 20 individuals in the early stage of adolescence that is, aged between 14+ to 17 years; and 39 of them in the late stage of adolescence, that is, aged between 17+ to 21 years. Similarly, the group of adolescents with HI were comprised of 16 in the stage of early adolescence and 20 from the stage of late adolescence. Three of the samples from late adolescence with HI were part of the pilot study and were not included in the later data analysis. Apart from the adolescent-participants, data was also collected from 13 children in late childhood aged between 6+ to 12 years for the purpose of determining the criterion validity of the test.

The research was carried out in two phases. The first phase included compilation and/or construction of checklist and test items, and consequent validation by six experts from the fields of clinical psychology and special education. This was followed by a pilot study carried out with three adolescents with HI (who were not included in the final field trials). The second phase involved data collection with 59 typically developing adolescents, 33 adolescents with HI, as well as 13 typically developing children.

**Constituents of the screening checklist**

The constituents of the screening checklist developed through the reported research could be broadly demarcated into three parts with nine sub-sections in all. The first part concerned with gathering demographic details; while the second checked with the adequacy of development of the adolescents under scrutiny in the areas of – independent living skills, community living skills, academic and study skills and employability with 24, 36, 25 and 28 items, respectively. The third part dealt with appraisal of vocational awareness and inclinations of the adolescents through illustrated and written tests of 12 and 25 items, respectively; as well as choices made on inventories of 54 personal characteristics, 25 core curricular subjects and 27 co-curricular activities. The inventories on personal characteristics, core curricular subjects as well as co-curricular activities are in turn related to 12 groups of occupations, namely, agriculture and animal husbandry, artistic and creative, construction and manufacturing, education and training, health sciences and medical, hospitality and tourism, human services, management and marketing, office work, public safety and security, science and technology, and transport and logistics.

However for the ease of the user, delineations in the screening checklist have been made pertaining to the introductory section on demographic details, followed by Part I with four sections on developmental appraisal and one section on inventory of personal characteristics, which are to be filled in by a caregiver or significant other who is well aware of the adolescent. Part II consists of three sections including a combined inventory of core-curricular subjects, as well co-curricular activities that are to be chosen by the adolescents according to their preferences; as well as two sections including objective type illustrated and written tests which have to be taken by the adolescents.

**Administration of the screening checklist**

As mentioned herein before, the demographic information is to be provided by any of the primary caregiver, or significant other who is an adult and is well familiar with the adolescent. They are also to appraise the adolescent under scrutiny on the items pertaining to independent living skills, community living skills, academic skills, and employability and score them on a 3-point rating scale of 2, 1 and 0 for complete independent functioning, partially independent functioning and total dependency, respectively.

Among the personal characteristics listed in the inventory, the caregiver / significant other has to mark five qualities that best describe the adolescent; and from the list of core curricular subjects and co-curricular activities, the adolescents themselves have choose three each that they like the best. Moreover the adolescents have to complete 12 illustrated matching items, as well as 25 multiple choice items pertaining to the different groups of occupations mentioned herein before.

The adolescents’ responses to the illustrated and written test items are to be awarded a score of 1 for correct answers and 0 for incorrect or no answers. The summary of scores is to be computed to gauge their level of awareness about the different occupational groups. The personal characteristics that are assigned to the adolescents by the caregivers / significant others, and their own choices of core curricular subjects and co-curricular activities are to be taken as indicators towards their vocational inclinations.

The screening checklist includes a manual for administration and scoring. It divulges details about normative range of scores indicating satisfactory functioning in each of the developmental domain. The normal patterns of development were conceived by determining 95% confidence interval. Normal ranges of development have been presented separately for the early and late phases of adolescence.

Developmental scores between the upper and lower bounds indicate normal range of development; while scores above the upper bound can be taken to indicate highly satisfactory trends of development and scores below the lower bound can be taken to indicate less than satisfactory development and need for improvement. This apart, the checklist also accommodates a table of indicators to vocational inclinations based on personal characteristics, core curricular and co-curricular choices and pattern of performance on the objective-type tests.

**Validity of the screening checklist**

In order to determine the validity of the screening checklist three measures were under taken, namely, verification of content validity by experts, as well as determination of construct validity (in terms of convergence) and criterion validity. *Content validation* is to verify whether all constituent domains of the area of testing are adequately represented in the assessment material. Content validation of the reported screening checklist was carried out by six experts three from the fields of special education and clinical psychology, each. All items had received consent from not less than 80% of the evaluators (that, is five out of the six evaluators).

*Convergent validity* demonstrates that component constructs or factors of the assessment materials are related to each other and are unifocal in nature. The convergent validity was confirmed with high, positive correlation between results on all component domains of development with over all development, except for independent living skills with positive but moderate correlation. However in all instances, the relationship between the constructs and with the sum total was statistically significant (p < 0.01).

The purpose of this tool was to determine whether an adolescent had age-appropriate development. Therefore the criteria for evaluation could be taken to distinguish individuals from different stages of development. Hence, in order to determine the *criterion validity* of the screening checklist, it was verified whether the checklist was able to clearly distinguish between individuals from adolescence phase from those from childhood phase. As mentioned afore, development of 17 individuals in late adolescence was compared to 13 individuals in late childhood using the checklist. The results elicited significant differences (p < 0.01) in all domains of development with overall mean difference of approximately 37%.

**Reliability of the screening checklist**

Three types of reliability, namely, stability in terms of its dependability over time, equivalence among different evaluators and internal consistency among the constituent items of the screening checklist were verified through various measures in this research.

The *stability* of the developed checklist was verified in terms of reliability over test–retest conditions. For the purpose, after the first round of administration, it was re-administered to 10 randomly selected typically developing participants after duration of two weeks. There was a perfect correlation of 1.00 between test–retest results (p < 0.01) in all individual domains of development, as well as overall development. The reliability in terms of *internal consistency* was verified through the split half method. Correlation of 0.88 (p < 0.01) between the sum of odd and even items established the internal consistency of the test and the unidirectional purpose of its constituent items.

Reliability in terms of *equivalence* was verified through inter-rater reliability. The checklist was self administered by 10 randomly selected typically developing adolescents in the later phase; apart from administration by a significant other (who was very familiar with the adolescents). Inter–rater correlation of 0.95 for overall development, and 1.00 for the domains of independent living skills, academic and study skills and employability (p < 0.01) was observed. However in the domain of community living skills, the inter–rater correlation was 0.51 (p = 1.33). Earlier researchers like Manning (2007) have suggested that adolescents may not have a realistic perception of their own social behaviours. Therefore for practical purposes it is advisable to avoid self administration.

The authors express their earnest thanks to Prof. S. R. Savithri, Director, AIISH not only for permitting and endorsing the research, but more so for the valuable guidance to improvise the tool for publication. They are thankful to Dr. N. Swapna, former Head of the Department of Special Education at AIISH, as well as heads of the all the educational and training institutions of the participant adolescents for having facilitated the research. They thank Prof. M. Pushpavathi, current Head of the Department of Special Education at AIISH for the motivation and support to publish the tool. They owe special thanks to Dr. M. S. Vasanthalakshmi, Reader in Biostatistics at AIISH for her guidance and support in analysing the data; and Dr. C. Shijith Kumar, Library and Information Officer as well as Chairperson of the Product Development Cell at AIISH for the guidance and support in designing and printing the tool. They thank all professionals who had helped in validating the tool.

They are immensely thankful to all adolescent-participants whose support and cooperation led to the materialisation of this research. The authors hope that the screening checklist will be helpful to caregivers and educators of adolescents with HI in guiding them in their transition into adulthood. The contents of the tool are presented in the ensuing sections along with procedures for administering the tool and interpreting the results.

**INSTRUCTIONS FOR ADMINISTERING THE SCREENING CHECKLIST & REPORTING THE RESULTS**

The checklist has two parts, and the development of skills listed in the 5 sections of the first part have to be judged by a caregiver / significant other who is well aware of the adolescent and spends considerable time with him/her.

**PART I**

* **Section A: Independent Living Skills**
* **Section B: Community Living Skills**
* **Section C: Academic Performance & Study Skills**
* **Section D: Employability**

The items for rating have been listed in the checklist. Rating of independent functioning is to be awarded 2 marks, functioning with prompts or supports 1 mark, and dependent or non-functional 0 marks. The section-wise total scores have to be entered in the table 1. And table 2 with the key for interpreting the scores is provided in the final section for interpretation.

**Table 1: Score-sheet for Life Skill Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S. No.** | | **Particulars of Items** | **Max. Score Allotted** | **Score Obtained** |
| ***A. Independent Living Skills*** | | | | |
| 01. | Self Care | | 14 |  |
| 02. | Safety | | 14 |  |
| 03. | Maintenance of Home Environment | | 12 |  |
| 04. | Time Management | | 08 |  |
| ***Section Total*** | | | ***48*** |  |
| ***B. Community Living skills*** | | | | |
| 01. | Communication | | 14 |  |
| 02. | Mobility & Transport (Total)  a. Level of Functioning  b. Checklist of Essential Functions | | (24)  6  18 |  |
| 03. | Adaptive & Social Behaviour | | 24 |  |
| 04. | Monetary Transactions | | 10 |  |
| ***Section Total*** | | | ***72*** |  |
| ***C. Academic Performance & Study Skills*** | | | | |
| 01. | Study Skills | | 32 |  |
| 02. | Functional Literacy | | 06 |  |
| 03. | Computer Literacy | | 12 |  |
| ***Section Total*** | | | ***50*** |  |
| ***D. Employability*** | | | | |
| 01. | Readiness for Work | | 12 |  |
| 02. | Work Place Behaviours | | 44 |  |
| ***Section Total*** | | | ***56*** |  |
| **GRAND TOTAL** | | | **226** |  |

**PART I**

**Section E: Personal Characteristics**

In the last section of part one, caregiver / significant other who is well aware of the adolescent and spends considerable time with him/her have to mark 5 out of the listed qualities or attributes that describe the person the best.

**PART II**

The second part consists of the following three sections, all of which have to be answered by the adolescent.

* **Section A: Choice of Favourite Subjects & Co-curricular Activities**
* **Section B: Matching Jobs with Images of Suitable Tools & Settings**
* **Section C: Knowledge Questions**

In Section A, the adolescent has to choose three best core-curricular subjects, as well co-curricular activities that they are keen of. In Section B, s/he has to take an illustrated objective test where he has to match images depicting job settings and tools to 12 related groups of vocations. This is followed by another objective test with multiple choice items in Section C to test his/her awareness about the various vocations.

The final section of the tool contains key for interpreting vocational awareness and inclinations in the adolescents based on personal characteristics, core-curricular and co-curricular choices, as well as scores in the objective-type illustrated and written tests. Table 3 has the key of the personal characteristics, curricular and co-curricular interests, relevant images and serial numbers of the knowledge questions that is associated to each of 12 groups of jobs. Presence of more than 65% of (that is, more than 4 out of 6 or 7) associated characteristics; choice of not less than 2 related curricular subjects and any 1 of co-curricular activities; choice of relevant group of images; and correct responses to questions relevant to the vocation group may indicate more possibilities for the adolescents to consider the particular stream of vocation as their future choice of career. Adolescent’s history of educational and vocational training will also serve as additional pointers. Recommendations could mention possible choice of career along with counselling and guidance for seeking necessary supports. If the adolescents’ choices are indecisive or contradictory they could be referred for further deliberations. Or if they belong to early adolescence, more time and observation could be spent before making a choice for future.

**CHECKLIST FOR SCREENING READINESS FOR POST-SCHOOL TRANSITION IN INDIAN ADOLESCENTS WITH HEARING IMPAIRMENT**

**DEMOGRAPHIC DETAILS OF THE ADOLESCENT**

1. Name:
2. Age: DoB:
3. Gender:
4. Nature & severity of disability:
5. Family history related to disability:
6. Number of siblings:
7. Respondent’s ordinal position (birth order):
8. Educational & Socio-Economic Status of Caregivers

Education Occupation Income

Father:

Mother:

(or)

Guardian:

1. Area of Residence

🞏Urban 🞏Semi-Urban 🞏Rural

Address:

1. Contact Details

Telephone/ Mobile: Email:

1. Details of Educational Attainment (pertains to section D)

* Native language:
* Language of intervention/ Medium of instruction:
* Brief outline of educational history :
* Prior accomplishment (in terms of percentage/marks):

1. Details of Prior Vocational Training (only certificate or diploma programmes pursued after schooling), if any (pertains to section E)

* Nature of training programme :
* Duration of training programme :
* Current level of placement (if ongoing) :
* Accomplishment/Achievement in the Training (in terms of marks or good achieved):

1. Current Educational / Vocational Placement

* Nature of educational / vocational programme :
* Current level :
* Current performance:

Source of Information:

Date: Signature:

**General Impressions (about adequacy of development of life-skills in the adolescent & possible vocational inclinations):**

**Recommendations:**

***Name & signature of staff who administered the checklist (with date)***

**PART I**

To be filled in with responses from teachers and/or caregivers

1. **INDEPENDENT LIVING SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **DOMAINS** | **Independent Functioning** | **Functions with Prompts & Supports** | **Dependent / Non-functional** |
| **SELF CARE** | | | |
| * Cleaning oneself & grooming-including toileting, bath, brushing & combing |  |  |  |
| * Care for menstrual hygiene (for woman) Or * Shaving (for man) |  |  |  |
| * Dressing appropriately by according to weather conditions & occasion |  |  |  |
| * Maintenance of clothing |  |  |  |
| * Routine habits of daily activities & rest |  |  |  |
| * Regular food habits |  |  |  |
| * Preparing/procuring food for one’s need |  |  |  |
| **SAFETY** | | | |
| * Precaution for use/encounter with the following in the environment |  |  |  |
| * Sharp & dangerous instruments |  |  |  |
| * Electrical appliances & electricity |  |  |  |
| * Fire & heat |  |  |  |
| * Poisonous & toxic elements |  |  |  |
| * Stray animals |  |  |  |
| * Traffic hazards |  |  |  |
| * Water bodies |  |  |  |
| **MAINTENANCE OF HOME ENVIRONMENT** | | | |
| * Cleaning |  |  |  |
| * Shopping |  |  |  |
| * Helping in grooming younger family members |  |  |  |
| * Taking care of animals & plants at home |  |  |  |
| * Participation in other routine household work |  |  |  |
| * Ability to stay alone at home securely |  |  |  |
| **TIME MANAGEMENT** | | | |
| * Regularity |  |  |  |
| * Punctuality |  |  |  |
| * Ability to finish work on given time |  |  |  |
| * Ability to adjust time management in emergencies & according changing conditions |  |  |  |

1. **COMMUNITY LIVING SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **DOMAINS** | **Independent Functioning** | **Functions with Prompts & Supports** | **Dependent / Non- functional** |
| **COMMUNICATION** | | | |
| 1. **Level of Functioning** | | | |
| * Does not voluntarily communicate, but responds to communication from significant others |  |  |  |
| * Communicates with gestures, manually, or with other alternate modes with significant other |  |  |  |
| * Communicates with gestures, manually, or with other alternate modes with familiar people outside family |  |  |  |
| * Communicates verbally assisted by gestures and other alternate modes only with familiar people |  |  |  |
| * Communicates verbally assisted by gestures and other alternate modes with anyone |  |  |  |
| * Communicates verbally only with familiar people |  |  |  |
| * Communicates verbally with anyone |  |  |  |
| **MOBILITY & TRANSPORT** | | | |
| 1. **Level of Functioning** | | | |
| * Can travel anywhere only with escort |  |  |  |
| * Can travel independently in known place/ routine routes |  |  |  |
| * Can travel independently even to new, unknown place |  |  |  |
| 1. **Checklist of Essential Functions** | | | |
| * Ability to seek for directions in new, unknown place |  |  |  |
| * Ability for moving by foot |  |  |  |
| * Ability for using vehicles   - Motorised  - Non-motorised |  |  |  |
| * Ability to use public transport |  |  |  |
| * Ability to follow directions & sign board |  |  |  |
| * Ability follow safety requirements while on move |  |  |  |
| * Remembering to carry essential things when going outside |  |  |  |
| * Ability to introduce self to people outside when necessary |  |  |  |
| * Ability to use maps, GPS (Global Positioning System), etc for navigation/ finding direction |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DOMAINS** | **Independent Functioning** | **Functions with Prompts & Supports** | **Dependent / Non- functional** |
| **ADAPTIVE & SOCIAL BEHAVIOUR (Checklist of Essential Functions)** | | | |
| * Not hurtful to self or others |  |  |  |
| * Respect for others rights and property |  |  |  |
| * Follow rules and instruction |  |  |  |
| * Resists peer pressure |  |  |  |
| * Manages own emotion |  |  |  |
| * Adapts to change in conditions |  |  |  |
| * Behaves appropriately in social situations |  |  |  |
| * Is familiar with information about significant others |  |  |  |
| * Shows affection to significant others |  |  |  |
| * Interacts adequately with others |  |  |  |
| * Participates in group activities, cooperates & shares with others |  |  |  |
| * Seeks attention in appropriate ways |  |  |  |
| **MONETARY TRANSACTIONS** | | | |
| * Handling money |  |  |  |
| * Shopping for personal & home requirements |  |  |  |
| * Saving habits |  |  |  |
| * Maintaining bank accounts |  |  |  |
| * Earning money |  |  |  |

1. **ACADEMIC PERFORMANCE & STUDY SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **DOMAINS** | **Independent Functioning** | **Functions with Prompts & Support** | **Dependent / Non- functional** |
| **STUDY SKILLS** | | | |
| * Ability to concentrate on study matter |  |  |  |
| * Receptivity to verbal information & instruction |  |  |  |
| * Receptivity to visual information |  |  |  |
| * Receptivity to textual information |  |  |  |
| * Receptivity to instruction through practical demonstrations/ experiences |  |  |  |
| * Ability to express idea’s & thoughts through verbal mode |  |  |  |
| * Ability to express ideas & thoughts through writing |  |  |  |
| * Ability to use visual to express oneself |  |  |  |
| * Memory for verbal information |  |  |  |
| * Memory for visual-spatial information |  |  |  |
| * Memory for textual information |  |  |  |
| * Ability to seek for information verbally |  |  |  |
| * Ability to seek for textual information |  |  |  |
| * Ability to involve in collaborative learning |  |  |  |
| * Receptivity to corrections & feedback |  |  |  |
| * Ability for self evaluation, correction & instruction |  |  |  |
| **FUNCTIONAL LITERACY** | | | |
| * Functional reading skill necessary in place of study/work place |  |  |  |
| * Functional writing skills necessary in place of study |  |  |  |
| * Functional number skills necessary in place of study/ work place |  |  |  |
| **COMPUTER LITERACY** | | | |
| * Use of computers for documentation purposes |  |  |  |
| * Uses computers for computation & accounting |  |  |  |
| * Uses computers for artistic purposes |  |  |  |
| * Uses computers for making presentations |  |  |  |
| * Uses computers for seeking & transacting information |  |  |  |
| * Demonstrates safety & self-restrain in using computers |  |  |  |

1. **EMPLOYABILITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **DOMAINS** | **Independent Functioning** | **Functions with Prompts & Supports** | **Dependent / Non- functional** |
| **READINESS FOR WORK** | | | |
| * Shows eagerness, interest to work |  |  |  |
| * Realisation of personal satisfaction gained from work |  |  |  |
| * Appreciation of remuneration |  |  |  |
| * Awareness about different jobs |  |  |  |
| * Preferences for jobs |  |  |  |
| * Awareness about PWD’s rights & concessions in seeking jobs |  |  |  |
| **WORK PLACE BEHAVIOURS** | | | |
| * Alert & aware on any given task |  |  |  |
| * Ability to follow instructions/ directions |  |  |  |
| * Ability to concentrate on a task (30 minutes to 1 hourr) |  |  |  |
| * Sincerity & commitment to work |  |  |  |
| * Consistency & dependability in work |  |  |  |
| * Ability to work independently |  |  |  |
| * Responsibility toward workplace material, tools, etc. |  |  |  |
| * Safety habits at work place |  |  |  |
| * Regularity & punctuality in work |  |  |  |
| * Ability to complete tasks on time |  |  |  |
| * Ability to take initiative |  |  |  |
| * Ability to seek guidance |  |  |  |
| * Receptive to feedback |  |  |  |
| * Tolerance to criticism |  |  |  |
| * Adaptability to new tasks |  |  |  |
| * Cooperativeness in group work |  |  |  |
| * Ability to learn new assignment quickly |  |  |  |
| * Eagerness to improve on performance |  |  |  |
| * Reflective of one’s own performance & ability to evaluate self |  |  |  |
| * Sense of accomplishment at work |  |  |  |
| * Ability to adjust to changes in tasks & conditions |  |  |  |
| * Adaptability to problems & emergencies |  |  |  |

1. **PERSONAL CHATACTERISTICS OF THE ADOLESCENT**

TICK 🗹 THE TOP 5 QUALITIES THAT DESCRIBE THE ADOLESCENT

(AFTER READING THE ENTIRE LIST):

|  |  |
| --- | --- |
| 🞏 Adjustable | 🞏 Adventurous |
| 🞏 Alert | 🞏 Assertive |
| 🞏 Assumes charge of situations | 🞏 Authoritative |
| 🞏 Calm under pressure | 🞏 Caring |
| 🞏 Careful | 🞏 Community-minded |
| 🞏 Competitive | 🞏 Confident |
| 🞏 Conserver of environment | 🞏 Convincing & compelling |
| 🞏 Cooperative | 🞏 Creative |
| 🞏 Inventive problem solving | 🞏 Culturally interested/ inclined |
| 🞏 Curious about new ideas & technology | 🞏 Dependable |
| 🞏 Detail-oriented | 🞏 Diligent |
| 🞏 Eager to earn while learning | 🞏 Enthusiastic |
| 🞏 Follower of rules & regulations | 🞏 Friendly |
| 🞏 Good at visualising objects & products | 🞏 Good communicator |
| 🞏 Good organizer | 🞏 Helping-natured |
| 🞏 Imaginative | 🞏 Informative |
| 🞏 Innovative | 🞏 Inquisitive |
| 🞏 Keen observer for details | 🞏 Logical |
| 🞏 Mechanically oriented | 🞏 Methodical |
| 🞏 Non-materialistic | 🞏 Objective |
| 🞏 Orderly | 🞏 Outgoing |
| 🞏 Painstaking & hardworking | 🞏 Patient |
| 🞏 Perseverant | 🞏 Physically active |
| 🞏 Realistic | 🞏 Self-learning |
| 🞏 Self-motivated | 🞏 Self-reliant |
| 🞏 Sensitive (to people & events) | 🞏 Tactful & Practical |
| 🞏 Trustworthy | 🞏 Works well with people |

**PART II**

To be answered by adolescent with hearing impairment

(Better to use pencil for marking answers to enable revisions)

1. **TICK 🗹 THE TOP 3 MOST FAVOURITE SUBJECTS AND CO-CURRICULAR ACTIVITIES OF THE ADOLESCENT (AFTER READING THE ENTIRE LIST):**

|  |  |
| --- | --- |
| **CURRICULAR SUBJECTS** | **CO-CURRICULAR ACTIVITIES** |
| 🞏 Accounting | 🞏 Adult literacy |
| 🞏 Biology / Life Sciences | 🞏 Adventure clubs |
| 🞏 Botany | 🞏 Audio visual technology |
| 🞏 Chemistry | 🞏 Civic clubs |
| 🞏 Civics | 🞏Computer-based multimedia |
| 🞏 Commerce | 🞏Construction work |
| 🞏 Computers | 🞏Craft activities |
| 🞏 Earth Sciences | 🞏Creating models |
| 🞏 Economics | 🞏Culinary |
| 🞏 Environmental Sciences | 🞏Dance |
| 🞏 Geography / Earth Sciences | 🞏Drama mime etc. |
| 🞏 History | 🞏Elocution, debate, etc. |
| 🞏 Languages Arts (with regards to communication skills) | 🞏Event Management  🞏Field trip |
| 🞏 Mathematics | 🞏Gardening |
| 🞏 Mechanical Sciences | 🞏 (Junior) Red cross |
| 🞏 Physical Sciences | 🞏Literary Activities |
| 🞏 Physics | 🞏Music |
| 🞏 Psychology | 🞏Nature club |
| 🞏 Science | 🞏NCC |
| 🞏 Social Sciences | 🞏NSS |
| 🞏 Vocational Course – Carpentry | 🞏Printing, drawing & painting |
| 🞏 Vocational Course – Agriculture | 🞏Science club |
| 🞏 Vocational Course – Typewriting/ Office Management | 🞏Scouts & Guides |
| 🞏Socially useful productive work |
| 🞏 Vocational Course – Weaving & Tailoring | 🞏Sports |
| 🞏 Zoology | 🞏 Tailoring & Needle-work |

**B. MATCH THE JOB WITH THE SUITABLE TOOLS & SETTINGS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S. No.** | | | **Group of Vocations** | **Related Tools & Settings** |
|  | |  | | **http://www.clipartguide.com/_thumbs/1552-0906-1904-1744.jpg** |
|  | Agriculture & Animal Husbandry | | | http://www.easyvectors.com/assets/images/vectors/afbig/blue-gun-clip-art.jpghttp://www.faecdn.com/hex/manual/i/ch1_12.gifhttp://sr.photos2.fotosearch.com/bthumb/CSP/CSP992/k14244110.jpg(a)  http://image.shutterstock.com/display_pic_with_logo/602218/118069294/stock-vector-newspaper-retro-clipart-illustration-118069294.jpghttp://cdn.dailyclipart.net/wp-content/uploads/medium/clipart0135.jpghttp://timberridge.typepad.com/.a/6a00e55393775c8833017ee9d4dfbf970d-pihttp://www.clipartguide.com/_named_clipart_images/0511-1003-2401-5148_Mail_Carrier_clipart_image.jpg |
|  | Artistic & Creative | | | (b)  http://clipartpin.com/clipart_file/musical-instruments-clipart-6.jpghttp://comps.canstockphoto.com/can-stock-photo_csp13003754.jpghttp://thumbs.dreamstime.com/z/clipart-images-graphiques-de-pinceau-et-de-palette-2205488.jpg |
|  | Construction & Manufacturing | | | (c)  http://www.clipartbest.com/cliparts/abc/yox/abcyoxgTL.png |
|  | Education & Training | | | http://www.clipartlord.com/wp-content/uploads/2013/04/stethoscope2.pnghttp://images.clipartpanda.com/doctor-clip-art-the-electric-doctor-md.png(d) |
|  | Health Sciences/ Medical | | | **http://images.clipartpanda.com/tool-clipart-9ipxAG4iE.gifhttp://images.clipartof.com/thumbnails/1195685-Clipart-Of-A-Mason-Trowel-Tool-Icon-Royalty-Free-Vector-Illustration.jpghttp://images.clipartpanda.com/tools-clip-art-tools-clip-art-18.gif**(e) |
|  | Hospitality & Tourism | | | http://images.clipartlogo.com/files/images/37/377196/hand-tool-hardware-hoe-dig_f.jpgC:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\A9NB42KU\MC900334878[1].wmf(f) |
|  | Human Services | | | C:\Users\user\Desktop\EDDP\SK Pictures\images (7).jpgC:\Users\user\Desktop\EDDP\SK Pictures\canstock9044170.jpgC:\Users\user\Desktop\EDDP\SK Pictures\images (5).jpg(g) |
|  | Management & Marketing | | | **http://www.magicalclipart.com/clipart/camera/camera-clip-art-010.jpghttp://foodclipart.com/food_clipart_images/place_setting_with_dinner_plate_fork_and_spoon_0515-1011-1202-2357_SMU.jpg**(h) |
|  | Office Work | | | https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcR3BpJLNHhOgjHcvCVdmzDB7wM2Sky6WJH1eHG-Joh8ga1cg986http://images.clipartlogo.com/files/images/11/117109/cartoon-robot_p(i) |
|  | Public safety & security | | | C:\Users\user\Desktop\EDDP\SK Pictures\books-clipart.jpghttp://www.smcdsb.on.ca/UserFiles/Servers/Server_6/Image/Clipart%20Image%20Gallery/Education%20Images/EducationBlackboard.gifhttp://ec.l.thumbs.canstockphoto.com/canstock8413825.jpg(j) |
|  | Science & Technology | | | **C:\Users\user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UCRBDKLZ\cargo-ship-152745_640[1].png** http://images.clipartpanda.com/shipping-clipart-gg64114495.jpg(k) |
|  | Transport & Logistic | | | http://www.clipartguide.com/_named_clipart_images/0511-1004-0516-0949_Groceries_on_the_Counter_of_a_Check_Out_Stand_in_the_Supermarket_clipart_image.jpghttp://comps.canstockphoto.com/can-stock-photo_csp5186068.jpg(l) |

**C. ANSWER THE FOLLOWING QUESTIONS**

1. When we go on tour, we stay in \_\_\_\_\_\_\_\_\_\_.

(a) Hotel

(b) Hospital

(c) Restaurant

1. Photographs are done with \_\_\_\_\_\_\_\_\_\_.

(a) Paints

(b) Camera

(c) Guitar

1. Pumpkins grow on \_\_\_\_\_\_\_\_\_\_.

(a) Small plants

(b) Trees

(c) Creepers

1. Concrete buildings are made up of \_\_\_\_\_\_\_\_\_\_.

(a) Wood & iron

(b) Cement & iron

(c) Glass & iron

1. The branch of science that deals with animals is \_\_\_\_\_\_\_\_\_\_.

(a) Botany

(b) Chemistry

(c) Zoology

1. The human service that helps us receive letters & messages is \_\_\_\_\_\_\_\_\_\_.

(a) Postal service

(b) Social service

(c) News service

1. Police services are involved in \_\_\_\_\_\_\_\_\_\_.

(a) Protecting our country

(b) Maintaining law & order

(c) Transporting goods

1. The immediate, simple treatment given in case of emergencies and accidents is known as \_\_\_\_\_\_\_\_\_\_.

(a) First aid

(b) Surgery

(c) Theory

1. Primary education covers children up to \_\_\_\_\_\_\_\_\_\_ years of age.

(a) 6 years

(b) 14 years

(c) 18 years

1. Logistics is the process of \_\_\_\_\_\_\_\_\_\_.

(a) Problem solving

(b) Transporting goods & people

(c) Selling things

1. The process of selling and buying goods in bulk is known as \_\_\_\_\_\_\_\_\_\_.

(a) Wholesale marketing

(b) Retail marketing

(c) Online marketing

1. The process of coordinating all office work in an organisation is known as \_\_\_\_\_\_\_\_\_\_.

(a) Management

(b) Security

(c) Maintenance

1. People who protect us from enemies from outside the country are \_\_\_\_\_\_\_\_\_\_.

(a) Army men

(b) Police men

(c) Fire men

1. People who fix water supply and drainage pipelines in buildings are known as \_\_\_\_\_\_\_\_\_\_.

(a) Mason

(b) Plumber

(c) Electrician

1. People who maintain records of money transactions in offices are \_\_\_\_\_\_\_\_\_\_.

(a) Clerks

(b) Engineers

(c) Accountants

1. People who teach in colleges are known as \_\_\_\_\_\_\_\_\_\_.

(a) Vocational trainers

(b) Lecturers

(c) Teachers

1. People who come selling products at our homes are \_\_\_\_\_\_\_\_\_\_.

(a) Managers

(b) Sales persons

(c) Factory workers

1. People who cultivate gardens and grow flowers are \_\_\_\_\_\_\_\_\_\_.

(a) Horticulturists

(b) Interior decorator

(c) Florist

1. People who collect and publish news are known as \_\_\_\_\_\_\_\_\_\_.

(a) Postmen

(b) Social workers

(c) Journalists

1. Person who manages the passenger in a bus is known as \_\_\_\_\_\_\_\_\_\_.

(a) Conductor

(b) Driver

(c) Mechanic

1. People who carry out surgeries in hospitals is \_\_\_\_\_\_\_\_\_\_.

(a) Doctors/ Surgeons

(b) Nurses

(c) Pharmacist

1. People who create art work using computers are known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(a) Data operators

(b) Graphic designers

(c) Print maker

1. When a page is set in\_\_\_\_\_\_\_ orientation its height is longer than its width.

(a) Layout

(b) Portrait

(c) Landscape

1. It is possible to observe stars and other celestial bodies using \_\_\_\_\_\_\_.

(a) Microscope

(b) Endoscope

(c) Telescope

1. Of the following, \_\_\_\_\_\_\_\_\_ is observed as world tourism day.

(a) 5th September

(b) 27th September

(c) 25th September

**KEYS FOR INTERPRETATION**

**NORMS FOR LIFE SKILL DEVELOPMENT**

Table beneath it provides indicators for satisfactory levels of independent functioning in the early adolescents.

**Table 2: Norms for Interpreting Scores in Life Skill Development**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S. No. | | | Area of Competency | Early Adolescence | | Late Adolescence | | |
| Scores indicating – | | Scores indicating – | | |
| Satisfactory functioning\* | Need for improvement | Satisfactory functioning\* | Need for improvement | |
| * ***Independent Living Skills*** | | | | | | | | |
| 1. | | Self Care | | 12 to 14 | <12🟂 | 13 to 14 | | <13🟂 |
| 2. | | Safety | | 09 to 13🟆 | <09🟂 | 13 to 14 | | <13🟂 |
| 3. | | Maintenance of Home Environment | | 09 to11🟆 | <09🟂 | 11 to 12 | | <11🟂 |
| 4. | | Time Management | | 07 to 08 | <07🟂 | 07 to 08 | | <07🟂 |
|  | | *Overall Section* | | 38 to 45🟆 | <38🟂 | 47 to 48 | | <46🟂 |
| * ***Community Living skills*** | | | | | | | | |
| 1. | Communication | | | 13 to 14 | <13🟂 | 14 | | <14🟂 |
| 2. | Mobility (total of a & b) | | | 18 to 20🟆 | <18🟂 | 23 to 24 | | <23🟂 |
| 3. | Adaptive & Social Behaviour | | | 20 to 23🟆 | <20🟂 | 23 to 24 | | <23🟂 |
| 4. | Monetary Transactions | | | 08 to 09🟆 | <08🟂 | 08 to 10 | | <08🟂 |
|  | *Overall Section* | | | 61 to 67🟆 | <61🟂 | 70 to 71🟆 | | <71🟂 |
| * ***Academic Performance & Study Skills*** | | | | | | | | |
| 1. | Study Skills | | | 28 to 31🟆 | <28🟂 | 31 to 32 | | <31🟂 |
| 2. | Functional Literacy | | | 05 to 06 | <05🟂 | 06 | | <06🟂 |
| 3. | Computer Literacy | | | 09 to 11🟆 | <09🟂 | 11 to 12 | | <11🟂 |
|  | *Overall Section* | | | 44 to 48🟆 | <44🟂 | 49 to 50 | | <49🟂 |

\* Based on the upper and lower bounds of 95% confidence interval

🟆 Scores above the upper bounds could be considered as highly satisfactory

🟂Scores below the lower bounds could be considered as less than satisfactory

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S. No. | | Area of Competency | Early Adolescence | | Late Adolescence | | |
| Scores indicating – | | Scores indicating – | | |
| Satisfactory functioning\* | Need for improvement | Satisfactory functioning\* | Need for improvement | |
| * ***Employability*** | | | | | | | |
| 1. | Readiness for Work | | 09 to 11🟆 | <09🟂 | 11 to 12 | | <11🟂 |
| 2. | Work Place Behaviours | | 38 to 42🟆 | <38🟂 | 43 to 44 | | <43🟂 |
|  | Overall Section | | 47 to 53🟆 | <47🟂 | 54 to 56 | | <54🟂 |
| **Overall Performance** | | | 191 to 212🟆 | <191🟂 | 220 to 224 | | <220🟂 |

\* Based on the upper and lower bounds of 95% confidence interval

🟆 Scores above the upper bounds could be considered as highly satisfactory

🟂Scores below the lower bounds could be considered as less than satisfactory

**Table 3: Key for Personal Traits Indicating Aptness for Different Types of Vocations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | **Curricular Interests** | **Co-curricular Interests** | **Relevant group of Images** | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** |
| ***Agriculture & Animal Husbandry*** | * Conserver of environment * Inventive problem solving * Keen observer for details * Painstaking, hardworking & careful * Physically active * Self-reliant | * Biology / Life science * Botany * Zoology * Vocational course –Agriculture | * Field trip * Gardening * Nature club | * (f) | * 3 - (c) * 18 - (a) |
| ***Artistic & Creative*** | * Creative & innovative * Culturally interested / inclined * Imaginative * Self-learning * Self-motivated * Sensitive | * Language arts * Social sciences * Vocational course – Carpentry | * Craft activity & creating models * Dance, drama, mime, etc. * Literary activity * Music * Printing, drawing & painting * Tailoring & needle-work | * (c) | * 22 - (b) * 2 - (b) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | **Curricular Interests** | **Co-curricular Interests** | **Relevant group of Images** | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** |
| ***Construction & Manufacturing*** | * Curious about new ideas & technology * Detail oriented * Good at visualising objects & products * Physically active * Methodical * Coordinated, good organiser | * Math * Mechanical science * Physical science * Physics * Vocational course – Carpentry | * Construction work * Craft activities * Creating models | * (e) | * 4 - (b) * 14 - (b) |
| ***Education & Training*** | * Good communicator * Community-minded * Innovative * Methodical & orderly * Patient * Self-learning | * History * Language arts * Psychology | * Adult literacy * Elocution, debate * Literary activities | * (j) | * 9 - (b) * 16 - (b) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | **Curricular Interests** | **Co-curricular Interests** | **Relevant group of Images** | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** |
| ***Health Sciences / Medical*** | * Alert * Caring & helping natured * Dependable * Keen observer for detail * Patient * Sensitive | * Biology * Chemistry * Physics | * (Junior) Red Cross * Science club * Scouts & Guides (First aid activities) | * (d) | * 8 - (a) * 21 - (a) |
| ***Hospitality & Tourism*** | * Adjustable * Work well with people * Outgoing * Tactful & practical * Slow to anger * Cooperative | * Accounting * Language arts * Social science | * Culinary * Event management * Field trip | * (h) | * 1 - (a) * 25 - (b) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | | **Curricular Interests** | **Co-curricular Interests** | **Relevant group of Images** | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** |
| ***Human Services*** | Caring & helping natured  Community-minded  Dependable & trustworthy  Good communicator & friendly  Non-materialistic  Patient | | * Language art * Physical science * Psychology | * (Junior) Red Cross * Civic clubs * NSS | * (b) | * 6 - (a) * 19 - (c) |
| ***Management & Marketing*** | | * Competitive, but works well with people * Confident & self-motivated * Eager to earn while learning * Persuasive, convincing & compelling * Responsible & trustworthy * Tactful & practical | * Commerce * Computer * Economics | * Civic clubs * Event management * Socially useful productive work | * (l) | * 11 - (a) * 12 - (a) * 17 - (b) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | | **Curricular Interests** | **Co-curricular Interests** | **Relevant group of Images** | | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** | |
| ***Office Work*** | * Informative * Keen observer for detail * Methodical * Painstaking, hardworking &careful * Orderly * Trustworthy | | * Accounting * Computer * Language arts | * Computer-based multimedia * Event management * Literary activities | * (g) | | * 15 - (c) * 23 - (c) | |
| ***Public Safety & Security*** | | * Adventurous & alert * Assertive & authoritative * Assumes charge of situations * Calm under pressure * Follower of rules & regulations * Physically active | * Civics * Psychology * Social Sciences | * NCC * NSS * Scouts & guides * Sports | | * (a) | | * 7 - (b) * 13 - (a) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Nature of Vocation** | **Preferable Personal Qualities** | | **Curricular Interests** | | **Co-curricular Interests** | | **Relevant group of Images** | | **Serial Numbers of Pertinent Questions & Key of Relevant Answer Key** |
| ***Science & Technology*** | * Detail oriented & * Diligent * Inquisitive & keen observer for detail * Mechanically inclined * Objective * Perseverant | | * Computer * Earth science / Geography * Science | | * Audio visual technology * Nature club * Science club | | * (i) | | * 5 - (c) * 24 - (c) |
| ***Transport & Logistics*** | | * Coordinated * Good organiser * Mechanically inclined * Observant * Physically active * Realistic | * Economics * Mathematics * Mechanical science | * Event manage-ment * Field trip * Sports | | * (k) | | * 10 - (b) * 20 - (a) | |