

BEHAVIOURAL ASSESSMENT SCALES FOR INDIAN CHILDREN WITH MENTAL RETARDATION

BASIC-MR

**REETA PESHAWARIA
S. VENKATESAN**



**NATIONAL INSTITUTE FOR
THE MENTALLY HANDICAPPED**

(Ministry of Welfare Govt. of India)
MANOVIKAS NAGAR, P.O.
SECUNDERABAD-500 009. A.P. INDIA.

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Secunderabad - 500 009, A.P., INDIA

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FOREWORD

Assessment is an important pre-requisite for programming and intervention. Historically intellectual assessment began with the work of Alfred Binet in the year 1905 with the screening of school children having low academic achievements. The use of the concept of IQ (Intelligence Quotient) is now confined to defining the borders of mental retardation. None of the intelligence tests can claim to have high degree of precision or to measure individual differences with great precision.

Another significant development in the field of psychological assessment has been the shift to direct acquisition of data as compared to indirect methods. During the past three decades behavioural assessment has concentrated more on (a) motoric functions; (b) physiological responses and (c) self report by the subject in contrast to assessing psychodynamics or complexes or personality traits.

Traditional psychometric approach has been to assess the attributes of the person, while behavioural assessment gives importance to the environment in which the person lives and also the interaction of the individual with the environment.

Assessment must take into account the practical needs. The most commonly asked questions are:

- a) What kind of services will suit the given person with disability.
- b) What priority order be given to the areas which need to be taken up for enhancing competence,
- c) Is it a diagnostic exercise to find out whether a person has mental retardation, or
- d) Is the person with disability showing progress following the training programme.

Can one set of assessment answer all the above questions. No, it is only through series of assessments that comprehensive picture about the individual can emerge that can help in taking the right kind of decisions for future course of rehabilitation and training.

Hogg and Raynes (1987) in the book on Assessment in Mental Handicap classified assessment into four categories:

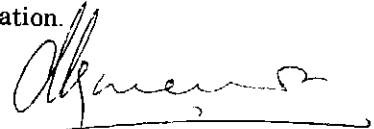
- a) Norm referenced,
- b) Assessment of adaptive behaviour,
- c) Criterion referenced, and
- d) Techniques of behavioural observations.

Psychometric evaluation typically takes into account performance of an individual as compared to the group norm. Psychological tests which give a score of IQ (Intelligence Quotient) or DQ (Development Quotient) provide global measure of intelligence which rarely helps in developing a training programme. Assessment of adaptive behaviour gives an indication of social competence achieved by the individual which helps in appropriate placement, and predict community adjustment. Many adaptive behaviour scales also contain a separate section on behaviour problems.

The criterion referenced assessment not only identifies the behaviour which require to be taken for enhancing competence but also represent the outcome of the teaching or training, while behavioural observation defines specific functions performed by an individual in relation to the environment in which he lives.

The development of "Behavioural Assessment Scales for Indian Children with Mental Retardation" Parts A and B typically takes into account the behaviours performed by a handicapped individual in relation to his environment which can be subjected to direct observation. Part A deals with assessment of criterion referenced behaviours which can be taken up for training while Part B deals with problematic behaviour which could be taken up for intervention. The field trials have shown that both Parts A and B are sensitive to training and meet the requisite criteria of reliability and validity. The special features of these scales are the provision of glossary which helps in carrying out assessment reliably and a record booklet which can be used by teachers to record progressive achievement of the child on the target behaviours.

The authors have done excellent work in developing a tool for assessment taking into account the state of the art behavioural technology which can be conveniently used by special teachers in the classroom setting. Coupled with the manual on "**Behavioural approach in training mentally retarded children**", it is hoped that the Parts A and B of the BASIC-MR would be useful instruments in the hands of the special teachers. The authors should continue further validation work so that these scales are applicable on wider range of children with mental retardation.



Dr.D.K.MENON
Director, NIMH

Date : March 30, 1992
Place: Secunderabad

PREFACE

Psychological assessment tools may be used for a number of purposes with the mentally retarded population which includes screening, identification and diagnosis, classification, selection, guidance, behavioural assessment for programming and training, evaluation for change and for certification. The over all situation related to the availability of assessment tools to meet the above mentioned needs is not too bright in our Indian setting, yet it is relatively better in terms of diagnostic assessment area than for behavioural assessment tools needed for programming and training mentally retarded individuals.

After going through the existing few Behavioural assessment Scales in our country, the need was strongly felt to develop "Behavioural Assessment Scales for Indian children with Mental Retardation" which laid emphasis on objectivity and also to see that the tool was duly field tested and included information on reliability and validity.

One of the salient features of behavioural assessment is its emphasis on objectivity. Objectivity relating to items in the scale which essentially need to be observable and measurable, objectivity in terms of procedures for assessment and objectivity in terms of scoring and evaluation.

Behavioural assessment is essential and crucial for developing programmes for training mentally retarded individuals. It involves a detailed assessment of the behaviours in a given child including both skill behaviours and problem behaviours. It helps to objectively evaluate changes in a given individual over time and intervention phase. If the teacher goes wrong at this initial step itself, further training may become meaningless.

This book on "**Behavioural Assessment Scales for Indian children with Mental Retardation**" (BASIC-MR) has been developed as part of the project to develop materials for teachers in the use of Behavioural technology in training mentally retarded children in special schools. Other materials developed as part of the project includes "**Behavioural Approach in training mentally retarded children: A manual for teachers**" which has been printed separately.

An attempt has been made by the authors to include items which are culturally relevant to our Indian special school settings. The scales developed are more suitable for school going mentally retarded children between the age range of 3 to 16-18 years. However, for older severely retarded children and children who are not attending any special school these scales could also be found useful. To make this tool as objective as possible items have been worded in behavioural terms, additional features of BASIC-MR include glossary to clarify assessment issues related to various items, record

booklet for retaining precious information obtained during assessment, **objective scoring system**, **description of materials** to be used during assessment, provision for developing **profiles** and **graphs** for each child and **report card** which has also been included to communicate the performance of the child on the scales on quarterly basis. To ensure appropriate use of these scales it is suggested that the users attend a 1-2 days workshop/training on Behavioural assessment of mentally retarded children and in the use of "Behavioural Assessment Scales for Indian children with Mental Retardation" BASIC-MR. However, this need not to be followed as a rule.

The present scales have been developed based on the needs of Indian school going population of mentally retarded children. No claim however, is made that it is an ultimate scale. An attempt has been made by the authors to develop a sensitive and an objective tool for assessment and evaluation of mentally retarded children. Immense efforts have been made by the authors towards developing this tool keeping the parameters and sophistications in view which go to make a scientific tool. It was a constant struggle to see that the tool goes through some of the rigors of test sophistication as also that the tool serves a useful purpose for the users primarily the teacher/s of mentally retarded children. More work could continue with these scales in terms of trying them out with larger number of mentally retarded children, adapting it to suit individual population needs and further strengthening the standardisation aspects of the scale.



Reeta Peshawaria
(Principal Investigator)

ACKNOWLEDGEMENTS

It took three years to write, field test and print the materials developed under this project which includes "Behavioural Assessment Scales for Indian Children with Mental Retardation" (BASIC-MR) and "Behavioural Approach in Teaching Mentally Retarded Children; A Manual for Teachers". In the course of it many well meaning persons/professionals have helped. But for the very fact that I could decide to take up this project and consider it useful is due to the contributions made for many years in shaping my ideas by my teachers from the Departments of Clinical Psychology at Central Institute of Psychiatry, Ranchi; National Institute of Mental Health and Neurosciences, Bangalore; Maudsley Hospital, London; and, professionals who have significantly contributed in the field of behavioural technology. To them all, I have a deep sense of gratitude and to the mentally retarded children and their families, ~~with~~ working with whom only, I could gain experience.

I gratefully acknowledge the financial assistance provided by UNICEF to develop this book. The encouragement, guidance, support and significant suggestions provided by Mr. D.K. Menon, Director, NIMH during the project is noteworthy and the authors feel indebted for it.

The contributions made by members of the expert Project Advisory Committee is highly appreciated including Prof. Haripad Mishra, Prof. N.K. Jangira, Prof. P. Jeyachandran, Dr. Sandhya Singh Kaushik. The expert suggestions that flowed from each one of them has helped us in giving shape to BASIC-MR and the MANUAL. The comments and feedback given by the professionals working in the field helped us to critically evaluate our work and improve upon our earlier drafts, for this thanks are especially due to Prof. S.K. Verma, Mrs. Sangeeta Gupta, Dr. Jayanthi Narayan, Dr. T. Madhavan, Dr. Saroj Arya, Ms. V. Sheilaja Reddi, Mr. T.A. Subba Rao, Ms. Thressia Kutty and Ms. Vijayalaxmi Myreddi.

I would like to thank the dedicated and most skillful efforts made by all the members of the project team which includes Mr. S. Venkatesan, Research Officer; Ms. Beena-pani Mohapatra and Ms. M.P. Anuradha, Research Assistants. Working with all of them was a wonderful and useful experience. The contributions made by the Co-Investigator, Mr. K.N. Ojha, Assistant Professor in Clinical Psychology, NIMH (RTC), New Delhi, especially in taking up the responsibility of the materials developed under the project to be translated in Hindi was a big relief.

Field testing of the BASIC-MR and the MANUAL seemed to us as one of the biggest tasks. But for the extremely cooperative attitude of the Heads of the Institutions/ Special schools as also, the positive attitude and unconditional support provided by the teachers/staff of these schools has been very encouraging for us. These include the

Head and Staff of 'Manochaitanya' School for mentally retarded children (PAMEN-CAP) Secunderabad; Model School for the Mentally Deficient Children, Kasturba Niketan, Lajpatnagar, New Delhi; Okhla Centre, Okhla Marg, New Delhi and Sweekar, Rehabilitation Institute for the Disabled, Hyderabad. The open attitude and excellence with which Mrs. Sangeeta Gupta, Research Officer, at NIMH (RTC), Delhi involved herself with the project team during the field testing and conduct of the workshop for teachers at Okhla Centre is highly appreciated.

The help provided by Mr. B. Surya Prakasam, Statistical Assistant, NIMH, in computer assisted analysis of the project data obtained during field testing is gratefully acknowledged.

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Reeta Peshawaria
Principal Investigator

CHAPTER I

Introduction

Assessment involves the systematic collection, organisation and interpretation of information about an individual to enable decisions about him (Sundberg and Taylor, 1962; Fiske and Pearson, 1970). There are many approaches to psychological assessment depending on the different purposes of assessment in the field of mental handicap.

Diagnostic assessment aims at identification and isolation of children with mental handicap as different from other normal children. In a way, diagnostic assessment is assessment for identification. Diagnostic assessments follow a normative or psychometric models to make comparative evaluations of individuals (Witt et al, 1989). The normative approach involves assessment of typical performances of groups or sub-groups on a given psychological variable as against a large collectively representative sample of the general population known as the "norm or reference group". The obtained raw scores are transformed into standard or transferred scores, such as, percentiles, stanines, point scales, grade equivalents, etc., so as to enable interpretations and comparisons of the individual scores to those of the group. There are various types of normative assessments, such as, norm referenced tests of intelligence, developmental schedules, adaptive behaviour scales, achievement tests, etc.

Criterion referenced assessments follow recent trends in the field of special education and rehabilitation medicine (Glaser, 1963). In contrast to normative approaches, this approach is not concerned with comparison of individuals with a norm or standard. The point of reference is to an absolute standard within an individual rather than a population norm (Glaser and Nitko, 1971; Popham, 1973). Criterion measures try to answer specific questions, such as, does this child name the colour "red" eight out of ten times successfully? It is argued that conventional normative approaches do not really provide any useful information except stating the obvious (i.e., the individual testee deviates from the normal). In target populations, especially individuals with mental handicap, the individual differences are so great that group comparisons are futile. This is true, if the assessment information is required to decide appropriate training or rehabilitation programmes (Livingston, 1977).

Behavioural assessments view behaviour as objective, observable and measurable units of actions with precise functional consequences. Behavioural assessments have flourished with the progress in the field of behaviour therapy/modification (Goldfried and Pomeranz, 1968; Kanfer and Philips, 1970; O'Leary, 1979). The crucial points of difference between diagnostic and behavioural approaches to assessment are summarised in Table 1.

| Behavioural Assessment | Diagnostic Assessment |
|--|---|
| Understands behaviour as a function of its environment; | Understands behaviour as a function of its underlying causes; |
| Recognises behaviour as a sample of the individual phenomena per se; | Recognises behaviour as a sign of some underlying construct, such as, personality, intelligence, etc. |
| Samples varied, but specific behaviours in particular situations; | Samples limited behaviour in broad and general situations; |
| Involves assessment for programming and evaluation; | Involves assessment for identification and diagnostic labelling; |
| Lead on directly to planning and programming; | Bear only an indirect relationship to planning and programming; |
| Continue throughout the stages of programme planning and evaluation. | Occur mainly prior to intervention or programming |

Table 1. Differences between Behavioural and Diagnostic Assessments

Thus, diagnostic assessments are always followed by behavioural assessment. *Behavioural assessment involves systematic collection and organisation of information regarding what a mentally handicapped child can do or cannot do. This information is needed to decide on what to teach.*

Objectivity is an important feature of behavioural assessment. Objectivity is vital at all stages of using behavioural assessment tools, including, administration, scoring and interpretation of test results. Some of the ways in which behavioural assessment is carried out in children with mental handicap are, *interview* (Kanfer and Saslow, 1969; Meyer, Liddell and Lyons, 1977); *direct observation* (Nay, 1977); and use of *behaviour rating scales* (Stuart and Stuart, 1972; Rathus, 1973; Wolff and Merrens, 1974), etc.

In the West, several behaviour assessment scales have been developed for routine use in the training of mentally handicapped individuals. A few of them are, Balthazar Scales of Adaptive Behaviour (Balthazar, 1973), Adaptive Behaviour Scales (Nihira, Foster, Shellhaas and Leland, 1974), Disability Assessment Schedule (Holmes, Shah and Wing, 1982), Aberrant Behaviour Checklist (Aman, Singh, Stewart and Field, 1985); Psychopathology Instrument for Mentally Retarded Adults (Senatore, Matson and Kazdin, 1985), Behaviour Disturbance Scale (Leuder, and Fraser 1987) and others.

This book gives a detailed presentation of the development and use of BASIC-MR, Part A and B. The book begins with an introduction on the meaning and uses of behaviour assessment, before giving a brief review of the existing behaviour assessment scales available for use with mentally handicapped individuals in our country. A chapter each is devoted on the development of the BASIC-MR, Part A and B, including the reliability, validity and sensitivity of this Scale. There are separate chapters on the list of materials required to be used, the Scale, glossary, record booklet, administration and scoring for the Scale.

CHAPTER II

Behavioural Assessment

What is Behavioural Assessment?

A detailed behavioural assessment is essential before deciding what to teach a child with mental handicap. Behavioural assessment is a continuous process of acquiring information about:

- (a) the current level of skill behaviours; and,
- (b) the current problem behaviours in a child with mental handicap.

This information is useful in programming, training the mentally handicapped child.

Why do Behavioural Assessment?

The teacher must conduct a detailed behavioural assessment separately for each child with mental handicap. Though behavioural assessment is a continuous process, there are three occasions when it is essential and should be done in detail.

1. Before starting the teaching or training programme. This is called as *baseline assessment*, which is done once at the beginning of each year.
2. During the teaching or training programme. These are called as *quarterly assessments*, which is done once in every three months.
3. At the end of the teaching or training programme. This is called as *programme evaluation* which is done at the end of each year.

Methods of Behavioural Assessment

The behavioural assessment of children with mental handicap can be done in many ways, such as, interviewing, use of direct observation techniques, and behaviour checklists or rating scales, etc.

A detailed behavioural assessment helps the teacher to know

1. The specific skill behaviours already present in the child
2. The specific skill behaviours not present in the child

3. The specific skill behaviours that are to be targetted for teaching or training the child
4. The prerequisite skills needed to teach the newly targetted skill behaviours for the child
5. The types of problem behaviours present in the child
6. The specific problem behaviours that are to be targetted for management of the child
7. Whether the teaching programme or the programme of behaviour change is effective on a given child as compared with other children, or within the same child at two different times.

CHAPTER II

Brief Review of the Existing Behavioural Assessment Tools Used in Indian Settings

To the best of the authors' knowledge, the various assessment tools presently being used for programming and training the mentally handicapped children in our country have been listed alongwith the addresses for procuring them. This list may not, however, be all inclusive.

A. Madras Developmental Programming System. (MDPS)

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

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

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

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

The data derived from MDPS helps the teacher to set goals and draw behavioural profiles of individual cases. Besides, it helps in the evaluation of a child's progress over a period of time. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For further details on the MDPS, contact:

**Principal
Vijay Human Services.
6, Laxmipuram Street,
Royapettah, Madras - 600 014.**

B. Assessment of the Mentally Retarded Individuals for Grouping and Teaching

The Department of Special Education, National Institute for the Mentally Handicapped, Secunderabad, introduced a series of Checklists to facilitate programme planning in each child with mental handicap.

There are five checklists in this series. Each Checklist is addressed to different levels of the child's functioning, viz., preprimary, primary, secondary, pre-vocational and vocational. The skills required at each level have been selected carefully and written as objectively as possible. At each level, the Checklist covers a broad domain of skills, such as, motor, self-care, communication, social and pre-academic/academic respectively. The number of items included within each domain of the Checklist varies from as few as 5 to 20. There are 370 items in all the levels of the Checklists.

When a child achieves 80% success in a given level, he/she may be considered suitable for promotion to the next level. Each item on the Checklist are rated along a descriptive scale, viz., Independent (I), Needs Cueing (C), Needs Verbal Prompting (VP), Needs Physical Prompting (PP), Totally Dependent (TD) and Physically Incapable (PI) respectively.

The Checklists are recommended for periodic evaluation of each child on three occasions, i.e., entry level, periodic (formative) level, and final (summative) evaluation. The training procedures for each item is also being prepared in the form of a handbook. The "Handbook for the Trainers of Mentally Retarded Persons-Preprimary Level", alongwith the Checklists for Preprimary Level is already published (Narayan and Kutty, 1989). The handbooks for other levels, i.e., primary, secondary, prevocational and vocational are under preparation. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For further details, contact:

**Department of Special Education
National Institute For The Mentally Handicapped,
Manovikasnagar, Bowenpally, Secunderabad 500011.**

C. Functional Assessment Tools

In a recently published "Guide for Parents of Children with Mental Handicap", (1990) the research division of National Society of Equal Oppurtu-

nities for the Handicapped, (NASEOH) has proposed Functional Assessment Checklists which have been designed for use with four levels of children with mental handicap. They are given in the table below:

| Groups | Chronological Age | Mental Age |
|------------------|--------------------------|-------------------|
| Preprimary level | 3-6 yrs | Below 5 yrs |
| Primary level | 7-10 yrs | 5-7 yrs |
| Secondary | 10-13yrs | 7-9 yrs |
| Pre-vocational | 14-16yrs | 8+ yrs |

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

The performance of each child is assessed along a descriptive scale, viz., Independent (I), Needs Cueing (C), Needs verbal Prompting (VP), Needs Physical Prompting(PP) and Totally dependent (TD) respectively.

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

For further details on the checklists, contact:

**Research Division,
National Society of Equal
Opportunities for the Handicapped, (NASEOH),
Postal Colony Road, Chembur, Bombay-400 001.**

D. Curriculum Guidelines for Schools for Children with Mental Retardation

In order to facilitate special teachers to target specific behaviours for teaching children with mental handicap, the "Curriculum Guidelines" were developed as part of a project initiated under the aegis of Secretary, Department of Social Welfare, Government of Maharashtra. These guidelines address to about 100 skills from five important areas of human development, viz., motor, self-help, psycho-social, communication and cognitive respectively. A developmental pat-

tern was maintained in the lay-out of these skills. The complexity of the items increase as the Scale progresses over ages.

The curriculum guidelines have been designed for use on the following five groups:

| Groups | Chronological Age | Mental Age |
|----------------|-------------------|------------|
| Pre Nursery | 0-6 yrs | 0-3 yrs |
| Nursery | 6-10 yrs | 3-5 yrs |
| Primary | 10-16 yrs | 5-9 yrs |
| Pre-vocational | 12-20 yrs | 9+ yrs |
| Vocational | 20+ yrs | 9+ yrs |

Each child with mental handicap is assessed on every item in the curriculum guidelines based on information derived by means of general observation, information from parents and/or assessment of actual performance during testing. Each item is rated along six categories, viz., "Independent", "Requires Verbal Prompting", "Requires Gestural Prompting", "Requires Physical Prompting", "Unable to Perform", or "Not Applicable", respectively. These ratings are recorded on a profile chart before specific teaching objectives are formulated for each assessed child with mental handicap.

A periodic quarterly assessment is suggested once in every three months. Besides, an annual evaluation for each child with mental handicap. According to the authors, the Curriculum Guidelines have been developed provisionally and are subject to subsequent revisions in future. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For further details on the Curriculum Guidelines, contact:

**Administrative Director,
Jai Vakeel School
for Children in Need of Special Care,
Sewri Hills, Sewri Road, Bombay-400 033.**

F. Problem Behaviour Checklist

In the booklet titled "Organisation of special Schools for Mentally Retarded Children", Peshawaria (1989) has proposed a Problem Behaviour Checklist comprising of seventeen domains (including an 'others' category) alongwith

sample problem behaviours listed under each of them. The purpose of the Checklist is to identify problem behaviours in children which may require behaviour modification within the school and home settings. The teachers or parents are required to rate each item on the Checklist under three descriptive statements, viz., occasionally, frequently and no problem respectively.

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

For further details on this Checklist refer:

Peshawaria, R. (1989). "Problem Behaviour Checklist".
In J. Narayan., & D.K. Menon.
"Organisation of Special Schools for
Mentally Retarded Children", Secunderabad: NIMH.

G. Maladaptive Behaviour Checklist

The Maladaptive Behaviour Checklist consists of eighty eight items distributed over twelve domains (including an "others" category). The various domains are, physical harm towards others, damages property, misbehaves with others, temper tantrums, self injurious behaviours, odd behaviours, antisocial behaviours, rebellious behaviours, hyperactive behaviours, fears and others respectively.

The purpose of the Checklist is to identify problem behaviours in children at home or in the school. The observation of problem behaviours in children are made on the basis of their duration or frequency of occurrence in a given hour or day or week. A three point rating in terms of never (n), occasionally (o) and frequently (f) is also included in the Checklist. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For further details on the Maladaptive Behaviour Checklist, contact:

**Reeta Peshawaria/Shakila Naidu,
Department of Clinical Psychology, NIMH,
Manovikasnagar, Bowenpally, Secunderabad: 500 011.**

H. Problem Behaviour Checklist

The Problem Behaviour Checklist is designed to identify specific problem behaviours in children with mental handicap in the school or home settings. There are eighty eight items distributed along twelve domains, such as, physical harm towards others, damages property, misbehaves with others, temper tantrums, self injurious behaviours, repetitive or stereotyped behaviours, odd behaviours, antisocial behaviours, rebellious behaviours, hyperactive behaviours, fears, and any others respectively. Each item is to be rated along a three point descriptive rating Scale, viz., never (n), Occasionally (o) and frequently (f) respectively. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For further details and description of the Problem Behaviour Checklist, contact :

**Arya, S., Peshawaria, R., Naidu, S., and Venkatesan, S. (1990).
"Problem Behaviour Checklist". In Peshawaria, R.
"Managing Behaviour Problems in Children : A Guide for Parents".
New Delhi : Vikas Publishing House Private Limited.**

I. Behaviour Disorder Checklist (Child)

This Checklist is meant for the assessment for behaviour disorders in children. There are 162 items in this Checklist, which have been distributed along six domains, viz., disorders associated with face (mouth, nose, ears and eyes), head, personal hygiene and other habits respectively.

Each item is to be scored along a five point descriptive scale, such as, Profound (P), Severe (S), Moderate (Md), Mild (M), and/or Absent (A) respectively. A recording sheet is also appended along with the Checklist to be used for session wise assessments of each child. Information on the reliability, validity, field testing or standardisation of this Scale is not known or available so far.

For more details on the Checklist, contact:

Dr. H.P. Mishra,
Additional Professor,
Department of Clinical Psychology, NIMHANS,
Hosur Road, Bangalore : 560 029.

SUMMARY OF EXISTING BEHAVIOUR ASSESSMENT TOOLS FOR MENTALLY RETARDED CHILDREN IN INDIA

| Assessment Tool | Address/Reference |
|---|---|
| Madras Developmental Programming System (MDPS) | Principal, Vijay Human Services, 6, Laxmipuram Street, Royapettah, Madras: 600 014. |
| Assessment of the Mentally Retarded Individuals for Grouping and Teaching | Department of Special Education, National Institute for the Mentally Handicapped, Manovikasnagar, Bowenpally, Secunderabad: 500 011. |
| Functional Assessment Tools | Research Division, National Society of Equal Opportunities for the Handicapped (NASEOH), Postal Colony Road, Chembur, Bombay: 400 001. |
| Curriculum Guidelines for Schools for Children with Mental Retardation | Administrative Director, Jai Vakeel School for Children in Need of Special Care, Sewri Hills, Sewri Road, Bombay: 400 033. |
| Problem Behaviour Checklist | Peshawaria, R. (1989). "Problem Behaviour Checklist". In J. Narayan and D.K. Menon. "Organisation of Special Schools for Mentally Retarded Children". Secunderabad, NIMH. |

Contd.....

| Assessment Tool | Address/Reference |
|---|--|
| Maladaptive Behaviour Checklist | Peshawaria, R., and Naidu, S. Department of Clinical Psychology, NIMH, Manovikasnagar, Bowenpally, Secunderabad: 500 011. |
| Problem Behaviour Checklist | Arya, S., Peshawaria, R., Naidu, S., and Venkatesan, S. (1999). "Problem Behaviour Checklist". In Peshawaria, R. "Managing Behaviour Problems in Children: A Guide for Parents". New Delhi: Vikas Publishing House Private Limited. |
| Behaviour Disorder Checklist | Dr. H.P. Mishra, Additional Professor, Department of Clinical Psychology, NIMHANS, Hosur Road, Bangalore: 560 029. |
| Adaptive Behaviour Scale (Indian Revision) | Gunthey, R.K., and Upadhyaya, S. (1982). "Adaptive Behaviour in Retarded and Non retarded Children". Indian Journal of Clinical Psychology. 9. 163. |

Observations on the Existing Behaviour Assessment Tools for Mentally Handicapped Children in the Indian Settings and Need for Developing Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)

The existing behavioural assessment tools in the Indian setting continue to serve a useful purpose. However, the following observations on the existing behavioural assessment scales/checklists available for use with mentally handicapped persons in our country are very important.

1. Most of these tools/checklists do not elicit a complete and comprehensive information of the current level of, both, skill behaviours as well as problem behaviours. Emphasis is laid more on the assessment of skill behaviours alone.

2. Some of the items included in these tools/checklists are not behaviourally worded.
3. Some of the Scales fail to provide objective and clear instructions on administration of each item.
4. Some of these scales or checklists lack a material kit to be used while making objective behavioural assessments of each child with mental handicap.
5. Almost, all the existing behavioural assessment tools lack quantitative measures of observed performance.
6. All the existing behavioural assessment tools do not have a glossary to give clear instructions on administration of each item.
7. All the existing assessment tools do not include record booklets for maintaining a record of the detailed performance of each child over time.
8. For the behaviour assessment tools mentioned earlier, information on the technical aspects, such as, reliability, validity, field testing, standardisation details, etc., are not available or known so far.

Keeping the above mentioned observations in view, an attempt has been made to develop the "Behavioural Assessment Scales for Indian Children with Mental Retardation" (BASIC-MR) exclusively to meet the requirement of the project.

CHAPTER IV

Introduction To Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)

The Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) has been designed to elicit systematic information on the current level of behaviours in school going children with mental handicap. The Scales are suitable for mentally handicapped children between 3 to 16 (or 18) years. However, the teacher may find the Scales useful for even older severely retarded individuals. The Scales are relevant for behavioural assessment and can also be used as a curriculum guide for programme planning and training based on the individual needs of each mentally handicapped child. The Scales have been field tested on a select sample population. Information on the technical aspects such as reliability, validity and sensitivity of the Scale are given in the next chapter.

BASIC-MR has been developed in two parts:

- a) **Part A:** The items included in Part A of the Scale helps to assess the current level of skill behaviours in the child.
- b) **Part B:** The items included in Part B of the Scale helps to assess the current level of problem behaviours in the child.

The BASIC-MR, Part A, consists of **280 items** grouped under the following **seven domains**.

- | | |
|-------------------------------------|------------------------|
| 1. Motor | 5. Number-Time |
| 2. Activities of daily living (ADL) | 6. Domestic-Social |
| 3. Language | 7. Prevocational-Money |
| 4. Reading-Writing | |

There are forty items under each domain.

All items in the scale have been written in clearly observable and measurable terms in order to avoid confusion in understanding each item. Further, a glossary has been added to clarify meanings of certain difficult items in the Scale (marked with asterisk). The items included in the scale have been selected in such a way that they can be targetted for teaching children with mental handicap in the school/classroom setting. The items within a domain or sub-domain have been placed in an increasing order of difficulty in training mentally handicapped children. This means that the items within a domain or sub-domain have been arranged in such a way that more number of children with mental handicap would pass the items at the lower end than at the upper end in the scale.

There are specific quantitative scoring procedures, suggestions for preparation of materials kit, record booklet, profile sheets and a report card included in the Scales (See relevant chapters). There are provisions for periodic assessment of each child for every quarter or three months, and also, to calculate cumulative skill behaviour score which can be converted into cumulative percentages and graphic profiles.

The BASIC-MR, Part B, consists of seventy five items grouped under the following ten domains.

- | | |
|---------------------------------------|---------------------------|
| 1. Violent and destructive behaviours | 6. Odd behaviours |
| 2. Temper tantrums | 7. Hyperactive behaviours |
| 3. Misbehaves with others | 8. Rebellious behaviours |
| 4. Self injurious behaviours | 9. Antisocial behaviours |
| 5. Repetitive behaviours | 10. Fears |

The number of items within each domain varies.

There are specific quantitative scoring procedures, record booklet, profile sheets and a report card included in the Scales (see relevant chapters). There are provisions for periodic assessment of each child for every quarter or three months and to calculate raw score, which can be converted into cumulative percentages and graphic profiles.

CHAPTER V

Development of BASIC-MR, Part A

The following steps were used to develop BASIC-MR, Part A:

1. Formation of item pool
2. Selection of items for initial try-out
3. Preparation of BASIC-MR, Part A
4. Initial Try out of selected items
5. Pilot study
6. Training workshop on behavioural assessment (including BASIC-MR, Part A)
7. Final try-out of BASIC-MR, Part A
8. Sensitivity of BASIC-MR, Part A, to behavioural changes
9. Reliability
10. Validity

1. *Formation of Item Pool*

The initial item pool of 421 items for the BASIC-MR, Part A was formed by

- a) Undertaking an exhaustive review of the available behavioural assessment scales in the West as well as in our country
- b) Observing class room teaching activities being carried out in special school settings.
- c) Obtaining comments from teachers and other professionals working with mentally handicapped children

NOTE: A summary list of behavioural assessment scales available for use with mentally handicapped children in our country are given in pages 12-13

2. *Selection of items for initial try out*

After the formation of initial item pool consisting of 421 items these were further put through scrutiny and selection. Many items had to be rejected from this initial pool because they were either subjective and not behaviourally oriented, were non-functional or not found appropriate for teaching mentally retarded children in school settings.

Inclusion/Exclusion Criteria

The inclusion/exclusion criteria followed for selection or rejection of items from the initial pool into the main pool of the BASIC-MR, Part A, was as follows:

1. Exhaustive

The aim of test construction was to make the Scale exhaustive by covering as many behavioural domains as required to lead a mentally handicapped child from dependence to independence.

2. Relevance

Emphasis was placed on selection of items that are relevant to Indian culture, especially in the context of their use within the school/classroom settings for children with mental handicap.

3. Functional

Emphasis was placed on selection of items that are functional and useful to the development of the behavioural competence in children with mental handicap.

4. Behavioural terms

The items, which could be expressed in clear observable and measurable terms (behavioural terms) were only included in the Scale.

By applying the above mentioned inclusion/exclusion criteria, 117 items (27.79 %) got rejected and 304 items (72.21 %) got included in the Scale (Table 2). A few examples of the rejected items are given in the table-2.

| Domain | Initial Pool | Rejected Items | Select Main Pool |
|----------------------|--------------|----------------|------------------|
| Motor | 88 | 40 | 48 |
| ADL | 76 | 35 | 41 |
| Language | 53 | 9 | 44 |
| Reading-Writing | 50 | 7 | 43 |
| Number-Time | 45 | 3 | 42 |
| Domestic-Social | 59 | 15 | 44 |
| Pre Vocational-Money | 50 | 8 | 42 |
| Total | 421 | 117 | 304 |

Table 2. Initial Inclusion/Exclusion of Test Items on BASIC-MR, Part A

a) Irrelevant Items

Examples:

"Lifts head steady off shoulders for more than five seconds when carried in arms" (Motor)

"Rotates around same place when lying prone" (Motor)

"Offers little or no resistance to being washed" (ADL)

"Drinks by holding feeding bottle" (ADL)

"Turns head towards source of sound" (Language)

There were 55 (47.00 %) irrelevant items in the rejected pool of items (Table 3)

b) Non Functional Items

Examples:

"Aligns five small cubes horizontally and vertically" (Motor)

"Builds a tower" (Motor)

"Rote counts 1-100" (Number-Time)

"Traces upper case alphabets" (Reading-Writing)

"Draws a star pattern" (Reading-Writing)

There were 28 (23.97 %) non functional items in the rejected pool of items (Table 3).

c) Items worded in Non-Behavioural Terms

Examples:

"Has Bowel control" (ADL)

"Has Bladder control (ADL)

"Participates in religious or community activities" (Domestic-Social)

"Finds various places in community' (Domestic-Social)

There were 34 (29.03 %) items worded in non behavioural terms among the rejected pool of items (Table 3).

| Domain | Irrelevant Items | Non Observable/ Non Measurable Items | Non-Functional Items | Total |
|----------------------|------------------|---|----------------------|------------|
| Motor | 23 | 7 | 10 | 40 |
| ADL | 20 | 13 | 2 | 35 |
| Language | 3 | 3 | 3 | 9 |
| Reading-Writing | 1 | 1 | 5 | 7 |
| Number-Time | - | - | 3 | 3 |
| Domestic-Social | 8 | 5 | 2 | 15 |
| Pre Vocational-Money | - | 5 | 3 | 8 |
| Total | 55 | 34 | 28 | 117 |

Table 3. Analysis of Rejected Items from BASIC-MR, Part A

3. Preparation of BASIC-MR Part A

The 304 item BASIC-MR, Part A, was initially drafted to cover behavioural assessment in seven broad domains, viz., motor, activities of daily living, language, reading-writing, number-time, domestic-social and prevocational-money respectively.

All the items were checked to see if they were worded in observable and measurable terms (behavioural terms). Wherever it was not possible to clarify a particular item in behavioural terms, a *glossary* was prepared for that item so as to clarify and give clear instructions on its administration. A *quantitative behaviour measuring system* was evolved to assign *numerical scores* for each subject's performance on every item in the Scale.

Thereafter, *raw scores* were derived for each domain as well as the whole Scale depending on their individual performances. The score ranges for each item varied from 0 (not applicable); 1 (totally dependent); 2 (physical prompting); 3 (verbal prompting); 4 (clueing) to 5 (totally independent) respectively. Thus, the maximum score possible for a child within each domain and all the seven domains are fixed (Table 4). A *materials kit* was also prepared for use during the initial try out in order to facilitate objective behavioural assessment of each child on the BASIC-MR, Part A. Further, *record booklet* for maintaining the performance of each child over time was also prepared and put into use for the initial try out. The items within a domain or sub-domain were carefully placed in an *increasing order of difficulty* in training mentally handicapped children. This means that the items within a domain or sub-domain were ar-

ranged in such a way that more number of children would pass the items at the upper end than at the lower end in the Scale.

| Domain | Number of Items | Maximum Score |
|---------------------|-----------------|---------------|
| Motor | 48 | 240 |
| ADL | 41 | 205 |
| Language | 44 | 220 |
| Reading Writing | 43 | 215 |
| Number-Time | 42 | 210 |
| Domestic-Social | 44 | 220 |
| Prevocational-Money | 42 | 210 |
| Total | 304 | 1520 |

Table 4. Number of Items and Maximum Scores Possible in the initial try out of BASIC-MR, Part A.

4. Initial try out of selected items

The BASIC-MR, Part A, initially consisting of 304 items was put into an initial try-out on five students with mental handicap attending a special school. There were 3 males and 2 females in the age range from 6 to 18 years belonging to various levels from primary to prevocational respectively. The results of the scores attained by the five children indicated the practical feasibility for using the BASIC-MR, Part A (Table 5).

| Domains | Number Of Items | Maximum Possible Score | Scores obtained by students | | | | |
|---------------------|-----------------|------------------------|-----------------------------|------------|------------|----------------|------------|
| | | | 1 (S) | 2 (KR) | 3 (J) | 4 (A) | 5 (V) |
| Level | | | Severe | Secondary | Primary | Pre-vocational | Secondary |
| Motor | 48 | 240 | 151 | 204 | 194 | 194 | 206 |
| ADL | 41 | 205 | 62 | 144 | 150 | 158 | 168 |
| Language | 44 | 220 | 77 | 158 | 119 | 103 | 156 |
| Reading-Writing | 43 | 215 | 43 | 65 | 67 | 56 | 76 |
| Number-Time | 42 | 210 | 51 | 63 | 63 | 68 | 86 |
| Domestic-Social | 44 | 220 | 56 | 80 | 63 | 102 | 97 |
| Prevocational-Money | 42 | 210 | 42 | 67 | 67 | 64 | 67 |
| Total | 304 | 1520 | 482 | 781 | 743 | 745 | 856 |

Table 5. Results of the Initial Try Out

In order to facilitate inter-domain comparisons, easy scoring, calculation and conversion of raw scores into percentages, a final rounding up of the existing 304 items was carried out in the Scale. For this, expert opinion and suggestions were sought from professionals working in the field of mental handicap including 12 special educators/special teachers and clinical psychologists. They were requested to rate all the items in all the domains on a 3 point rating scale, i.e., if an item is found to be most relevant for teaching, to score (3); if relevant, to score (2) and if least relevant, to score (1). By pooling the expert comments certain items rated as less relevant were eliminated which lead to 40 items in each domain. (Table 6 and 7).

| Domain | Initial Pool | Initial Rejection | Rejection in Final Round up | Final List of Items |
|---------------------|--------------|-------------------|-----------------------------|---------------------|
| Motor | 88 | 40 | 8 | 40 |
| ADL | 76 | 35 | 1 | 40 |
| Language | 53 | 9 | 4 | 40 |
| Reading-Writing | 50 | 7 | 3 | 40 |
| Number-Time | 45 | 3 | 2 | 40 |
| Domestic-Social | 59 | 15 | 4 | 40 |
| Prevocational-Money | 50 | 8 | 2 | 40 |
| Total | 421 | 117 | 24 | 280 |

Table 6. Summary of Initial and Final Round up of items on BASIC-MR, Part A

| Area of Change | Domains | | | | | | | Total |
|-----------------------|-----------|----------|----------|-----------------|-------------|-----------------|---------------------|-----------|
| | Motor | ADL | Language | Reading-Writing | Number-Time | Domestic Social | Prevocational Money | |
| SCALES | | | | | | | | |
| Sentence Structure | | | | | | 1 | | 1 |
| Change of Items | 5 | | 2 | | 1 | 1 | 3 | 12 |
| Sequence | | | | | | | | |
| Arrangement | 1 | | 3 | | | 3 | 7 | 14 |
| GLOSSARY | | | | | | | | |
| Additions | 6 | 3 | 1 | 5 | 3 | 4 | 6 | 28 |
| Deletions | 1 | | 1 | 1 | | 1 | 1 | 5 |
| Clarifications | | | 1 | | | | | 1 |
| RECORD BOOKLET | | | | | | | | |
| Additions | | | 1 | | | | | 1 |
| Total | 13 | 3 | 8 | 7 | 4 | 10 | 17 | 82 |

Table 7. Content wise changes in BASIC-MR, Part A following the Initial Try Out

A few examples of the content wise changes in BASIC-MR, Part A, following the initial try out are given below:

a) Sentence structure:

“Irons clothes“ changed to “Irons own cotton clothes”

b) Change of items

“Reaches for objects held 3 inches in front” was changed to “Cleans blackboard using duster”.

c) Sequence arrangement

“Follows postpositions in, on, under” (Item number 11 was shifted to 8).

5. Pilot Study

The pilot study was conducted on a random sample of 20 children with mental handiap belonging to a special school. The sample included children with mild (N: 9), moderate (N: 6) and severe mental handicap (N: 5). There were 13 males and 7 females in the age range from 6 to 18 years belonging to various school levels from primary to prevocational respectively. The overall scores obtained for the sample of subjects in the pilot study are given in (Table 8), The pilot study helped in finalising the structure, format, procedure of administration and scoring of the BASIC-MR, Part A.

| Domain | Mean (N:20) | SD |
|----------------------|----------------|---------------|
| Motor | 163.70 | 16.53 |
| ADL | 139.90 | 32.37 |
| Language | 118.65 | 30.93 |
| Reading-Writing | 75.65 | 29.95 |
| Number-Time | 73.55 | 26.67 |
| Domestic-Social | 90.20 | 22.37 |
| Pre Vocational-Money | 68.95 | 23.23 |
| Overall | 731.10 | 169.59 |

Table 8. Results of the Pilot Study

6. *Training workshop on Behavioural Assessment (Including BASIC-MR, Part A)*

In order to introduce the newly developed Scale to the teachers, a one day training workshop on "Behavioural Assessment of Children with Mental Handicap" was conducted on 41 teachers (Table 9) from three special schools for mentally retarded children in the country, including two schools from New Delhi, North India, and one in Secunderabad, South India. The training workshops were conducted by the authors separately for each centre. The student strength in Centre A was 120, in Centre B was 150, and Centre C was 150 respectively. The children were grouped into various classes/levels, such as, prenursery/primary, nursery/secondary, pre-vocational and severe groups respectively. The teacher student ratio was approximately 1:10 in all the three Centres. Two were voluntary organisations with financial assistance from Government and one totally funded by the Government.

| Centre | Training | | Sex | |
|----------------------|-----------|-----------|----------|-----------|
| | Trained | Untrained | Male | Female |
| A (N:11) | 5 | 6 | 2 | 9 |
| B (N:17) | 10 | 7 | - | 17 |
| C (N:13) | 4 | 9 | - | 13 |
| Total (N: 41) | 19 | 22 | 2 | 39 |

**Table 9. Distribution of Teacher Characteristics
Participating in the Final Try Out**

The teachers were classified as trained/untrained depending on whether they had undergone a minimum of 1 academic year training course in special education/disability and rehabilitation.

The training workshops were carried out in two phases. In the **first phase**, two Centres at New Delhi; and in the **second phase**, the third Centre at Secunderabad were exposed to the use of the Scale. The topics covered during the workshop included:

1. Introduction and meaning of behavioural assessment
2. Need for behavioural assessment
3. Review of existing behavioural assessment tools for mentally handicapped children in India.

4. Administration, scoring, use of record booklets/profile charts and glossary in the BASIC-MR, Part A.

The method of didactic lectures, case demonstrations and individual case work was adopted for the conduct of the workshop/s and the introduction of the BASIC-MR, Part A, to the teachers. Though didactic lectures were delivered, the emphasis was on live case demonstration to show the procedure of using the BASIC-MR, Part A, to the participants of the workshop. Thereafter, teachers were given the reading materials pertaining to the Scale for reading, before they undertook individual casework with supervision. It was made sure that the teachers become familiar with all the aspects of administration, scoring and interpretation of the Scale, including use of glossary, record booklet, profile charts, etc. Comments and suggestions from the teacher participants of the two workshops in the North (Table 10) were taken into account to incorporate necessary changes in the Scale. The revised version of the BASIC-MR, Part A, was then tried out at the Centre in Secunderabad. Comments and suggestions were sought for from the teacher participants again in the centre from South after conducting the workshops. No suggestions were put forth this time in terms of revising the scale per se. However, it was suggested by the majority of teachers from the South centre to have a report card if possible, based upon the assessments on the BASIC-MR, to be used for communicating child's progress/performance to the parents. A semi-structured **feedback questionnaire/form** as well as verbal /written comments were taken from teachers about the BASIC-MR, Part A (Table 11).

| Area of Change | Domains | | | | | | | |
|-----------------------|-----------|-----------|-----------|---------------------|-----------------|--------------------|------------------------|------------|
| | Motor | ADL | Language | Reading- Writing | Number- Time | Domestic Social | Prevocational Money | Total |
| SCALES | | | | | | | | |
| Sentence Structure | 4 | 12 | 21 | 15 | 4 | 2 | 15 | 73 |
| Change of Items | 6 | | | | | 1 | | 7 |
| Sequence | | | | | | | | |
| Arrangement | 8 | 1 | 6 | 15 | 7 | 2 | 5 | 44 |
| GLOSSARY | | | | | | | | |
| Additions | 5 | 4 | 1 | 1 | 4 | 1 | | 16 |
| Deletions | 1 | 1 | | 1 | | | | 3 |
| Clarifications | 3 | 2 | 15 | 10 | 7 | | 3 | 40 |
| RECORD BOOKLET | | | | | | | | |
| Clarifications | | | 13 | 7 | | | | 20 |
| Total | 27 | 20 | 56 | 49 | 22 | 6 | 23 | 203 |

Table 10. Content wise changes in the BASIC-MR, Part A, following the training workshop

| Aspects of BASIC-MR | Positive Comments | | Negative Comments | No Comments | Other Suggestions |
|----------------------------|---|-------------------|-------------------|-------------|--|
| UTILITY OF BASIC-MR | "Very Useful" 37 (90 %) | "Useful" 4 (10 %) | NIL | NIL | 7(17.7%) teachers suggested that the BASIC-MR would be more useful if the items are placed in order and classified in terms of MAs and levels for purpose of group teaching. |
| ADMINISTRATION | "Very Easy" 22(53.66%) | "Easy" 15(36.59%) | NIL | 4(9.7%) | NIL |
| ITEMS IN SCALE | Relevance to School 35 (85.7 %) | | | | 2 (4.9%) teachers wanted addition of items, such as, "names festivals", "eats in public places", etc. |
| | Items "Objective/Clear" 38 (92.86 %) | | | | 1(2.4%) teacher suggested clubbing "Money" with the "Number-Time" domain, rather than "Prevocational domain. |
| | Items "Exhaustive" 34 (82.14 %) | | NIL | NIL | 4(9.8%) teachers suggested some changes in the sequential arrangement of few items. |
| GLOSSARY | All teachers (100%) reported that the Glossary is "Useful" "Good", "Necessary" etc. | | NIL | NIL | 14(14.1%) teachers suggested that the Glossary should be placed directly under each item rather than as separate section to facilitate easy accessibility |
| RECORD BOOKLET | 38 (92.68 %) teachers reported that the record booklet is "needed", "easy to use", "necessary to keep records", "needed to show progress", etc. | | NIL | 3(4.9%) | 1(2.4%) teachers suggested having separate booklets for record booklet. 2(4.9) teachers suggested more spacing between items in the record booklet. |
| SCORING | All teachers(100%) reported that the scoring system is "easy", "good", etc. | | NIL | NIL | NIL |
| REPORT CARD | | | | | 12 (29.27%) of teachers suggested to have a report card. |

Table 11. Teachers comments N-41 on BASIC-MR, Part A & B

7. *Final Try Out of BASIC-MR, Part A*

After appropriate training inputs were given about the use of the BASIC-MR, Part A, during the Workshop, the teachers from the same three schools were asked to administer the Scale on the children in their respective classes. The overall mean baseline scores and their domain wise distribution of scores on the BASIC-MR, Part A, for 235 mentally retarded children as reported by the respective teachers were compiled (Table 12).

| Domain | Mean (N:235) | SD |
|---------------------|-----------------|---------------|
| Motor | 160.83 | 32.62 |
| ADL | 153.41 | 39.46 |
| Language | 130.96 | 45.06 |
| Reading-Writing | 90.58 | 41.04 |
| Number-Time | 77.54 | 42.16 |
| Domestic-Social | 106.58 | 35.70 |
| Prevocational-Money | 75.44 | 35.13 |
| Overall | 795.35 | 242.22 |

**Table 12. Baseline Scores on the BASIC-MR, Part A,
for subjects in the Final Try out**

8. *Sensitivity of BASIC-MR, Part A, to Behavioural Changes in Children with Mental Handicap*

A follow up repeat assessment of the same 235 children was conducted after a period of three months on the BASIC-MR, Part A, in order to determine the sensitivity of the Scale to behavioural changes over an intervening training phase. Apart from one day's workshop on behavioural assessment a four day workshop was also conducted for these teacher/participants on the use of behavioural approach (methods) in training mentally retarded children as also to decrease problem behaviours in them. The results indicate that the Scale is indeed sensitive to behavioural changes over time even within three months at a statistically highly significant level, both overall as well as within each domain. (Table 13).

| Domain (Pre-Post Scores) | Mean (N:235) | SD | "t" value |
|-----------------------------|-----------------|--------|-----------|
| Motor | | | |
| Pre | 160.83 | 32.62 | |
| Post | 165.08 | 31.12 | 7.99*** |
| ADL | | | |
| Pre | 153.41 | 39.46 | |
| Post | 158.59 | 37.75 | 7.44*** |
| Language | | | |
| Pre | 130.96 | 45.06 | |
| Post | 137.49 | 44.78 | 10.00*** |
| Reading-Writing | | | |
| Pre | 90.58 | 41.04 | |
| Post | 98.29 | 42.15 | 10.33*** |
| Number-Time | | | |
| Pre | 77.54 | 42.16 | |
| Post | 83.54 | 43.85 | 10.47*** |
| Domestic-Social | | | |
| Pre | 106.58 | 35.70 | |
| Post | 113.03 | 35.70 | 7.89*** |
| Prevocational-Money | | | |
| Pre | 75.44 | 35.13 | |
| Post | 80.65 | 36.88 | 8.60*** |
| Overall | | | |
| Pre | 795.35 | 242.22 | |
| Post | 836.66 | 243.88 | 12.52*** |

(*** p = < 0.001)

Table 13. Sensitivity of BASIC-MR, Part A, to Behavioural Changes

9. Reliability

An attempt was made to establish the inter-rater reliability for the BASIC-MR, Part A, by taking a sub sample of 46 school going children with mental handicap and having them independently assessed concurrently by two raters. Rater 1 was a duly trained Research Assistant in the Project team and Rater 2, who had undergone 1

day/s training workshop on behavioural assessment and 4 day/s workshop behavioural methods for teaching, was the child's respective class teacher. The results show a high degree of positive correlation between the two independent assessments for the overall scores ($r: 0.835$) as well as within each domain of the Scale (Table 14).

| Domain | Rater I & II | Mean (N:46) | SD | r |
|--------------------------|-----------------|----------------|--------|----------|
| Motor | Rater 1 | 153.91 | 20.08 | 0.829*** |
| | Rater 2 | 165.20 | 28.72 | |
| ADL | Rater 1 | 156.96 | 21.37 | 0.756*** |
| | Rater 2 | 165.39 | 30.51 | |
| Language | Rater 1 | 130.15 | 19.55 | 0.791*** |
| | Rater 2 | 137.70 | 37.09 | |
| Reading- Writing | Rater 1 | 81.00 | 24.54 | 0.723*** |
| | Rater 2 | 104.26 | 30.88 | |
| Number- Time | Rater 1 | 73.78 | 19.54 | 0.806*** |
| | Rater 2 | 77.39 | 27.70 | |
| Domestic- Social | Rater 1 | 85.30 | 16.62 | 0.582*** |
| | Rater 2 | 119.80 | 27.72 | |
| Pre vocational- Money | Rater 1 | 69.91 | 14.79 | 0.801*** |
| | Rater 2 | 88.39 | 27.93 | |
| Overall | Rater 1 | 751.02 | 119.94 | 0.835*** |
| | Rater 2 | 855.96 | 183.22 | |

(*** $p = < 0.001$)

Table 14. Reliability of BASIC-MR, Part A

10. Validity

The concurrent validity of the BASIC-MR, Part A, was established against social quotients of the mentally retarded children as derived on the Vineland Social Maturity Scale, Indian adaptation by Malin. For a sub sample of 88 school going children with mental handicap the VSMS was administered individually and the scores derived on this Scale was correlated against their scores on the BASIC-MR, Part A (Table 15). Construct validity of BASIC-MR, Part A was also measured for the differences between the mean scores on pre and post test levels. The scores were found

to be statistically significant ($p = < 0.001$) (Table 15). Besides the face validity for BASIC-MR Part A as obtained from teacher ratings was found to be high (Table 11)

| Scores | Mean (N:88) | SD | "r" |
|------------------|----------------|--------|----------|
| Pre test | | | |
| BASIC-MR, Part A | 796.36 | 224.88 | |
| VSMS | 51.07 | 19.20 | 0.726*** |
| Post test | | | |
| BASIC-MR, Part A | 831.27 | 218.90 | |
| VSMS | 51.07 | 19.20 | 0.804*** |

Table 15. Validity of BASIC-MR, Part A

CHAPTER VI

List of Materials

The BASIC-MR, Part A, requires the following materials for assessment. The teacher can prepare a kit as also suggested during the field testing by collecting the materials with the specifications given in this chapter. It is important that these materials are used according to the specifications, only for assessment purposes and not necessarily for teaching/training children with mental handicap. The sign '#' given against the items in the scale indicate use of specific materials for assessment. The list does not however include a few materials needed for assessment as it is presumed that schools would in any case have them. For example, slide, ladder, chair, table, etc.

The abbreviations given in brackets in the following list of materials refer to the specific domain-item for which the material is to be used. For example, the code M-1 against "One inch cubes" means that the said material is to be used during assessment of item 1 under the Motor (M) domain. The abbreviations listed in the brackets include Motor (M), Activities of daily living (ADL), Language (L), Reading-Writing (RW), Number-Time (NT), Domestic-social (DS) and Pre-vocational-Money (PV) respectively. Certain materials may be repeatedly used to assess different items under the same domain as mentioned in the material list or different items under different domains. For example, under Motor(M) Domain I, to assess item 17(M-17), picture book is required. This same material can be used to assess Language(L) item number 6 (L-6).

DOMAIN-I
MOTOR
(M)

DOMAIN-II
ACTIVITIES OF DAILY LIVING
(ADL)

| | | | |
|------|--|--------|--|
| M-1 | One inch cubes | ADL-2 | Cup/glass |
| M-5 | One inch beads of different colours | ADL-6 | Banana, orange |
| | Two square inch container | ADL-7 | Straws |
| M-6 | One centimetre beads or pegs of different colours | ADL-8 | Spoon and plate |
| M-9 | The ball should be around 12-14 inches in circumference. | ADL-14 | Towel |
| M-11 | Same as M-9 | ADL-15 | Soap |
| M-15 | The glasses should be of 12-15cms. in height. | ADL-16 | Tooth brush |
| M-17 | Picture book | ADL-19 | Tooth paste/dental cream/ tooth powder/neem stick |
| M-21 | Same as M-9 | ADL-20 | Mug, bucket |
| M-22 | Same as M-9 | ADL-21 | Same as ADL-14 |
| M-24 | Duster/cloth/sponge | ADL-22 | Same as ADL-15 |
| M-25 | Cycle tyre, 5 stones | ADL-23 | Same as ADL-14 |
| M-29 | Postal size envelopes and A-4 size paper. | ADL-24 | Same as ADL-20 |
| M-31 | Marbles. | ADL-25 | Same as ADL-15 |
| M-32 | Perforated sheets of about 10 cms. length | ADL-34 | String |
| M-33 | The basket should be 9-10 inches in height and 9-10 inches in circumference. Ball 12-14 inches in circumference. | ADL-35 | Powder |
| M-34 | 10-12 cms. size scissors. | ADL-36 | Hair Oil |
| M-36 | Tenni koit ring | ADL-37 | Medium sized nailcutter |
| M-37 | Medium sized needle and ordinary machine thread. | ADL-38 | Wrist watch |
| M-38 | Match box with match sticks | ADL-39 | Comb |
| M-39 | Bicycle | ADL-40 | Cloth/cotton/pads, shaving set |
| M-40 | Skipping rope. | | |

DOMAIN-III
LANGUAGE
(L)

- L-6 Same as M-17
- L-17 Sight words written in capital letters on 12 1/2 x 8 1/2cm. flash cards
- L-18 Story pictures cut and pasted on 17 1/2 x 12 1/2cm. flash cards
- L-19 Pictures of traffic signals pasted on 12 1/2 x 8 1/2cm. flash cards
- L-29 Action pictures pasted on 12 1/2 x 8 1/2cm. flash cards
- L-32 Pictures of animals, vehicles, vegetables and fruits pasted on 12 1/2 x 8 1/2 cm. flash cards.
- L-33 Same as L-32
- L-34 Same as L-32
- L-35 Same as L-32

DOMAIN-IV
READING-WRITING
(RW)

- RW-2 Same as M-17
- RW-3 Same as M-6
- RW-6 Same cards can be used as L-32to35
- RW-7 3 letter words in small letters can be written on 12 1/2 x 8 1/2cm.flash cards (two sets)
- RW-8 Same as M-6
- RW-9 Same as M-6
- RW-10 4 letter words in small letters can be written on 12 1/2 x 8 1/2 cm. flash cards
- RW-12 Two word phrases can be written on 12 1/2 x 8 1/2cm. flash cards
- RW-15 Short sentences consisting of 6-8 words can be written on 12 1/2 x 8 1/2cm flash cards
- RW-16 Words in capital letters can be written on 12 1/2x8 1/2cm flash cards
- RW-17 Paragraphs consisting of 30-40 words can be written on 17 1/2x 12 1/2cm flash cards
- RW-18 Cuttings of headlines from newspaper or magazines
- RW-19 Paragraphs should be handwritten in cursive characters, consisting of 30-40 words
- RW-20 Cuttings of short news items from newspaper or magazines
- RW-23 2-3 inches in diameter circular object
- RW-37 Post cards
- RW-38 Specimen application forms of bus pass, railway pass, etc.

| DOMAIN-V NUMBER-TIME (NT) | | DOMAIN-VI DOMESTIC-SOCIAL (DS) | |
|--|--|---|--|
| NT-2 | Same as M-1 | DS-3 | Cloth/sponge |
| NT-3 | Same as M-6 | DS-4 | Same as ADL-20 |
| NT-5 | Numbers 1-10 written on 12 1/2 x 8 1/2 cm flash cards | DS-6 | Broom |
| NT-8 | Same as NT-5 | DS-7 | Same DS-3 |
| NT-9 | Same as M-15 | DS-8 | Plates, snacks, etc. |
| NT-17 | Math symbols +, -, $\frac{\div}{\times}$, = written on 12 1/2 x 8 1/2 cm flash cards. | DS-9 | Ash/vim/soap |
| NT-18 | Measuring cups of 1/4th, 1/2, 1 and 3/4 litres. | DS-10 | Washing powder, soap |
| NT-19 | Weighing scale, weights of 50gms and 100gms. | DS-11 | Knife |
| NT-20 | Calculator | DS-12 | Match box/Lighter |
| NT-22 | Number clock | DS-13 | Tea/coffee powder, sugar milk |
| NT-27 | Same as NT-22 | DS-14 | Flour, water, plate |
| NT-30 | Same as NT-22 | DS-16 | Buttons, needle and thread |
| NT-34 | Same as NT-22 | DS-36 | Snake and ladder, ludo, Chinese checker |
| NT-37 | Calender | | |
| NT-38 | Same as NT-22 | | |
| NT-40 | Same as NT-22 | | |

DOMAIN-VII
PRE-VOCATIONAL
(PV)

| | |
|--------------|---|
| PV-2 | Crayons/water colours |
| PV-3 | Pencil sharpner |
| PV-4 | Gum and Scrap book |
| PV-5 | Same as M-34 |
| PV-7 | Stappler, stappler pins |
| PV-8 | Punching machine |
| PV-11 | Nuts, envelopes,etc. |
| PV-12 | Calender, Nail and Hammer |
| PV-13 | Screw Driver |
| PV-15 | Flowers, needle and thread |
| PV-16 | Cotton, bandage/cloth, antis- ceptic |
| PV-17 | Same as M-37 |
| PV-18 | Saplings |
| PV-20 | Giftwrapping paper, cellotape/ stappler |
| PV-24 | Coins and currency notes of various denomintions |
| PV-25 | Same as PV-24 |
| PV-26 | Same as PV-24 |
| PV-27 | Same as PV-24 |
| PV-28 | Same as PV-24 |
| PV-29 | Same as PV-24 |
| PV-39 | Specimen of deposit form |
| PV-40 | Specimen of withdrawl form |

CHAPTER VII

Administration and Scoring of BASIC-MR (Part-A)

There are specific guidelines which the teachers/users need to follow while administering and scoring BASIC-MR (Part-A) which are discussed in this chapter.

The BASIC-MR, Part A, is to be *administered individually* on each child with mental handicap. The teacher/user should go through the entire scale and *familiarise* with the meaning of each item before beginning to administer the scale.

Administration of BASIC-MR (Part-A)

The following points need to be followed while administering the Scale :

1. Read each item within every domain in the Scale and assess whether the given child with mental handicap can or cannot perform it.
2. As far as possible, use direct observation techniques rather than interview techniques to determine actual performance of the child, i.e., how well the child can or cannot perform the said item.
3. It is not essential that the teacher should complete the behavioural assessment of the child using the Scale within a single session. Depending on the extent of the child's co-operation, because some children with mental handicap require to be assessed over two or more sessions to note if they can or cannot perform certain items on the scale. In rare cases, where information cannot be gathered through direct observation, information from parents/caretakers may be supplemented. Assessment should be conducted over a period of time till the teacher is convinced and certain that it is the best performance of the child on a particular item.
4. The teacher need not administer all the 40 items within a given domain for each and every child being assessed on the BASIC-MR. The test administration within any domain can be stopped after five consecutive failures by a child in that domain. The rest of the items need not be administered, and they should be scored '0'. In such cases, maximum scores possible for the child in each of the domains continue to be 200.
5. The items within each domain of the BASIC-MR, part A, have been classified according to the social/mental ages i.e. 0-5years, 5-7years, 7-9 years and 9+ respectively. The age levels to which a particular item belongs to, are coded accordingly in the Scale. The teacher may administer only those items, which belong to the known social/mental age range of a given child with mental handi-

cap. For example, if a child is in the 0-5year level, the teacher may administer only those items which are listed under this age range in the Scale. However, if a child passes all the items in this age range, the teacher may proceed to assess and/or teach the items in the next age range. This information is useful to guide teachers/users roughly as to, on which item to begin assessing the child. However, if the teacher/user has the time it is ideal to assess the child on the whole scale.

6. Use a record booklet as you administer the scale for each child. Enter the performance of the child and the score obtained in the record booklet for all the four occasions that you assess and evaluate the child during the year.
7. The teacher/user must refer to the glossary where ever the item in the scale is marked with an asterisk (*). This will help clarify issues related to the administration of certain items. As the teacher/user gains experience in the use of the items the need for referring to the glossary will decrease.
8. The teacher/user should prepare the materials as described in chapter 6 and keep it ready before starting the assessment of the child.
9. Use the report card (*Appendix 3*) to communicate the performance/progress to the parents or significant others of each child. Enter the information/scores obtained in the appropriate columns of the report card after each assessment/evaluation.

Scoring of BASIC-MR (Part-A)

Each child with mental handicap may show different levels of performance on every item on the BASIC-MR, Part A. The six possible levels of performance under which each item can be scored are as follows: Use the record booklet to enter the scores obtained by the child on each item.

Level One: Independent (Score 5)

If the child performs the listed behaviour without any kind of physical or verbal help, it is marked as independent and given a score of 5. For example, on verbal instruction given by the teacher "Undress", the child undresses himself without any help.

Level Two : Clueing (Score 4)

If the child performs the listed behaviour only with some kind of verbal hints (example, "open", "close", "pull", "push", etc.) or gestural clues (example, pointing

with fingers, shaking forefinger to hint “no” or having to show him how to do and then only he does, etc.), it is marked as “clueing” and given a score of 4. To continue the previous example, even after the teacher’s verbal instruction to “undress” if the child is unable to perform, and requires additional verbal clues such as “pull...open...bend etc.”, in order to perform the activity, then the child’s performance is at the level of clueing.

Level Three : Verbal Prompting (Score 3)

If the child performs the listed behaviour only with some kind of accompanying verbal statements (example, “open the zipper”, “bend your body”, “raise the right leg and remove the pant”, etc.) it is marked as verbal prompting and given a score of 3.

Level Four: Physical Prompting (Score 2)

If the child performs the listed behaviour only with any kind of accompanying physical or manual help (example, requires physical help in unzipping pants, removing pants from legs, etc.) it is marked as physical prompting and given a score of 2.

Level Five : Totally dependent (Score 1)

If the child does not perform the listed behaviour currently, although he can be trained to do so (example, others have to remove his pants and the child makes no attempt to do it on his own), it is marked as totally dependent and given a score of 1.

Level Six: Not applicable (Score 0)

Some children may not be able to perform a listed behaviour at all, owing to sensory or physical handicaps. For example a visually impaired child will not be able to “read words/sentences” (RW-10, 15). Similarly the item “runs for minimum ten steps” (M-12) may not be applicable to a CP child with grossly affected lower limbs. Occasionally, an item may not be applicable owing to age, sex or psychosocial background of the child. For example, the item “plaits hair” (ADL-39) will not be applicable for a female child with short cut hair; or the item “maintains menstrual hygiene/shaves” (ADL-40) will not be applicable for a person who has not started shaving or attained menarche; the item “tells date of birth” (NT-35) will not be applicable for an orphan child, respectively. Wherever an item is marked “not applicable”, it gets a score of 0.

Instructions

1. On each item of the Scale, a child with mental handicap may get any score ranging from 0 to 5 depending upon his level of performance for that particular item. Enter the appropriate score obtained by the child for each item in the record booklet.
2. The maximum possible score for a child within each domain of 40 items is 200.
3. The maximum possible score for a child in all the seven domains of the Scale is 1400.
4. Add the individual scores of the child on each item within a domain and express it as "Raw Score" for that domain. Convert it into percentage for each domain by dividing the raw score (RS) obtained in each domain with 200 and multiply by 100.
5. Calculate the total "Raw Scores" for all the seven domains and express it as BASIC-MR, Part A Score. A higher Score indicates better skill behaviours in the child.
6. Convert the total 'Raw score' into cumulative percentages by dividing the total 'Raw score' (RS) with the maximum possible score i.e. 1400 and multiply by 100.
7. Administer the Scale according to the above procedure on four occasions.
 - a) The first or initial assessment of the child is done before starting the teaching or training programme. This is called as *Baseline Assessment*
 - b) Repeat the next three assessments at the end of every three months i.e., one quarter.
8. Enter the Raw Scores, Total Raw Scores, Percentages and Cumulative percentages attained by the child at the end of each quarter in the appropriate columns and plot the graph under "graphic profile".
 - * Indicates item has a Glossary.
 - # Indicates materials to be used.
 - *# Indicates item has, both, glossary and materials to be used.

Discrepancies in Scores

In the actual use of BASIC-MR, part A, some children may rarely get higher scores on difficult items and lower scores on easier items in the Scale. This tendency in the distribution of scores is called as *intra domain scatter or intra domain dispersion*.

Whenever intra domain dispersion is observed in the performance of a particular child on the BASIC-MR, part A, check on the following sources of scatter:

1. Has the scatter occurred because the child was taught the difficult item/s in place of item/s at easier levels?
2. Has the scatter occurred due to some assessment error in using the BASIC-MR, part A? There may be errors in observation or scoring.
3. Has the scatter occurred due to any associated handicaps in the child (such as, cerebral palsy, hearing impairment, visual impairment, etc.), which might have prevented the child from passing test items which are loaded in these skills. For example, a visually impaired child may be unable to pass the item on “threads a needle”, but pass an item which is of higher difficulty level.

CHAPTER VIII

Development of BASIC-MR, Part B

The following steps were used to develop BASIC-MR, Part B:

1. Formation of item pool
2. Selection of items for initial try-out
3. Survey of problem behaviours in special school settings
4. Preparation of BASIC-MR, Part B
5. Pilot study
6. Training workshop on behavioural assessment (including BASIC-MR, Part B)
7. Final try-out of BASIC-MR, Part B
8. Sensitivity of BASIC-MR, Part B, to behavioural changes
9. Reliability
10. Validity

1. Formation of Item Pool

The initial item pool for the BASIC-MR, Part B was formed by

- a) Undertaking an exhaustive review of the available behavioural assessment scales in the West as well as in our country including assessment of problem behaviours.
- b) Observing class room problem behaviours in special schools
- c) Obtaining comments from teachers and other professionals working with mentally handicapped children

Note : A summary list of behavioural assessment scales available for use with mentally handicapped children in our country are given in pages 12-13.

2. Selection of Items for Initial Try Out

After the formation of item pool, 88 items were generated for further scrutiny and selection. Many items had to be rejected from this initial pool because they were either subjective, not behaviourally oriented, or not applicable to special school settings. Items were selected in the Scale, which were relevant to school/classroom settings, and expressed in observable and measurable terms (behavioural terms). By applying these inclusion/exclusion criteria, 15 items (16.9 %) got rejected and 73 items (83.1 %) got included in the Scale (Table 16). Besides, the 11 domains in the BASIC-MR, Part B, during initial try out were increased to 12 domains. A few examples of the rejected items are "threatens physical violence", "behaves mischievously, etc.

| Scale | Initial Pool | Rejected Items | Select Main Pool |
|------------------|--------------|----------------|------------------|
| BASIC-MR, Part B | 88 | 15 | 73 |

Table 16. Initial Inclusion/Exclusion of Items on BASIC-MR, Part B

3. Survey of Problem Behaviours in Special School Settings

The 73 item BASIC-MR, Part B, was initially drafted to cover behavioural assessment of problem behaviours in mentally retarded children in 12 domains, viz., physical harm towards others, damages property, temper tantrums, misbehaves with others, self injurious behaviour, repetitive behaviour, odd behaviour, restless and physically overactive, inattentive, rebellious behaviour, antisocial behaviour and fears. Under each of these domains items/problem behaviours were listed in behavioural terms, including an "others" category.

This Scale was used in a survey of 288 institutions working for the mentally handicapped in the country in order to elicit teachers' perceptions of problem behaviours in classroom/special school settings. The Scale was mailed to all these institutions, out of which 530 teachers responded by giving their perceptions of problem behaviours in children within their classroom/school settings (Peshawaria, Venkatesan, Mohanpatra and Menon, 1990).

4. Preparation of BASIC-MR, Part B

Based on the results of the survey conducted on teachers in the various special schools across the country, the 73 item Scale was revised into a 75 item Scale. The domains, "physical harm towards others" and "damages property" were combined as "violent

and destructive behaviour”, while the domains “restless and physically overactive” and “inattentive” were combined as “hyperactivity”. Also, the “others” category was only kept at the end of the Scale since no additional problem behaviours were reported by the teachers during the survey.

Thus, the final 75 item BASIC-MR, Part B, covered 10 domains, viz., violent and destructive behaviours, temper tantrums, misbehaves with others, self injurious behaviour, repetitive behaviour, odd behaviour, hyperactivity, rebellious behaviour, antisocial behaviour and fears, along with an “others” category (Table 17).

All the items were written in observable and measurable terms (*behavioural terms*). A *quantitative behaviour measuring system* was evolved to assign *numerical scores* for each subject’s problem behaviour. The *raw scores* for a given item on the BASIC-MR, Part B, ranges from 0 (never); 1 (occasionally); and 2 (frequently). Thus, the maximum score possible for a child on the whole Scale is 150. The raw scores can be converted into *cumulative percentages*. Further, profile sheet, *record booklet* for maintaining record of problem behaviours in each child over time was also prepared and included in the BASIC-MR, Part B.

| Scale | Select Main Pool | Added Items | Final Items |
|------------------|------------------|-------------|-------------|
| BASIC-MR, Part B | 73 | 2 | 75 |

Table 17. Final Version of Items on BASIC-MR, Part B

5. Pilot Study

The pilot study was conducted on a sample of 20 children with mental handicap belonging to a special school. The sample included children with mild (N: 9), moderate (N: 6) and severe mental handicap (N: 5). There were 13 males and 7 females in the age range from 6 to 18 years belonging to various school levels from primary to prevocational respectively. The overall scores obtained for the sample of subjects in the pilot study is given in (Table 18). This helped in finalising the structure, format, procedure of administration and scoring of the BASIC-MR, Part B.

| Cumulative Raw Score | Mean (N: 20) | SD |
|----------------------|--------------|------|
| BASIC-MR, Part B | 10.50 | 3.24 |

Table 18. Results of the Pilot Study

6. *Training Workshop on Behavioural Assessment (Including BASIC-MR, Part B)*

In order to introduce the BASIC-MR, Part B, to the teachers, a one day training workshop on "Behavioural Assessment of Children with Mental Handicap" was conducted on 41 teachers from the same special schools as listed under Step VI of the development of BASIC-MR, Part A (See Chapter V). The training workshop also covered details on administration, scoring, use of record booklets/profile sheets for the BASIC-MR, Part B. Emphasis was on live case demonstration to show the procedure of using the Scale to the participants. A semi-structured feedback questionnaire/ from as well as verbal/written comments were taken from teachers about the BASIC-MR, including both Part A and B. (See Table 11 in Chapter V)

7. *Final Try Out of BASIC-MR, Part B*

After appropriate training inputs were given on the use of the BASIC-MR, Part B, during the Workshop, the teachers from the same three schools were asked to administer the Scale on the children in their respective classes. The overall mean baseline scores on the BASIC-MR, Part B, for 235 children as reported by their respective teachers were compiled (Table 19).

| | Mean (N:235) | SD |
|-------------------------|-----------------|-------|
| Problem Behaviour Score | 15.83 | 15.78 |

**Table 19. Baseline Scores on the BASIC-MR, Part B,
for subjects in the Final Try out**

8. *Sensitivity of BASIC-MR, Part B, to Behavioural Changes in Children with Mental Handicap*

A follow-up repeat assessment of the children was conducted after a period of three months on the BASIC-MR, Part B, in order to determine the sensitivity of the Scale to behavioural changes over an intervening behaviour management programme. Apart from one day's workshop on behavioural assessment a four day workshop was also conducted for these teacher/participants on the use of behavioural approach (methods) in training mentally retarded children as also to decrease problem behaviours in them. The results indicate that the Scale is indeed sensitive to behavioural changes over time even within three months at a statistically highly significant level. (Table 20).

| | Mean (N:235) | SD | "t" value |
|--------------------------------|-----------------|-------|-----------|
| Problem Behaviour Score | | | |
| Pre | 15.83 | 15.78 | |
| Post | 13.21 | 15.22 | 7.50*** |

(*** p = < 0.001)

Table 20. Sensitivity of BASIC-MR, Part B, to Behavioural Changes

9. Reliability

A test retest reliability exercise was conducted on a sample of 127 teachers. The eight week test retest reliability coefficient for the BASIC-MR, Part B, was found to be 0.68 (Peshawaria, Venkatesan, Mohapatra, and Menon, 1990).

10. Validity

The construct validity of the BASIC-MR, Part B, was established by measuring the significant difference between the mean scores at pre and post test levels. This change was found to be statistically significant ($p = < 0.001$) (Table 20). Besides, face validity for BASIC-MR, Part B, as obtained from teacher ratings was found to be high (Table 11).

CHAPTER IX

Administration and Scoring of BASIC-MR (Part-B)

There are specific guidelines which the teachers/users need to follow while administering and scoring BASIC-MR (Part-B) which are discussed in this chapter. The BASIC-MR Part-B is to be administered individually on each child with mental handicap. The teacher/user should go through the entire scale and familiarise with the meaning of each item before beginning to administer the scale.

Administration of BASIC-MR (Part-B)

The following points need to be followed while administering the scale:

1. Administer the BASIC-MR, Part B, alongwith the Part A on each child with mental handicap in the school/classroom setting. Do not presume that whether a particular child has or does not have behaviour problems.
2. Read each item within every domain in the scale and assess whether the given child with mental handicap has or does not have, the stated problem behaviour.
3. As far as possible, use direct observation techniques rather than interview techniques to determine if the child has or does not have the stated problem behaviour.
4. It is not essential that the teacher should complete the behavioural assessment of the child using Part B, within a single session. Depending on the nature of problem behaviours observed or reported, children may have to be assessed over few sessions of observation. In rare cases, where direct observation of some problem behaviours is not possible, information can be elicited and supplemented from parents/caretakers.
5. Some of the items in the scale describe behaviours which cannot be considered as problematic for very young children (for example, fears). The question of whether a given behaviour is problematic or not depends on the way that particular behaviour is viewed by the teacher as interfering in the teaching/learning process. Nevertheless, record a persons behaviour as accurately as possible while completing the Scale.
6. Use a record booklet (*See Chapter 13*) as you administer the scale for each child. Enter the performance of the child and the score obtained as you administer the scale for all four occasions that you assess and evaluate the child during the year.

| | Mean (N:235) | SD | "t" value |
|--------------------------------|-----------------|-------|-----------|
| Problem Behaviour Score | | | |
| Pre | 15.83 | 15.78 | |
| Post | 13.21 | 15.22 | 7.50*** |

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Administration of BASIC-MR (Part-B)

The following points need to be followed while administering the scale:

1. Administer the BASIC-MR, Part B, alongwith the Part A on each child with mental handicap in the school/classroom setting. Do not presume that whether a particular child has or does not have behaviour problems.
2. Read each item within every domain in the scale and assess whether the given child with mental handicap has or does not have, the stated problem behaviour.
3. As far as possible, use direct observation techniques rather than interview techniques to determine if the child has or does not have the stated problem behaviour.
4. It is not essential that the teacher should complete the behavioural assessment of the child using Part B, within a single session. Depending on the nature of problem behaviours observed or reported, children may have to be assessed over few sessions of observation. In rare cases, where direct observation of some problem behaviours is not possible, information can be elicited and supplemented from parents/caretakers.
5. Some of the items in the scale describe behaviours which cannot be considered as problematic for very young children (for example, fears). The question of whether a given behaviour is problematic or not depends on the way that particular behaviour is viewed by the teacher as interfering in the teaching/learning process. Nevertheless, record a persons behaviour as accurately as possible while completing the Scale.
6. Use a record booklet (*See Chapter 13*) as you administer the scale for each child. Enter the performance of the child and the score obtained as you administer the scale for all four occasions that you assess and evaluate the child during the year.

Scoring of BASIC-MR (Part-B)

The following is the criteria of scoring which need to be used for BASIC-MR (Part-B):

1. For any given child with mental handicap, check each item of the scale and rate them along a three point rating scale, viz. never (n), occasionally (o) or frequently (f) respectively given in the record booklet against each item on the scale.
 - a. If the stated problem behaviour presently does not occur in the child, mark "never"(n) and give a score of zero.
 - b. If the stated problem behaviour presently occurs once in a while or now and then, it is marked "Occasionally" and given a score of one.
 - c. If the stated problem behaviour presently occurs quite often or, habitually, it is marked "frequently" and given a score of two.

Thus, for each item on the BASIC-MR, Part B, a child with mental handicap may get any score ranging from zero to two depending on the severity/frequency of that problem behaviour. Enter the appropriate score obtained by the child for each item in the record booklet.

2. The maximum possible score for a child on Part B, is 150.
3. Add the individual scores of the child on each item within a domain and express it as 'Raw score'(RS) for that domain. Convert it into percentage for each domain by dividing the obtained raw score (RS) with maximum score for that particular domain and multiply by 100.
4. Calculate the total 'Raw score' for all the ten domains and express it as Total 'Raw score'(RS) for BASIC-MR (Part-B). A lower score indicates fewer behaviour problems.
5. Convert the total Raw score (RS) into cumulative percentages by dividing the total Raw score (RS) with the maximum possible score i.e. 150 and multiply by 100.
6. Plot the cumulative percentages on the graphic profile.
7. Administer the BASIC-MR, Part B, according to the above procedure on four occasions each time alongwith Part A.

- a) The first or initial assessment of the child is done before starting the teaching or training programme. This is called as baseline assessment.
 - b) Repeat the next three assessments at the end of every three months i.e. one quarter.
8. Enter the Raw Scores, percentages, total Raw scores and cumulative percentages attained by the child at the end of each quarter in the appropriate columns and plot the graph under "graphic profile". (*Appendix 2*)
9. Use the report card (*Appendix 3*) to communicate the performance/progress to the parents or significant others of each child. Enter the information/scores obtained in the appropriate columns of the report card after each assessment/evaluation.

CHAPTER X

Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) Part A

| Age level in years | Item no. | DOMAIN-I MOTOR (M) |
|-----------------------|-------------|---|
| 0 - 5 | 1. | Retains two one inch cubes in one hand for 30 seconds # |
| | 2. | Claps hands |
| | 3. | Crawls a distance of 5 feet or more |
| | 4. | When made to stand, stands without support for a minimum of two minutes |
| | 5. | Puts small objects into a container* # |
| | 6. | Uses thumb and index finger to pick up objects* # |
| | 7. | From sitting position is able to stand |
| | 8. | From standing position, bends knees to squatting position |
| | 9. | Throws ball in any direction # |
| | 10. | Walks for minimum 5-10 steps |
| | 11. | Kicks ball in any direction # |
| | 12. | Runs for minimum ten steps |
| | 13. | Climbs up chair* |
| | 14. | Climbs upstairs using alternate feet |
| | 15. | Pours liquid from one glass to another without spilling* # |
| | 16. | Climbs down the stairs using alternate feet |
| | 17. | Turns pages singly from a book # |
| | 18. | Jumps off the ground with both feet |
| | 19. | Opens the door* |
| | 20. | Does simple physical exercises* |

(* Glossary ; # Material ; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-I MOTOR (M) |
|-----------------------|-------------|--|
| 0 - 5 | 21. | Throws ball atleast five metres away before first bounce # |
| | 22. | Catches ball* # |
| 5 - 7 | 23. | Swings for at least 2-3 minutes* |
| | 24. | Wipes blackboard clean using duster # |
| | 25. | Pushes a cycle tyre (male)/ plays 5 stones(female)* # |
| | 26. | Climbs at least eight to ten steps of a slide or ladder |
| | 27. | Stands on one foot for minimum 30 seconds |
| | 28. | Jumps from a height of 2 feet |
| | 29. | Folds paper and inserts into an envelope* # |
| | 30. | Walks on straight line for atleast 5-10 steps |
| | 31. | Plays marbles(male)/hopscotch(female)* # |
| | 32. | Tears off a perforated sheet # |
| | 33. | Throws ball into a basket* # |
| | 34. | Cuts along a straight line using scissors* # |
| | 35. | Hops on one foot for minimum 30 seconds |
| 7 - 9 | 36. | Plays ring games* # |
| | 37. | Threads a medium sized needle* # |
| | 38. | Strikes and lights a match stick within two attempts # |
| 9 + | 39. | Rides a bicycle* # |
| | 40. | Skips* # |

(* Glossary ; # Material ; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-II ACTIVITIES OF DAILY LIVING (ADL) |
|-----------------------|-------------|--|
| <i>Eating</i> | | |
| 0-5 | 1. | Swallows liquid or semi-solid foods |
| | 2. | Drinks from cup or glass # |
| | 3. | Discriminates eatables from non-eatables |
| | 4. | Chews solid foods |
| | 5. | Picks up food with fingers and puts in mouth* |
| 5 - 7 | 6. | Peels banana/orange skin # |
| | 7. | Sucks water/liquid through a straw # |
| | 8. | Mixes rice, dal and eats with hands/spoon* # |
| <i>Toiletting</i> | | |
| 0 - 5 | 9. | Indicates need to go to toilet* |
| | 10. | Reaches the toilet |
| 5 - 7 | 11. | Removes underwear/pant before sitting on toilet seat |
| | 12. | Washes self after use of the toilet* |
| | 13. | Flushes toilet after use* |
| <i>Brushing</i> | | |
| 0 - 5 | 14. | Wipes hands with towel/cloth # |
| | 15. | Washes hands with soap and water # |
| 5 - 7 | 16. | Brushes teeth* # |
| | 17. | Spits paste |
| | 18. | Cleans the tongue* |
| | 19. | Applies paste on the tooth brush* # |

(* Glossary ; # Material ; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-II ACTIVITIES OF DAILY LIVING (ADL) |
|-----------------------|-------------|--|
| <i>Bathing</i> | | |
| 0 - 5 | 20. | Pours water on self for bathing # |
| | 21. | Wipes face with towel/cloth # |
| 5 - 7 | 22. | Washes face with soap and water # |
| | 23. | Uses towel for drying body # |
| | 24. | Removes soap from body with water # |
| | 25. | Applies soap on body # |
| <i>Dressing</i> | | |
| 0-5 | 26. | Takes off clothes when unbuttoned |
| | 27. | Puts on underpants or elastic knickers |
| | 28. | Unbuttons clothing |
| | 29. | Puts on shirt/frock (need not button) |
| 5 - 7 | 30. | Puts slippers on correct feet |
| | 31. | Buttons own clothing |
| | 32. | Puts on pullover shirt/skirt and blouse* |
| | 33. | Laces shoes or buckles sandals* |
| 7 - 9 | 34. | Ties knots* # |
| <i>Grooming</i> | | |
| 5 - 7 | 35. | Applies powder on face/body # |
| 7 - 9 | 36. | Oils Hair* # |
| | 37. | Cuts nails with nailcutter/scissors # |
| | 38. | Puts on wrist watch # |
| 9 + | 39. | Plaits hair (female)/Combs hair with parting (males) # |
| | 40. | Looks after menstrual hygiene(Female)/Shaves (male)* # |

(* Glossary ; # Material ; *# Glossary & Material)

| Age level in years | Item no. | DOMAIN-III LANGUAGE (L) |
|-----------------------|-------------|---|
| <i>Receptive</i> | | |
| 0 - 5 | 1. | Locates items/persons on command by looking at them* |
| | 2. | Responds to verbal or gestural commands* |
| | 3. | Follows simple commands that call for action* |
| | 4. | Points to five body parts |
| | 5. | Points to familiar objects* |
| | 6. | Points to pictures in a book*# |
| 5 - 7 | 7. | Follows question forms, whose?* |
| | 8. | Follows post positions like in, on and under* |
| | 9. | Carries out two sequential verbal or gestural commands* |
| | 10. | Follows question forms, which ?* |
| | 11. | Follows questions forms, why?* |
| | 12. | Follows adjectives like big-small, up-down* |
| 7 - 9 | 13. | Follows the concept of whole-part* |
| | 14. | Follows three step directions* |
| | 15. | Identifies first, middle and last in a group |
| 9 + | 16. | Follows left, right |
| | 17. | Follows sight words*# |
| | 18. | Arranges pictures after listening to a story*# |
| | 19. | Follows traffic signs/signals*# |
| | 20. | Follows voting rights* |

(* Glossary; # Material; * # Glossary & Material)

| Age level in years | Item no. | DOMAIN-III LANGUAGE (L) |
|-----------------------|-------------|---|
| <i>Expressive</i> | | |
| 0 - 5 | 21. | Imitates five vowel sounds |
| | 22. | Uses yes/no by nodding of head* |
| | 23. | Indicates basic needs by pointing or gesturing* |
| | 24. | Speaks five single words meaningfully |
| | 25. | When asked tells own name |
| | 26. | Imitates sounds of animals and inanimate objects* |
| | 27. | Uses two word phrases* |
| | 28. | Tells use of five familiar objects* |
| | 29. | Describes actions of people using words*# |
| | 30. | Uses words to indicate commands* |
| | 31. | Identifies sex* |
| 5 - 7 | 32. | Names five common vehicles # |
| | 33. | Names five common animals # |
| | 34. | Names five common vegetables # |
| | 35. | Names five common fruits # |
| | 36. | Recites rhymes of atleast 3-4 lines |
| 7 - 9 | 37. | Uses adjectives like long-short, rough-smooth and clean-dirty |
| | 38. | Uses complex sentences* |
| | 39. | Narrates simple jokes* |
| 9 + | 40. | Carries on simple conversation* |

(* Glossary ; # Material; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-IV READING-WRITING (RW) |
|-----------------------|-------------|---|
| | | <i>Reading</i> |
| 0 - 5 | 1. | Matches five similar objects* |
| | 2. | Matches five common objects to pictures in a book # |
| | 3. | Matches five colours # |
| | 4. | Recognizes his/her name* |
| | 5. | Reads his/her own name* |
| | 6. | Sorts five similar pictures into same category* # |
| | 7. | Matches five three letter words* # |
| 5 - 7 | 8. | Identifies five colours # |
| | 9. | Names five colours # |
| | 10. | Reads five printed words* # |
| 7 - 9 | 11. | Reads names of parents* |
| | 12. | Reads two word phrases* # |
| | 13. | Reads own address* |
| | 14. | Reads names of family members/friends* |
| | 15. | Reads short sentences* # |
| | 16. | Reads sign boards* # |
| 9 + | 17. | Reads small paragraphs* # |
| | 18. | Reads large print from magazines, newspapers, etc.* # |
| | 19. | Reads medium sized handwritten paragraphs* # |
| | 20. | Reads short news item from newspapers # |

(* Glossary; # Material ; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-IV READING-WRITING (RW) |
|-----------------------|-------------|--|
| | | <i>Writing</i> |
| 0 - 5 | 21. | Scribbles with chalk or pencil on a slate, floor or paper |
| | 22. | Traces along a three inch straight line |
| | 23. | Traces along a circular object # |
| | 24. | Traces alphabets of own name |
| | 25. | Copies alphabets of own name |
| | 26. | Copies a straight line |
| | 27. | Copies a circle |
| | 28. | Draws a line connecting three dots* |
| | 29. | Writes own name* |
| 5 - 7 | 30. | Copies a square |
| | 31. | Copies a triangle |
| | 32. | Copies own address |
| | 33. | Writes own address |
| 7 - 9 | 34. | Copies five printed sentences* |
| | 35. | Writes 5-6 words on dictation* |
| | 36. | Writes five sentences on dictation* |
| 9 + | 37. | Writes a letter* # |
| | 38. | Fills in an application* # |
| | 39. | Writes a composition of minimum 40 words on simple topics* |
| | 40. | Writes a leave letter* |

(* Glossary ; # Material ; *# Glossary & Material)

| Age level in years | Item no. | DOMAIN-V NUMBER-TIME (NT) |
|-----------------------|-------------|---|
| | | <i>Number</i> |
| 0 - 5 | 1. | Rote counts 1-5. |
| | 2. | Separates one object from a group upon request*# |
| | 3. | Discriminates between less and more* # |
| | 4. | Matches identical number of concrete objects* |
| 5 - 7 | 5. | Recognizes written numbers from 1-10 # |
| | 6. | Writes numbers sequentially from 1-10 |
| | 7. | Picks up specified number of objects upto five* |
| | 8. | Arranges number symbols sequentially from 1-5 in an order # |
| | 9. | Follows directions to fill upto half glass* # |
| | 10. | Adds single digit numbers within 10 |
| | 11. | Subtracts single digit numbers within 10 |
| | 12. | Writes numerals upto 100 on random dictation |
| 7 - 9 | 13. | Does two digit addition without carry over |
| | 14. | Does two digit subtraction without borrowing |
| | 15. | Does two digit addition with carryover |
| | 16. | Does two digit subtraction with borrowing |
| 9 + | 17. | Names math symbols* # |
| | 18. | Measures liquid using measuring cups* # |
| | 19. | Weighs objects using weighing scale* # |
| | 20. | Uses calculator for basic arithmetic operations*# |

(* Glossary ;# Material ; *# Glossary & Material)

| Age level in years | Item no. | DOMAIN-V NUMBER-TIME (NT) |
|-----------------------|-------------|--|
| | | <i>Time</i> |
| 0 - 5 | 21. | Associates time/events to routine school activities* |
| | 22. | Associates watch/clock with time* # |
| | 23. | Follows 'now', 'later', 'hurry', 'wait'* |
| | 24. | Tells correctly if it is day or night* |
| | 25. | Tells correctly if it is morning or evening* |
| | 26. | Follows yesterday, today and tomorrow* |
| 5 - 7 | 27. | Tells hour and minute hands on the clock # |
| | 28. | Names and identifies days of the week |
| | 29. | Counts by five's* |
| 7 - 9 | 30. | Tells time by hour* # |
| | 31. | Tells own age in years |
| | 32. | Names and identifies months of the year |
| | 33. | Associates time with work routine* |
| | 34. | Tells time by quarter hour # |
| | 35. | Tells date of birth* |
| 9 + | 36. | Tells day, date, month and year |
| | 37. | Reads and uses a calender* # |
| | 38. | Tells time to the minutes on the clock* # |
| | 39. | Reminds on prefixed time* |
| | 40. | Sets watch to correct time* # |

(* Glossary ; # Material ; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-VI DOMESTIC-SOCIAL (DS) |
|-----------------------|-------------|--|
| | | <i>Domestic</i> |
| 0 - 5 | 1. | Keeps things at places when asked to |
| | 2. | Collects waste and puts away in the waste paper basket |
| | 3. | Dusts/wipes table, chairs etc. # |
| 5 - 7 | 4. | Waters plants # |
| | 5. | Folds own clothing |
| | 6. | Sweeps floor using a broom # |
| 7 - 9 | 7. | Wets/mops floor # |
| | 8. | Serves eatables* # |
| | 9. | Washes utensils* # |
| | 10. | Washes clothes* # |
| | 11. | Cuts vegetables* # |
| 9 + | 12. | Lights a kerosene/gas stove # |
| | 13. | Prepares tea or coffee* # |
| | 14. | Prepares dough for chapati/puris* # |
| | 15. | Prepares simple breakfast items* |
| | 16. | Sews buttons* # |
| | 17. | Cooks rice or other food items* |
| | 18. | Prepares a curry or sabji* |
| | 19. | Irons own cotton clothes |
| | 20. | Prepares a complete meal* |

(* Glossary ;# Material; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-VI DOMESTIC-SOCIAL (DS) |
|-----------------------|-------------|---|
| <i>Social</i> | | |
| 0 - 5 | 21. | Responds with correct gesture when said ta-ta |
| | 22. | Responds to own name by turning his/her head |
| | 23. | Identifies teacher by her name |
| | 24. | Goes inside school yard and comes back |
| | 25. | Shares food/toys with other children |
| 5 - 7 | 26. | Greets others* |
| | 27. | Seeks permission to go out* |
| | 28. | Sings/dances with music |
| | 29. | Offers help to teachers in classroom/school chores* |
| | 30. | Knows duties of various occupations* |
| | 31. | Waits for his turn with 4 to 5 other children |
| 7 - 9 | 32. | Plays with 4-5 children* |
| | 33. | Comes and goes to school unattended when the school is within the same neighbourhood* |
| | 34. | Says 'please', and 'thank you'* |
| | 35. | Introduces himself to others* |
| | 36. | Plays with children for 20 minutes in cooperative play/activity*# |
| | 37. | Can cross road * |
| | 38. | Goes to home from school or vice versa outside his neighbourhood* |
| 9 + | 39. | Receives and gives message taken on phone or in person |
| | 40. | Travels in a bus on own* |

(* Glossary ; # Material; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-VII PRE-VOCATIONAL-MONEY (PV) |
|-----------------------|-------------|---|
| <i>Pre-vocational</i> | | |
| 0 - 5 | 1. | Carries notice/messages from one classroom to another |
| | 2. | Brush paints* # |
| 5 - 7 | 3. | Uses a pencil sharpener # |
| | 4. | Sticks using gum or glue* # |
| 7 - 9 | 5. | Cuts simple shapes* # |
| | 6. | Rings school bell on time |
| | 7. | Clips using stappler* # |
| | 8. | Makes holes using punching machine* # |
| | 9. | Stacks objects into groups* |
| | 10. | Puts away things in appropriate places after use* |
| | 11. | Assembles similar objects of three to four sizes* # |
| | 12. | Nails and hangs a calendar # |
| | 13. | Uses a screw driver to insert or remove screws # |
| | 14. | Tells date of National festivals* |
| 9 + | 15. | Makes a garland of flowers using thread* # |
| | 16. | Applies medicine on a cut* # |
| | 17. | Does simple hemming work* # |
| | 18. | Plants a sapling # |
| | 19. | Tells names of important people* |
| | 20. | Wraps a gift box* # |

(* Glossary ; # Material; ** Glossary & Material)

| Age level in years | Item no. | DOMAIN-VII PREVOCATIONAL-MONEY (PV) |
|-----------------------|-------------|---|
| | | <i>Money</i> |
| 0 - 5 | 21. | Sorts coins from other similar metal objects* |
| | 22. | Aware that money can buy things |
| | 23. | Keeps money safely* |
| | 24. | Selects a rupee note from other paper objects # |
| 5 - 7 | 25. | Sorts out mixed coins* # |
| | 26. | Identifies/names denomination of all coins* # |
| | 27. | Identifies/names currency notes upto 10* # |
| | 28. | Rank orders coins* # |
| 7 - 9 | 29. | Adds collects coins to make a rupee* # |
| | 30. | Makes purchases within 1 Re* |
| | 31. | Makes purchases within 1 Re. with correct change* |
| | 32. | Makes purchases upto Rs.2 with correct change |
| | 33. | Knows transactional value for items below Rs.10* |
| 9 + | 34. | Calculates change upto 10 rupees* |
| | 35. | Makes purchases upto Rs.5 with correct change |
| | 36. | Makes purchases upto Rs.10 with correct change |
| | 37. | Knows transactional value for items upto Rs.100 |
| | 38. | Maintains account of money in a piggy bank |
| | 39. | Deposits money in a bank* # |
| | 40. | Withdraws money from bank* # |

(* Glossary ; # Material ; ** Glossary & Material)

Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR) Part B

| ITEM NO. | DOMAIN/ITEMS |
|---|--|
| Violent and Destructive Behaviours | |
| 1. | Kicks others |
| 2. | Pushes others |
| 3. | Pinches others |
| 4. | Pulls hair, ear, body parts of others |
| 5. | Slaps others |
| 6. | Hits others |
| 7. | Spits on others |
| 8. | Bangs objects |
| 9. | Slams doors |
| 10. | Bites others |
| 11. | Attacks or pokes others with weapon (blade, stick, pencil) |
| 12. | Throws objects at others |
| 13. | Tears/pulls threads from own or others clothing |
| 14. | Tears up own or others books, papers, magazines |
| 15. | Breaks objects/glass/toys |
| 16. | Damages furniture |
| Temper Tantrums | |
| 17. | Cries excessively |
| 18. | Screams |
| 19. | Stamps feet |
| 20. | Rolls on floor |

| ITEM NO. | DOMAINS/ITEMS |
|----------------------------------|---|
| Misbehaves with others | |
| 21. | Pulls objects from others |
| 22. | Interrupts in between when others are talking |
| 23. | Makes loud noise when others are working or reading |
| 24. | Makes face to tease others |
| 25. | Uses abusive/vulgar language |
| 26. | Takes others possession without their permission openly |
| 27. | Tells others what to do and wants his/her way (bossy) |
| Self injurious behaviours | |
| 28. | Bangs head |
| 29. | Bites self |
| 30. | Cuts or mutilates self |
| 31. | Pulls own hair |
| 32. | Scratches self |
| 33. | Hits self |
| 34. | Puts objects into eyes/nose/ear |
| 35. | Eats inedible things |
| 36. | Peels skin/wounds |
| 37. | Bites nails |
| Repetitive behaviours | |
| 38. | Rocks body |
| 39. | Nods head |
| 40. | Sucks thumb |
| 41. | Makes peculiar sounds |
| 42. | Bites ends of pen/pencil |

| ITEM NO. | DOMAINS/ITEMS |
|----------|--|
| 43. | Shakes parts of the body repeatedly |
| 44. | Grinds teeth |
| 45. | Swings round and round |
| | Odd behaviours |
| 46. | Laughs to self |
| 47. | Laughs inappropriately |
| 48. | Talks to self |
| 49. | Hoards unwanted objects (sticks, thread, pieces of old clothes) |
| 50. | Picks nose |
| 51. | Plays with unwanted objects like chappal, strings, faeces and dirt excessively |
| 52. | Kisses, hugs, and licks people unnecessarily |
| 53. | Smells objects |
| | Hyperactivity |
| 54. | Does not sit at one place for required time |
| 55. | Does not pay attention to what is told |
| 56. | Does not continue with the task at hand for required time |
| | Rebellious behaviours |
| 57. | Refuses to obey commands |
| 58. | Does opposite of what is requested |
| 59. | Takes very long time intentionally to complete a task |
| 60. | Wanders outside school |
| 61. | Runs away from school |

| ITEM NO. | DOMAINS/ITEMS |
|----------|--|
| 62. | Argues without purpose |
| | Antisocial behaviours |
| 63. | Lies or twists the truth to his own advantage or blames others |
| 64. | Cheats in games or no sense of fair play |
| 65. | Steals |
| 66. | Makes obscene gestures |
| 67. | Exposes body parts inappropriately |
| 68. | Makes sexual advances towards members of opposite sex |
| 69. | Touches own private parts in public. |
| 70. | Touches others private parts in public |
| 71. | Gambles |
| | Fears |
| 72. | Fear of objects |
| 73. | Fear of animals |
| 74. | Fear of places |
| 75. | Fear of persons |
| | Any others: |

CHAPTER XI

Glossary for Behavioural Assessment Scales for Indian Children with Mental Retardation, (BASIC-MR) Part A

Note

To help clarify certain issues related to the administration of specific items on the scale, a glossary has been added. The teacher must refer to the glossary, items marked with asterisk* on the scale. However, as the teacher/user gains experience in the use of the scales, the need for referring to the glossary will decrease.

| Item no. | DOMAIN-I: MOTOR (M) |
|----------|--|
| M-5. | The child should put small objects like beads, marbles, pebbles, etc. into a two square inch container. If the container is transparent child may enjoy. |
| M-6. | The objects should be one centimeter or less in size. Examples, small sized beads, pegs, etc. |
| M-13. | The chair should be of medium height (two feet) with arms. |
| M-15. | The water in the glass required to be transferred to the other glass should be only half full.(preferably use plastic glasses.) |
| M-19. | The door can be opened by turning the door knob or opening of a latch or bolt of the door, as the case may be. |
| M-20. | The physical exercises may involve three to four steps of sequences such as extending hands side ways, forwards, upwards and downwards, on verbal command or demonstration. |
| M-22. | The child must catch the ball thrown from a distance of five to six feet. |
| M-23. | The child must be able to sit and swing to and fro through an angle of more than 45 degrees. |
| M-25. | The child should be able to push a cycle tyre and run along with it for a distance of 10-15 metres.The female child should be able to play the game of 5 stones as it is played in the local settings. |

| Item no. | DOMAIN-I : MOTOR (M) |
|-----------------|-----------------------------|
|-----------------|-----------------------------|

- M-29 The child should be able to fold an A-4 size paper with correct crease, with a minimum of three folds and insert the folded paper into a postal size envelope.
- M-31 In case of boys, the child should be able to play simple marbles involving aiming and striking the particular marble atleast 1 out of 6 attempts. In case of girls the child should be able to hop, skip and jump to complete the required 6 to 8 steps in the game.
- M-33 The child should be standing atleast two metres away before throwing the ball into the basket.
- M-34 Draw a straight line (with pencil) of about 15 cms. length on an unruled paper and ask the child to cut along it with scissors. An error in cutting of not more than one cm. on either side of the straight line is permissible.
- M-36 The child should be able to throw the ring across a distance of minimum 10 feet to the other person (playmate).
- M-37 The child should be able to thread a medium sized needle using ordinary machine thread atleast one out of three attempts.
- M-39 The child should be able to take the cycle off stand, mount on it and ride through a distance of atleast 200 metres by negotiating appropriate turns or bends on the road. (The bicycle should be of such a size that when the child sits on it his feet should touch the ground.
- M-40 The child should be able to skip atleast three times continuously using skipping rope.

| Item No. | DOMAIN-II : ACTIVITIES OF DAILY LIVING (ADL) |
|-----------------|---|
|-----------------|---|

- ADL-5 In case of children who are accustomed to using spoons/fork, they should be able to eat accordingly on their own.
- ADL-8 In case of children who are accustomed to eating chappati they should break the chappati and eat with the vegetable.

| Item No. | DOMAIN-II : ACTIVITIES OF DAILY LIVING (ADL) |
|----------|--|
|----------|--|

- ADL-9 Child should be able to indicate the need to go to toilet through words or gesture.
- ADL-12 Washes genitalia after toilet use, with a toilet paper/water.
- ADL-13 In case no flush is available, the child should pour water in the toilet till it is clean or follow the practice normally used in their settings..
- ADL-16 When paste is applied on the brush or when tooth powder is put on the palm, the child should brush the teeth. Using neem stick is also acceptable for cleaning teeth.
- ADL-18 The child be able to clean his tongue and rinse his mouth.
- ADL-19 The child should be able to apply paste on the brush or take the appropriate quantity of tooth powder for brushing. In case a child uses neem stick, check if the child is able to open the neem stick at one end appropriately.
- ADL-32 A pull over shirt/skirt and blouse refers to those types of garments which are to be worn through the head. These apparels do not have an opening from the front. Examples banian, sweater, kurtas, etc.
- ADL-33 Wherein the child habitually uses sandals assess for buckling skills, if the child usually wears shoes assess for shoe lacing or if he wears shoes with straps assess for shoe strapping.
- ADL-34 The knot referred in this item is called as the slip knot which is commonly used for fastening pyjamas, under skirts, etc.
- ADL-36 The child should be able to put oil in the palm and apply it on the hair.
- ADL-40 Menstrual hygiene includes, recognising that she has periods/menses, keeps and changes pads/cloth/cotton at regular intervals.

| Item No. | DOMAIN-III : LANGUAGE (L) |
|----------|---------------------------|
|----------|---------------------------|

Note: For a child who is unable to speak, identification or gestural indication is sufficient to pass the items in this domain.

- L-1 When the examiner names a given item/person the child should be able to locate minimum five objects either by turning head or eye gaze towards that object. eg. fan, light, mother, father, etc.

**Item
No.**

DOMAIN-III : LANGUAGE (L)

- L-2 Responds to atleast five verbal or gestural commands such as “come”, “go”, “look”, “give”, “take”, etc.
- L-3 When verbally or gesturally asked to do atleast five commands such as “get me the ball”, “give me your book”, “wipe your face”, etc. the child should be able to carry out the command.
- L-5 The child should point out atleast ten items such as plate, tumbler, spoon, etc., or food items such as chappati, dal, curry/sabji, rice, etc. or other objects such as chair, doll, frock, shirt, pencil, book, light, cycle etc. which he is most exposed to in his daily use.
- L-6 The child should point to atleast ten familiar pictures in a book, when asked, “Show me _____”. The pictures can include common animals, fruits, household articles, etc.
- L-7 When whose questions are asked the child should respond to atleast five of them correctly by pointing to self or others.
- (i) Whose bag is this? (ii) Whose book is this?
(iii) Whose pencil is this? (iv) Whose tiffin box is this?
- L-8 **Examples,**
“Put the toy on the table” or “Put the book on the table”, etc.
“Put the tiffin box in the bag” or “Put the bead in the box/container, etc.
“Put the doll under the table” or “Put the paper under the book etc.
The child must follow all the three postpositions with three examples of each for ‘on’ and ‘in’ and four examples for ‘under’ postpositions.
- L-9 **Examples,**
“Close the door and bring the book”, “Keep the book in the bag and get the chalkpiece”, etc. The child should follow atleast five such directions given in an order.
- L-10 When ‘which’ questions are asked the child should respond to atleast five of them correctly by pointing.
- (i) Which book have you written your home work?
(ii) Which teacher did you talk to?
(iii) Which water bottle is yours?
(iv) Which is your drawing?

**Item
No.**

DOMAIN-III : LANGUAGE (L)

L-11 Examples,

Why do we wear warm clothes in winter?

Why do we carry an umbrella?

Why do we go to school?, etc.

The child should be able to follow at least five such 'Why' questions.

L-12 The child must follow the two pairs of adjectives with five examples of each.

L-13 The child should be able to correctly discriminate at least five items eg. "This is a whole chappati, this is part of it", "This is a whole chalk piece, this is part of it", etc.

L-14 Examples,

"Keep the pen on the table, close the door and bring your book", "Open your book, keep the pencil in your bag, and stand up with folded hands", etc. The child should be able to follow at least five three step instructions.

L-17 Sight words are commonly encountered in our daily lives, such as "DANGER", "PULL", "PUSH", "LADIES", "GENTS", "TOILET", "EXIT", "POISON", "ENQUIRY", etc. The child should be able to, not merely read, but tell/explain the meaning of at least five such sight words available in his surroundings.

L-18 The teacher can have four to six cut out pictures of action sequences from fables and ask the child to arrange the pieces in an order after listening to the story. The child should be able to arrange sequences for at least five short fables (Examples, fox and the sour grapes, Brainy crow, Golden eggs, etc.).

L-19 The child should understand that the traffic sign "red light" indicates "stop", "yellow light" means "get set", and "green light" means "go" respectively. The teacher can also check for other traffic signs/signals such as for "speed breaker", "school", "Zebra crossing", etc. The child must comprehend at least five common traffic signs or signals available in their surroundings.

L-20 The child should understand the meaning and procedures of voting. This can be assessed by asking specific questions related to "Why do we have elections?", "When do we have elections?", "Who can vote in the elections?", "Where to go for voting?", "How to vote in elections?".

| Item No. | DOMAIN-III : LANGUAGE (L) |
|----------|---------------------------|
|----------|---------------------------|

- L-22 When the child is given an instruction eg. "Did you bring your book" etc. the child should respond by appropriate nodding of the head.
- L-23 The child should be able to indicate at least five basic needs such as, indicating toilet needs, indicating need for food, water, toy, etc.
- L-26 The child should imitate sounds of atleast five animate or inanimate things, such as, the mew of a cat, bark of a dog, roar of a lion, mow of the cow, huff of the train, whirl of an automobile etc. These imitations should be in response to the question, "How does a dog bark?", "How does a cat mew"? etc.
- L-27 The child should use at least five two word phrases. Example: "mama-give", "Daddy-come", "Mummy-milk", etc.
- L-28 The child should be able to identify atleast five objects such as, chair, spoon, doll, pencil, etc. Select objects which are freely available in the child's environment. Ask the child 'what is a chair used for?' 'what do we do with the chair'?
- L-29 The child should see pictures depicting various persons in action and describe atleast ten of them appropriately, such as 'skipping', 'bathing', 'combing', 'brushing', 'eating, etc.
- L-30 The child should be able to appropriately use five words such as "move", "throw", "catch", "sit", "stand", "come", "go", etc.
- L-31 The child should be able to correctly identify: "Are you boy or girl?", "Is Rama a boy or girl?", "Is Radha boy or girl?", etc.
- L-38 The child should be able to use complex sentences conveying 3 or more ideas within that sentence. The child should be able to use five such complex sentences. Eg. "Ramu opened the bag to remove a book and read a poem in front of the class".
- L-39 The child must be able to narrate at least five jokes told or heard from others.
- L-40 The conversation is restricted to simple topics or issues such as 'a TV/ Radio programme seen/heard', 'visit to a cinema', 'your daily routine', etc. The child should be able to converse for minimum 2-3 minutes.

**Item
No.**

DOMAIN-IV : READING-WRITING (RW)

Note: While assessing a child on this domain, the teacher should assess in capital/small letters depending on what the particular child is more familiar with or exposed to.

- RW-1 A child should be able to match an object with another from a group of concrete objects. For example, a pen to another pen, a key to another key, etc. Minimum of five objects should be matched.
- RW-4 The child should be able to recognize his/her own name from a list of at least five names. Example, a child whose name is Suresh may have to recognize his name from a list of names such as SUKESH, SATISH, RAMESH, HARISH and SUVARNA respectively. The child should be able to correctly recognise his/her name in five trials.
- RW-5 When presented with his name the child should be able to spell and read his/her name. In case of a child who is unable to speak, he/she should be able to match and arrange alphabets of his/her own name in a sequential order.
- RW-6 The teacher takes 4 to 5 picture cards of animals, vehicles, fruits, vegetables and shuffles them. After giving it to the child she asks the child to separate the cards into different categories.
- RW-7 The child should be able to match a three letter word such as 'bat' to a group of other three letter words like bat, mat, cat, rat, etc. The child should match at least five words.
- RW-10 Identification of printed words is sufficient for a child who is unable to speak. For a child who can speak he/she should be able to read the printed four letter words such as ball, tube, plug, fire, stop, etc.
- RW-11 Identification of printed names of father and mother is sufficient for a child who is unable to speak. For a child who can speak, he/she should be able to read both the names correctly.
- RW-12 The child should read at least five two word phrases such as "the cat", "my ball", "a bat", etc. For a child who is unable to speak, identification of the 2 word phrases is sufficient.
- RW-13 Identification of the printed address from a group of three other addresses is sufficient for a child who is unable to speak. For a child who can speak, he/she should be able to read the printed address.

| Item No. | DOMAIN-IV : READING-WRITING (RW) |
|----------|--|
| RW-14 | The child should identify or read the names of atleast five family members other than parents. Identification of printed names of the family members/friends is sufficient for a child who cannot speak. |
| RW-15 | The child should be able to read atleast five sentences such as, "The cat is on the mat", etc. The sentence should consist of atleast 6 to 8 words. |
| RW-16 | The child should be able to read atleast five commonly seen sign boards such as, "school", "Post Office", "Bank", "Police Station", "Hospital", "Hotel", "Medical Shop", etc. within his neighbourhood. |
| RW-17 | The child should be able to read atleast three paragraphs without any errors in blends, articulation/pronunciation, etc. Each paragraph should consist of 30 to 40 words written in small letters. |
| RW-18 | The child should be able to read headlines from newspapers or magazines, with appropriate pauses at punctuations such as comas, semicolon, colon, hyphen, etc. |
| RW-19 | The child should be able to read short handwritten paragraphs consisting of 60 to 70 words with cursive characters or running handwriting. A maximum of three errors are permitted in each paragraph. |
| RW-28 | The child is required to connect three dots placed at equal distances of approximately two inches apart from one another. |
| RW-29 | It is sufficient if the child can write his main name alone. Surnames/nicknames are not required. |
| RW-34 | The child should copy five sentences, three specimens are given in the record booklet along with all comas, punctuations, capitals, etc. |
| RW-35 | The chosen words for dictation should have atleast 4-5 alphabets in each and must relate to common objects used in daily life. (Example, stool, scale, book, etc.) |
| RW-36 | The child should write atleast five sentences on dictation such as, The cat is on the mat, Rama is reading the book, etc., consisting of 6 to 8 simple words. |
| RW-37 | The letter should be informally addressed to parent or a friend on a post card with address written on it. |

**Item
No.**

DOMAIN-IV : READING-WRITING (RW)

- RW-38 The child should be able to fill in specimens of an application form for jobs, for a bus pass, railway reservation forms, money order forms, etc.
- RW-39 Examples 'My school', 'My pet', 'My home', etc. The child should be able to write minimum about 40 words on at least any one of such topics with maximum of three errors.
- RW-40 The child should be able to write a leave letter which should include 'From' and 'To' address. The content of the leave letter should include date and reason for applying leave.

**Item
No.**

DOMAIN-V : NUMBERS-TIME (NT)

Note: For some of the items in this domain, if the child uses fingers/lines/objects in calculations it should be scored as clueing. To score independent the child should pass the required number of items given in the record booklet. In case the child is able to complete 2 sums independently yet, requires clues to complete the third sum, the score given should be 4 and not 5.

- NT-2 The child should be able to give one object correctly when asked, "Give me one object" etc.
- NT-3 When shown different quantities of the same object, the child should be able to discriminate. The larger quantity should be at least 3 times more than the smaller quantity.
- NT-4 When taken a specific number of similar objects eg. cubes from a pile and shown, the child should be able to give exactly the same number of the objects shown.
- NT-7 Placing a group of objects eg. 5-6 pencils in front of the child, and asking to give 2 pencils, the child should be able to give the required number of objects as instructed.
- NT-9 When told, "fill the glass half with water", the child responds accordingly.
- NT-17 The child should be able to name at least three mathematical symbols such as \times , $=$, $+$, $-$ and \div respectively. For a child who is unable to speak identification is sufficient.

Item
No.

DOMAIN-V : NUMBERS-TIME (NT)

- NT-18 The child should correctly measure one litre, half a litre, one fourths litre and three fourths litre of liquid respectively on three consecutive occasions.
- NT-19 The child should measure atleast 50gms. and 100 gms. of some item successfully on three consecutive trials.
- NT-20 The child should be able to operate on atleast five functions such as +, -, x, =, decimal (.) etc., on the calculator.
- NT-21 The child should be able to associate specific time to specific activities. For example, the first bell signals time for prayer, second bell signals for interval, etc.
- NT-22 When shown a watch/clock, the child should be able to associate it with time by answering to specific questions, "what is this?", "where do we look for time ?" etc.
- NT-23 The child must follow the instructions with atleast three examples of each such as, "We will draw *now* and colour it *later*." "Wait until I tell you to begin". "Hurry up! Finish the colouring".
- NT-24 During assessment, if it is day ask, "Is it day or night?", and if it is night ask, "Is it night or day?" Ask this to the child three times and the child must respond to all three checks correctly.
- NT-25 During assessment, if it is morning ask, "Is it morning or evening?", and if it is evening ask, "Is it evening or morning?" Ask this to the child three times and the child must respond to all three checks correctly.
- NT-26 The child must understand the terms "yesterday", "today" and "tomorrow" respectively. He must answer correctly to questions, such as, what did you eat *yesterday*?" "What did you eat *today*?" "What day is *tomorrow*?" etc with 3 or 4 examples of each.
- NT-29 The child should be able to count by five's upto 60 such as, 5 10, 15, etc.
- NT-30 The child should be able to tell time correctly to the nearest hour by identifying the numbers against short arm of the clock. Example 3'O Clock for 3.05, 5'O Clock for 4.55, 11'O Clock for 11.10, etc. within the range of 5 minutes.
- NT-33 The child should answer to questions such as, "what time do you take your breakfast?", "what time do you sleep"?, etc. The answers may be verbal or the child can use a watch to indicate.

**Item
No.**

DOMAIN-V : NUMBERS-TIME (NT)

- NT-35 If the date of birth cannot be cross checked then score it as "not applicable". The child should specify the date, month and year of birth.
- NT-37 The child should be able to identify or name correctly the specific day, date, and month from the calendar on three consecutive checks. For example, when a particular date and month is told the child should read the correct day from the calendar.
- NT-38 The child should be able to tell the time correctly to the nearest minute by identifying the numbers against both the short arm as well as long arm of the clock. Example 11.12, 12.22, 7.16, etc.
- NT-39 Fix a specific time (example 10.30 am) and ask the child to remind at that appropriate time i.e. when it is 10.30 am. The child should be able to remind at the prefixed time such as 9.20 a.m. , 11.35 a.m., etc. The reporting time gap should be between 15-30 minutes.
- NT-40 When told a particular time, eg. 9.35 the child should be able to set watch to the said time correctly.

**Item
No.**

DOMAIN-VI : DOMESTIC-SOCIAL (DS)

- DS-8 The child should be able to set the plates with 2 or 3 kinds of snacks and serve four to five persons.
- DS-9 The child should be able to wash or clean utensils used for both cooking and eating using vim/ash and water.
- DS-10 The child should be able to wash clothes using soap/detergent and water, as well as dry them on a clothes line.
- DS-11 It includes peeling and cutting vegetables.
- DS-13 The preparation of tea/coffee should be in the specified quantity for minimum two persons including right amount of sugar and milk.
- DS-14 The preparation of rice or any other staple food should be in the specified quantity for minimum number of four persons.

| Item No. | DOMAIN-VI : DOMESTIC-SOCIAL (DS) |
|-------------|----------------------------------|
|-------------|----------------------------------|

- DS-15 The child should be able to prepare the specified quantity of dough for chappatis/puris according to the requirements indicated for minimum number of four persons.
- DS-16 A child should be able to place a button exactly in position, thread a needle and sew the button in place.
- DS-17 The child should be able to prepare the specified quantity of breakfast items generally eaten at home such as upma, idli, bread and butter or toast, etc. according to the requirements indicated for minimum number of four persons.
- DS-18 The child should be able to prepare the specified quantity of sabji/curry generally eaten at home according to the requirements indicated for minimum number of four persons.
- DS-20 The preparation of the meal (including rice/chappati, sabji/curry, and other usual items eaten at home) should be in the specified quantity according to the requirements indicated for minimum number of four persons.
- DS-26 Examples, "Good morning", "Good afternoon", "Good evening", "Adaab", "Namaste", etc. by gesturally or verbally.
- DS-27 Seeks permission to go out for routine chores, such as, drinking water, toilet, etc. verbally or gesturally.
- DS-29 The child should offer help to the teacher in any of the activities such as, moving, carrying, cleaning, or dusting furniture, books etc. in the school/classroom setting.
- DS-30 The child should be able to recognise the duties of atleast five occupations such as, policeman, postman, teacher, driver, newspaper boy, milkman, etc. Questions asked could be "What does the milkman do?" etc.
- DS-32 The child should be able to play kindergarden games like "Ring-O-Ring Roses", "The farmer's in the den", etc. with 4 to 5 children.
- DS-33 In case of children whose homes are not within the school neighbourhood, i.e. within 1 km. assess whether the child roams freely within his home neighbourhood.

| Item No. | DOMAIN-VI : DOMESTIC-SOCIAL (DS) |
|-----------------|---|
|-----------------|---|

- DS-34 The child must be observed to say "Please" and/or "Thank You" when required on atleast three occasions before being scored as independent.
- DS-35 The child should be able to introduce himself to others by correctly answering atleast four of the following questions. What is your name?, how old are you?, where do you stay? what is your father/mother's name? and what is the name of your school?
- DS-36 The child should be able to play any one of the indoor/outdoor games/activities with rules like snake and ladder, ludo, carrom board, chinese checker, cricket, badminton, volleyball, etc.
- DS-37 The child should know the rules for crossing road by looking to left, then to right and again to the left before stepping across road.
- DS-38 The child should be able to go to school from home or vice versa even if the school and home are in different neighbourhoods. In case of children whose school is within their home neighbourhood, i.e. 2-3 km. radius assess whether the child is able to go and return on own. It involves crossing roads.
- DS-40 The child should get into the correct number bus, buy ticket or show the bus pass and get down the bus at the right place within the city.

| Item No. | DOMAIN-VII : PREVOCATIONAL-MONEY (PV) |
|-----------------|--|
|-----------------|--|

- PV-2 The child should be able to paint or colour inside of the hand drawn geometrical shapes such as square, triangle and circle using water colours or crayons.
- PV-4 The child should be able to paste small cutout shapes on a scrap book or handwork book or it can include pasting labels, envelopes, stamps, etc.
- PV-5 The child should be able to cut atleast three geometrical shapes such as square, triangle and circle using scissors.
- PV-7 The child should be able to arrange atleast five papers in order, before stappling them at the appropriate end or the child should be able to stapple small packets at the openings.

| Item No. | DOMAIN-VII : PRE VOCATIONAL-MONEY (PV) |
|----------|---|
| PV-8 | The child should be able to arrange atleast five papers in order, before punching them at the appropriate place. |
| PV-9 | The child should be able to stack objects in groups of 5's, 10's and 20's. |
| PV-10 | The child should be able to put back the materials used in appropriate places. |
| PV-11 | The child should be able to assemble similar objects of different sizes such as, nuts, bolts, candles, envelopes, etc. |
| PV-14 | The child should be able to tell the dates of National festivals such as, Independence day, Republic day, Children's day and Gandhi Jayanthi. |
| PV-15 | The child should be able to make garland with flowers using a needle and thread. |
| PV-16 | The child should be able to apply an ointment on the cut and tie a simple bandage using cloth/gause/bandage. |
| PV-17 | The child should be able to do simple hemming work or able to mend own torn clothes. |
| PV-19 | The child should be able to name important persons, such as the current President, Vice-President, Prime Minister, Governor and Chief Minister. |
| PV-20 | The child should be able to wrap a gift box using gift wrapping paper and cellotape. |
| PV-21 | The child should be able to sort atleast five coins of any denomination from similar shapes/sizes of metal objects.eg. bottle caps etc. |
| PV-23 | The child should know that money has to be kept safely either in a purse, locker, pocket, almirah etc. |
| PV-25 | The child should be able to sort 5 ps, 10 ps, 20 ps, 25 ps and 50 ps coins into different groups. |
| PV-26 | In case of a child who is unable to speak, mere identification of the denominations of the coins is sufficient such as when asked, "show me 5 ps coin", he/she should be able to show/point. For a child who is able to speak he/she should be able to name the denominations of coins. |

**Item
No.**

DOMAIN-VII : PREVOCATIONAL-MONEY (PV)

- PV-27 In case of a child who is unable to speak, mere identification of the denominations of the currency notes is sufficient. For a child who can speak they should be able to name the denominations of currency notes upto Rs. 10.
- PV-28 The child should be able to rank order various denominations from 5 ps, to 50ps.
- PV-29 The child should know that two 50 paise coins make one rupee or four 25 paise coins make one rupee or five 20 paise coins make a rupee, etc. For a child who is unable to speak he should be able to add correct number of coins to make a rupee. A child who can speak can indicate verbally.
- PV-30 The purchases may be made with or without chits. This item does not involve getting back change correctly.
- PV-31 The purchases may be made with or without chits. This item involves getting back correct change within 1 Re.
- PV-33 When asked the cost price of a particular thing, the child should be able to say the correct price of any three items within a permissible range. Example, egg costs 70-90 ps. biscuit packet costs around Rs.3-4, a soap cake costs Rs.3-4 etc.
- PV-34 The child should know for example that six 50 paise coins, two one rupee notes and one Rs.5 note will make ten rupees. Similarly three 25 paise coins, four 20 paise coins, two 1Re notes will make Rs.3.55 etc.
- PV-39 The child should be able to fill in a deposit form at the bank and know all the attending procedures of depositing cash at Bank, such as, giving, taking and checking the pass book. The minimum value can be Rs.50/-
- PV-40 The child should be able to fill in a cheque/withdrawal slip and know all the attending procedures of withdrawing money from the bank, such as, giving, taking, checking the pass book and counting the cash.

CHAPTER XII

Behavioural Assessment Scales For Indian Children with Mental Retardation, (BASIC-MR) Part A

Authors :
Reeta Pesbawaria, S. Venkatesan

RECORD BOOKLET

Name of the student Age
Level/Class Sex

Dates :

Baseline Assessment Evaluated by
First Quarter Assessment Evaluated by
Second Quarter Assessment Evaluated by
Third Quarter Assessment Evaluated by

Instructions

- Each item should be scored based on the 6 levels of performance, i.e., Independent=5 ; Clueing=4; Verbal prompting=3; Physical prompting=2; Totally dependent=1; Not applicable=0.
- The score for each item should be entered in the appropriate boxes given on the right side. *Baseline assessment, first quarter, second quarter and third quarter assessment.*
- For some items examples are given in the record booklet. The teacher can use other examples during assessment, and note them in the blank spaces given.
- Wherever space is insufficient, use extra sheets and attach them to the record booklet.
- To score independent (5), the child should pass all the required number of items/trials given in the brackets. For example, in NT-10, if a child is able to complete only 4 out of 5 required sums independently, and does the fifth sum with clues the score is given as "clueing" (4) and not independently (5).
- Refer to the Glossary for the administration procedure about specific items.

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| MOTOR (M) | | | | | |
| 1. | Retains two one inch cubes in one hand for 30 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Claps hands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Crawls a distance of 5 feet or more | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | When made to stand, stands without support for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Puts small objects into a container | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Uses thumb and index finger to pick up objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | From sitting position is able to stand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | From standing position, bends knees to squatting position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Throws ball in any direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Walks for minimum 5-10 steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Kicks ball in any direction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Runs for minimum ten steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Climbs up chair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Size of the record booklet reduced to include in the book.
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| Item No. | DOMAINS/ITEMS | Assessments | | | |
|------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 14. | Climbs upstairs using alternate feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Pours liquid from one glass to another without spilling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Climbs down the stairs using alternate feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Turns pages singly from a book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Jumps off the ground with both feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Opens the door | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Does simple physical exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Throws ball atleast five metres away before first bounce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Catches ball | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Swings for at least 2-3 minutes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Wipes blackboard clean using duster | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Pushes a cycle tyre (male)/ plays 5 stones (female) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Climbs atleast eight to ten steps of a slide or ladder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Stands on one foot for minimum 30 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Jumps from a height of 2 feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Folds paper and inserts into an envelope | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Walks on straight line for atleast 5-10 steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Plays marbles (male)/hopsotch (female) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Tears off a perforated sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Throws ball into a basket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Cuts along a straight line using scissors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | Hops on one foot for minimum 30 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Plays ring games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Threads a medium sized needle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | Strikes and lights a match stick within two attempts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Rides a bicycle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Skips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Raw Score | | Baseline | 1st Quarter | 2nd Quarter | 3rd Quarter |
| Motor | | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

ACTIVITIES OF DAILY LIVING (ADL)

Eating

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Swallows liquid or semi-solid foods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Drinks from cup or glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Discriminates eatables and non-eatables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Chews solid foods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Picks up food with fingers and puts in mouth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Peels banana/orange skin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Sucks water/liquid through a straw | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Mixes rice, dal and eats with hand/spoon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Toiletting

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. | Indicates need to go to toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Reaches the toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Removes underwear/pant before sitting on toilet seat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Washes self after use of the toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Flushes toilet after use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Brushing

- | | | | | | |
|-----|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. | Wipes hands with towel/cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Washes hands with soap and water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Brushes teeth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Spits paste | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Cleans the tongue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Applies paste on the tooth brush | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Bathing

- | | | | | | |
|-----|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. | Pours water on self for bathing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Wipes face with towel/cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Washes face with soap and water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Uses towel for drying body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 24. | Removes soap from body with water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Applies soap on body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Dressing | | | | |
| 26. | Takes off clothes when unbuttoned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Puts on underpants or elastic knickers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Unbuttons clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Puts on shirt/frock (need not button) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Puts slippers on correct feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Buttons own clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Puts on pullover shirt/skirt and blouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Laces shoes or buckles sandals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Ties knots | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Grooming | | | | |
| 35. | Applies powder on face/body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Oils hair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Cuts nails with nailcutter/scissors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | Puts on wrist watch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Plaits hair (female)/Combs hair with parting (males) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Looks after menstrual hygiene(Female)/Shaves (male) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Raw Score | | Baseline | 1st Quarter | 2nd Quarter | 3rd Quarter |
| Activities of Daily Living | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LANGUAGE (L)

NOTE : For a child who is unable to speak, identification or gestural indication is sufficient to pass the items in this domain

- Locates items/persons on command by looking at them ☐ ☐ ☐ ☐
- Responds to verbal or gestural commands. (any five)
 - "Come"
 - "Go"
 - "Look"
 - "give"
 -☐ ☐ ☐ ☐

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|--|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 3. | Follows simple commands that call for action. (<i>any five</i>) | | | | |
| | a) "Get me the ball" b) "Give me the book" c) "Close the door" d) "Wipe your face" e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Points to body parts (<i>any five</i>) | | | | |
| | a) Eyes c) Nose e) Lips g) Head i) | b) Ears d) Hair f) Legs h) Hands j) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Points to familiar objects (<i>any ten</i>) | | | | |
| | a) Chair c) Pen e) Fan g) Doll i) Shirt k) Tumbler | b) Frock d) Pencil f) Book h) Light j) Plate l) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Points to pictures in a book (<i>any ten</i>) | | | | |
| | a) b) c) d) e) | f) g) h) i) j) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Follows "WHOSE" questions (<i>any five</i>) | | | | |
| | (a) Whose bag is this? (b) Whose book is this? (c) Whose pencil is this? (d) Whose tiffin box is this? (e) (f) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Follows postpositions (<i>any ten</i>) | | | | |
| 8.1 | On | | | | |
| | (<i>any 3</i>) | a) Put the toy on the table b) Put the book on the table c) d) | | | |
| 8.2 | In | | | | |
| | (<i>any 3</i>) | a) Put the tiffin box in the bag b) Put the bead in the box/container c) d) | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | | |
|----------|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. | |
| 8.3 | Under (any 4) | a) Put the doll under the table b) Put the paper under the book c) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Follows two step directions (any five) | a) Close the door and bring the book b) Keep the book in the bag and get the chalkpiece c) d) e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Follows "Which" questions (any five) | a) Which book have you written your home work? b) Which teacher did you talk to? c) Which water bottle is yours? d) Which is your drawing? e) f) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Follows "Why" questions (any five) | a) Why do we wear warm clothes in winter? b) Why do we carry an umbrella? c) Why do we go to school? d) e) f) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Follows adjectives (any ten) | | | | | |
| 12.1 | Big-small (any 5) | a) Show me which of these two pencils is bigger? b) Get me the smaller of the two balls c) | | | | |
| 12.2 | Up-down (any 5) | a) Throw the ball up b) Put your hands up/ Put your hands down c) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Follows concept of whole/part (any five) | a) This is a whole chappati, this is a part of it b) This is a whole chalkpiece, this is a part of it c) d) e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

14. Follows three step directions (*any five*)

- a) Keep the pen on the table, close the door and bring your book.
- b) Open your book, keep the pencil in your bag and stand up with folded hands.
- c)
- d)
- e)

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15. Identifies first middle and last in a group (*any ten*)

- 15.1 **First** (*any 3*)
- a) Keep the book in the middle of the pen and eraser.
 - b) Who is standing first in the line.
 - c)

- 15.2 **Middle** (*any 3*)
- a) Go and sit in the middle of _____ and _____.
 - b)
 - c)

- 15.3 **Last** (*any 4*)
- a) Go and sit in the last chair.
 - b)
 - c)
 - d)

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16. Follows left-right (*all correct in 5 trials*)

- 16.1 **Left**
- a) Show your left hand
 - b) Who is sitting left to you
 - c) Show your left ear

- 16.2 **Right**
- a) Show your right leg
 - b) Show your right eye
 - c) Who is sitting right to you

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17. Follows sight words (*any five*)

- | | |
|-----------|------------|
| a) DANGER | b) TOILET |
| c) PULL | d) EXIT |
| e) PUSH | f) POISON |
| g) LADIES | h) ENQUIRY |
| i) GENTS | j) |

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18. Arranges picture after listening to a story (*any five*)

- a) Brainy crow
- b) Sour grapes
- c) Golden eggs
- d)
- e)

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| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 19. | Follows traffic signs/signals (<i>any five</i>) | | | | |
| | a) What does Red light indicate? | | | | |
| | b) What does Yellow light indicate? | | | | |
| | c) What does Green light indicate? | | | | |
| | d) What is a Speed breaker? | | | | |
| | e) | | | | |
| 20. | Follows voting rights (<i>all correct in 5 trials</i>) | | | | |
| | a) Why do we have elections? | | | | |
| | b) When do we have elections? | | | | |
| | c) Who can vote in the elections? | | | | |
| | d) Where to go for voting? | | | | |
| | e) How to vote in the elections? | | | | |
| 21. | Imitates vowel sounds (<i>all five</i>) | | | | |
| | a) a | | | | |
| | b) e | | | | |
| | c) i | | | | |
| | d) o | | | | |
| | e) u | | | | |
| 22. | Uses Yes/No by nodding of head. | | | | |
| 23. | Indicates basic needs by pointing or gesturing. (<i>any five</i>) | | | | |
| 24. | Speaks single words meaningfully (<i>any five</i>) | | | | |
| | a) Akka | | | | |
| | b) Mama | | | | |
| | c) Papa | | | | |
| | d) | | | | |
| | e) | | | | |
| 25. | When asked tells own name. | | | | |
| 26. | Imitates sounds of animals & inanimate objects (<i>any five</i>) | | | | |
| | a) Cat | | | | |
| | b) Cow | | | | |
| | c) Dog | | | | |
| | d) Train | | | | |
| | e) Lion | | | | |
| | f) Automobile | | | | |
| | g) | | | | |
| | h) | | | | |
| 27. | Uses two word phrases (<i>any five</i>) | | | | |
| | a) Mummy milk | | | | |
| | b) Daddy come | | | | |
| | c) | | | | |
| | d) | | | | |
| | e) | | | | |
| 28. | Tells use of familiar objects (<i>any five</i>) | | | | |
| | a) Chair | | | | |
| | b) Spoon | | | | |
| | c) Doll | | | | |
| | d) Pencil | | | | |
| | e) | | | | |
| | f) | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|--|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 29. | Describes action pictures (any ten) | | | | |
| | a) Eating c) Playing e) Bathing g) Sleeping i) Studying k) m) | b) Skipping d) Combing f) Brushing h) Reading j) Praying l) n) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Uses words to indicate commands (any five) | | | | |
| | a) c) e) | b) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Identifies sex (all correct in 5 trials) | | | | |
| | a) Are you a boy or girl (in case of boy) Are you a girl or boy (in case of girl) b) Is _____ a boy or a girl (Show a boy) c) Is _____ a girl or a boy (Show a girl) d) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Identifies/names vehicles (any five) | | | | |
| | a) c) e) | b) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Identifies/names animals (any five). | | | | |
| | a) c) e) | b) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Identifies/names vegetables (any five). | | | | |
| | a) c) e) | b) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | Identifies/names fruits (any five). | | | | |
| | a) c) e) | b) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Recites rhymes of atleast 3-4 lines. | | | | |
| 37. | Uses adjectives: (any ten) | | | | |
| | 37.1. Long-short a) Who has long hair in the class? (any 3) b) Show me the shortest person in the class? c) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

- 37.2. **Rough-smooth** a) Give me the rough paper out of the two papers.
 (any 3) b) Which of the piece of cloth is smooth.
 c)

- 37.3. **Clean-Dirty** a) Show me which of these two handkerchiefs is dirty?
 (any 4) b) Show me which of these two glasses of water is clean?
 c)
 d)

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38. Uses complex sentences (any five)

☐ ☐ ☐ ☐

39. Narrates simple jokes (any five)

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40. Carries on simple conversation.

☐ ☐ ☐ ☐

| Total Raw Score | Baseline | Ist Quarter | IInd Quarter | IIIrd Quarter |
|-----------------|----------|-------------|--------------|---------------|
| Language | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

READING-WRITING (RW)

NOTE: While assessing a child on this domain, the teacher should assess in Capital/Small letter depending on what the particular child is more familiar with or exposed to.

1. Matches similar objects (*any five*)

a) A key to a key
c)
e)

b) A pen to a pen
d)
f)

☐ ☐ ☐ ☐

2. Matches objects to pictures (*any five*)

a)
c)
e)

b)
d)
f)

☐ ☐ ☐ ☐

3. Matches colours (*any five*)

a) Red
c) Green
e)

b) Blue
d) Yellow

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4. Recognises his/her name. (*correct in all 5 trials*)

☐ ☐ ☐ ☐

5. Reads own name

☐ ☐ ☐ ☐

6. Sorts pictures (*any five*)

| | | | | | |
|------------|----|----|----|----|----|
| Animals | a) | b) | c) | d) | e) |
| Fruits | a) | b) | c) | d) | e) |
| Vehicles | a) | b) | c) | d) | e) |
| Vegetables | a) | b) | c) | d) | e) |

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7. Matches words (*any five*)

a) Bat
c) Cat
e) Hat
g) Rug

b) Mat
d) Rat
f) Mug
h)

☐ ☐ ☐ ☐

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 16. | Reads sign boards (<i>any five</i>) | | | | |
| | a) Hospital | | | | |
| | b) Police Station | | | | |
| | c) School | | | | |
| | d) Post office | | | | |
| | e) Bank | | | | |
| | f) Hotel | | | | |
| | g) Medical shop | | | | |
| | h) | | | | |
| 17. | Reads small paragraphs (<i>all three correctly with maximum of 10 errors</i>) | | | | |
| | a) Paragraph One | | | | |
| | b) Paragraph Two | | | | |
| | c) Paragraph Three | | | | |
| 18. | Reads large print from magazines, newspapers, etc. | | | | |
| | | | | | |
| 19. | Reads medium sized handwritten paragraphs. (<i>any three with maximum of 10 errors</i>) | | | | |
| | | | | | |
| 20. | Reads short news item from a newspapers. | | | | |
| | | | | | |
| 21. | Scribbles. | | | | |
| | | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

22. Traces along a straight line.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23. Traces along a circular object (2-3"d)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

24. Traces alphabets of own name

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

25. Copies alphabets of own name

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

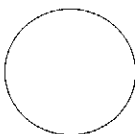
| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

26. Copies a straight line



| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

27. Copies circle



| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

28. Draws a line connecting 3 dots

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

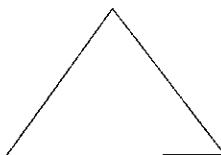
| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

29. Writes own name

30. Copies a square



31. Copies a triangle



| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

32. Copies own address

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

33. Writes own address

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

34. Copies printed sentences (any five)

- a) There are apples, mangoes and bananas in the basket.
- b) What is the Capital of India? Delhi is the Capital of India.
- c) Hello! How are you? I am fine, thank you!
- d)
- e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

35. Dictation of words (*any five*).

a)

b)

c)

d)

e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

36. Dictation of sentences (*any five*)

a)

b)

c)

d)

e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

37. Writes a letter.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

38. Fills in an application.

☐ ☐ ☐ ☐

39. Composition (minimum 40 words on any one topic, maximum 3 errors permitted)

a) My Pet b) My Home c) My School

☐ ☐ ☐ ☐

40. Writes a leave letter.

☐ ☐ ☐ ☐

| Total Raw Score | Baseline | Ist Quarter | IInd Quarter | IIId Quarter |
|-------------------|----------|-------------|--------------|--------------|
| Reading - Writing | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

$$\begin{array}{r} \text{c) } 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 5 \\ + 0 \\ \hline \end{array}$$

e)

☐ ☐ ☐ ☐

11. Subtracts single digit numbers within ten (*any five*)

$$\begin{array}{r} \text{a) } 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c) } 9 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d) } 4 \\ - 0 \\ \hline \end{array}$$

e)

☐ ☐ ☐ ☐

12. Writes numerals above ten on dictation (*any ten*)

☐ ☐ ☐ ☐

13. Does two digit additions without carry over (*any five*)

$$\begin{array}{r} \text{a) } 44 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b) } 25 \\ + 62 \\ \hline \end{array}$$

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

c) 57
+ 20

d) 40
+ 36

e)

☐ ☐ ☐ ☐

14. Does two digit subtractions without borrowing (*any five*)

a) 75
- 23

b) 36
- 24

c) 56
- 20

d) 84
- 60

e)

☐ ☐ ☐ ☐

15. Does two digit additions with carry over (*any five*)

a) 27
+ 15

b) 39
+ 28

c) 53
+ 69

d) 89
+ 17

e)

☐ ☐ ☐ ☐

16. Does two digit subtractions with borrowing (*any five*)

a) 81
- 25

b) 64
- 47

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

- | | | |
|--|--|--|
| <p>c) 70 - 27 ----- ----- e)</p> | <p>d) 40 - 18 ----- -----</p> | |
|--|--|--|
-
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|
17. Identifies/names math symbols (any five)
- | | | |
|------------------|------|--|
| a) + | b) - | |
| c) $\frac{-}{-}$ | d) x | |
| e) = | | |
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|
18. Measures liquid using measuring cups (all correct in three trials)
- | | | |
|--------------|--------------|--|
| a) 1 litre | b) 1/2 litre | |
| c) 3/4 litre | d) 1/4 litre | |
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|
19. Weighs objects using weighing scale (all correct in three trials)
- | | | |
|------------|------------|--|
| a) 50 gms | b) 100 gms | |
| c) 200 gms | | |
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|
20. Uses calculator for basic arithmetic operations.
21. Associates time/events to routine school activities
22. Associates watch/clock with time
23. Follows 'now', 'later', 'hurry', 'wait' (any ten)
- | | | |
|-------------------|----|--|
| 23.1 Now | a) | |
| (any two) | b) | |
| 23.2 Later | a) | |
| (any two) | b) | |
| 23.3 Hurry | a) | |
| (any three) | b) | |
| | c) | |
| 23.4 Wait | a) | |
| (any three) | b) | |
| | c) | |
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|
24. Tells correctly if it is day or night (correct in all 5 trials)
- | | | |
|------------------------|--|--|
| a) Is it day or night? | | |
| b) Is it night or day? | | |
- | | |
|--|---|
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|---|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 25. | Tells correctly if it is morning or evening (<i>correct in all 5 trials</i>) | | | | |
| | a) Is it morning or evening? | | | | |
| | b) Is it evening or morning? | | | | |
| 26. | Follows yesterday, today and tomorrow (<i>any ten</i>) | | | | |
| 26.1 | Yesterday a) What did you eat yesterday? | | | | |
| | (any 3) b) | | | | |
| | c) | | | | |
| 26.2 | Today a) What did you eat today? | | | | |
| | (any 3) b) | | | | |
| | c) | | | | |
| 26.3 | Tomorrow a) | | | | |
| | (any 4) b) | | | | |
| | c) | | | | |
| | d) | | | | |
| 27. | Tells hour and minute hands on the clock | | | | |
| 28. | Names/identifies days of week (<i>all correct</i>) | | | | |
| | a) Rote recitation | | | | |
| | b) What comes after Tuesday | | | | |
| | c) What comes after Saturday | | | | |
| | d) What comes before Wednesday | | | | |
| | e) What comes before Sunday | | | | |
| 29. | Counts by five's | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 30. | Tells time by the hour (<i>all correct</i>) | | | | |
| | a) 3'O Clock | | | | |
| | b) 12'O Clock | | | | |
| | c) 9'O Clock | | | | |
| | d) 7'O Clock | | | | |
| | e) 6'O Clock | | | | |
| | f) 1'O Clock | | | | |
| 31. | Tells own age in years | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 32. | Names/identifies months of year (<i>all correct</i>) | | | | |
| | a) Rote recitation | | | | |
| | b) What comes after March | | | | |
| | c) What comes after December | | | | |
| | d) What comes before September | | | | |
| | e) What comes before January | | | | |
| 33. | Associates time with work routine (<i>any five</i>) | | | | |
| | a) What time do you go to school? | | | | |
| | b) What time do you have your breakfast? | | | | |
| | c) What time do you go to bed ? | | | | |
| | d) What time do you have your dinner? | | | | |
| | e) | | | | |
| 34. | Tells time by quarter hour (<i>all correct</i>) | | | | |
| | a) 2.30 | | | | |
| | b) 6.30 | | | | |
| | c) 12.15 | | | | |
| | d) 3.15 | | | | |
| | e) 12.45 | | | | |
| | f) 9.45 | | | | |
| 35. | Tells date of birth | | | | |
| 36. | Tells day, date, month and year (<i>all correct</i>) | | | | |
| | a) What day is today ? | | | | |
| | b) What is the date today? | | | | |
| | c) What is the present month? | | | | |
| | d) Which year is going on? | | | | |
| 37. | Reads and uses a calendar (<i>correct in all 5 trials</i>) | | | | |
| 38. | Tells time to the minutes on the clock (<i>any five</i>) | | | | |
| | a) 11.12 | | | | |
| | b) 12.22 | | | | |
| | c) 7.16 | | | | |
| | d) 4.25 | | | | |
| 39. | Reminds on prefixed time | | | | |
| 40. | Sets watch to correct time (<i>any five</i>) | | | | |
| | a) 9.35 | | | | |
| | b) 2.18 | | | | |
| | c) 12.20 | | | | |
| | d) 7.12 | | | | |
| | e) 1.50 | | | | |
| | f) 3.48 | | | | |

| Total Raw Score | Baseline | 1st Quarter | 2nd Quarter | 3rd Quarter |
|-----------------|----------|-------------|-------------|-------------|
| Numbers - Time | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| DOMESTIC-SOCIAL (DS) | | | | | |
| 1. | Keeps things at places when asked to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Collects waste and puts away in the waste paper basket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Dusts/wipes table, chairs etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Waters plants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Folds own clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Sweeps floor using a broom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Wets/mops floor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Serves eatables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Washes utensils | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Washes clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Cuts vegetables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Lights a kerosene/gas stove | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Prepares tea or coffee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Prepares dough for chapati/puris | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Prepares simple breakfast items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Sews buttons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Cooks rice or other food items | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Prepares a curry or sabji | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Irons own cotton clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Prepares a complete meal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Responds with correct gesture when said ta-ta | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Responds to own name by turning his/her head | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Identifies teacher by her name | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Goes inside school yard and comes back | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Shares food/toys with other children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Greets others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Seeks permission to go out | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

PRE-VOCATIONAL-MONEY (PV)

| | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Carries notice/messages from one classroom to another | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Brush paints | | | | |
| 3. | Uses a pencil sharpener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Sticks using gum or glue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Cuts simple shapes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Rings school bell on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Clips using stappler | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Makes holes using punching machine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Stacks objects into groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Puts away things in appropriate places after use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Assembles similar objects of three to four sizes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Nails and hangs a calender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Uses a screw driver to insert or remove screws | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 14. | Tells date of National festivals (<i>all correct</i>) | | | | |
| | a) Independence day b) Republic day | | | | |
| | c) Children's day d) Gandhi Jayanthi | | | | |
| 15. | Makes a garland of flowers using thread | | | | |
| 16. | Applies medicine on a cut | | | | |
| 17. | Does simple hemming work | | | | |
| 18. | Plants a sapling | | | | |
| 19. | Tells names of important people (<i>all correct</i>) | | | | |
| | a) President b) Vice-President | | | | |
| | c) Prime minister d) Governor | | | | |
| | e) Chief minister | | | | |
| 20. | Wraps a gift box | | | | |
| 21. | Sorts coins from other similar metal objects | | | | |
| 22. | Aware that money can buy things | | | | |
| 23. | Keeps money safely | | | | |
| 24. | Selects a rupee note from other paper objects | | | | |
| 25. | Sorts out mixed coins (<i>all correct</i>) | | | | |
| | a) Isolates five 5 ps.coins | | | | |
| | b) Isolates five 10 ps.coins | | | | |
| | c) Isolates five 20 ps.coins | | | | |
| | d) Isolates five 25 ps. coins | | | | |
| | e) Isolates five 50 ps. coins | | | | |
| | f) Isolates five 1.00 Re. coins | | | | |
| 26. | Identifies/names all denominations of coins (<i>all correct</i>) | | | | |
| | a) 5 ps b) 10 ps | | | | |
| | c) 20 ps d) 25 ps | | | | |
| | e) 50 ps f) 1 Re | | | | |
| 27. | Identifies/names currency notes upto ten (<i>all correct</i>) | | | | |
| | a) Re.1 b) Rs.2 | | | | |
| | c) Rs.5 d) Rs.10 | | | | |
| 28. | Rank orders coins | | | | |
| 29. | Adds collects coins to make a rupee | | | | |
| 30. | Makes purchases within 1 Re | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 31. | Makes purchases within 1 Re. with correct change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Makes purchases upto Rs.2 with correct change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Knows transactional value for items below Rs.10/- (any five) | | | | |
| | a) What is the cost of a pencil ? | | | | |
| | b) What is the cost of a note book ? | | | | |
| | c) | | | | |
| | d) | | | | |
| | e) | | | | |
| 34. | Calculates change upto 10 rupees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | Makes purchases upto Rs.5 with correct change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Makes purchases upto Rs.10 with correct change | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Knows transactional value of items above Rs.10/- (any five) | | | | |
| | a) | | | | |
| | b) | | | | |
| | c) | | | | |
| | d) | | | | |
| | e) | | | | |
| 38. | Maintains account of money in a piggy bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Deposits money in a bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Withdraws money from bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Total Raw Score | Baseline | Ist Quarter | IInd Quarter | IIIrd Quarter |
|----------------------|----------|-------------|--------------|---------------|
| Pre vocational-Money | | | | |

| Total Raw Score | Baseline | Ist Quarter | IInd Quarter | IIIrd Quarter |
|--------------------------------|----------|-------------|--------------|---------------|
| Cumulative Score (All Domains) | | | | |

Cumulative
Score
(All Domains)

Behavioural Assessment Scales for Indian Children with Mental Retardation, (BASIC-MR) Part B

Authors :
Reeta Pesbawaria, S. Venkatesan

RECORD BOOKLET

Name of the student Age
Level/Class Sex

Dates :

Baseline Assessment Evaluated by
First Quarter Assessment Evaluated by
Second Quarter Assessment Evaluated by
Third Quarter Assessment Evaluated by

Instructions

1. Each item should be scored based on three levels of severity/frequency of problem behaviours, i.e., Never (N), Occasionally (O) and Frequently (F). Score 0 for "Never", 1 for "Occasionally" and 2 for "Frequently".
2. Enter the appropriate numerical score against each item for the child, depending on the severity/frequency of the problem behaviour in question, and in the appropriate box, i.e., baseline, first quarter assessment, second quarter assessment and/or third quarter assessment
3. Add the total problem behaviour raw score and enter it in the profile sheet of BASIC-MR, Part-B.

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| Violent and Destructive Behaviour | | | | | |
| 1. | Kicks others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Pushes others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Pinches others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Pulls hair, ear, body parts of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Slaps others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Hits others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Spits on others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Bangs objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Slams doors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Bites others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Attacks or pokes others with weapon (blade, stick, pencil) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Throws objects at others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

• NIMH, Secunderabad 1992

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 13. | Tears/pulls threads from own or others clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Tears up own or others books, papers, magazines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Breaks objects/glass/toys | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Damages furniture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Temper Tantrums | | | | |
| 17. | Cries excessively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Screams | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Stamps feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Rolls on floor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Misbehaves with others | | | | |
| 21. | Pulls objects from others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Interrupts in between when others are talking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Makes loud noise when others are working or reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Makes face to tease others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Uses abusive/vulgar language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Takes others possession without their permission openly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Tells others what to do and wants his/her way (bossy) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Self injurious behaviours | | | | |
| 28. | Bangs head | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Bites self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Cuts or mutilates self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Pulls own hair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Scratches self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Hits self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Puts objects into eyes/nose/ear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | Eats inedible things | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 36. | Peels skin/wounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Bites nail | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Repetitive behaviours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | Rocks body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Nods head | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Sucks thumb | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. | Makes peculiar sounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | Bites ends of pen/pencil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | Shakes parts of the body repeatedly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | Grinds teeth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | Swings round and round | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Odd behaviours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. | Laughs to self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. | Laughs inappropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. | Talks to self | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. | Hoards unwanted objects (sticks, thread, pieces of old clothes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. | Picks nose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. | Plays with unwanted objects like chappal, strings, faeces and dirt excessively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. | Kisses, hugs, and licks people unnecessarily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. | Smells objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Hyperactivity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. | Does not sit at one place for required time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. | Does not pay attention to what is told | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. | Does not continue with the task at hand for required time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Rebellious behaviours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. | Refuses to obey commands | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. | Does opposite of what is requested | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 59. | Takes very long time intentionally to complete a task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. | Wanders outside school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. | Runs away from school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. | Argues without purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Antisocial behaviours | | | | |
| 63. | Lies or twists the truth to his own advantage or blames others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. | Cheats in games or no sense of fair play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. | Steals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. | Makes obscene gestures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. | Exposes body parts inappropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. | Makes sexual advances towards members of opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. | Touches own private parts in public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. | Touches others private parts in public | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. | Gambles | | | | |
| | Fears | | | | |
| 72. | Fear of objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. | Fear of animals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 74. | Fear of places | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75. | Fear of persons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Any others: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Total Raw Score | Baseline | Ist Quarter | IInd Quarter | IIInd Quarter |
|--------------------------------|----------|-------------|--------------|---------------|
| Cumulative Score (All Domains) | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 14. | Climbs upstairs using alternate feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Pours liquid from one glass to another without spilling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Climbs down the stairs using alternate feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Turns pages singly from a book | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Jumps off the ground with both feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Opens the door | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Does simple physical exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Throws ball atleast five metres away before first bounce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Catches ball | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Swings for at least 2-3 minutes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. | Wipes blackboard clean using duster | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Pushes a cycle tyre (male)/ plays 5 stones (female) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. | Climbs atleast eight to ten steps of a slide or ladder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Stands on one foot for minimum 30 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Jumps from a height of 2 feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Folds paper and inserts into an envelope | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Walks on straight line for atleast 5-10 steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Plays marbles (male)/hopsotch (female) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Tears off a perforated sheet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Throws ball into a basket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Cuts along a straight line using scissors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | Hops on one foot for minimum 30 seconds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Plays ring games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Threads a medium sized needle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | Strikes and lights a match stick within two attempts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Rides a bicycle | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Skips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Raw Score | | Baseline | Ist Quarter | IInd Quarter | IIIrd Quarter |
| Motor | | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

ACTIVITIES OF DAILY LIVING (ADL)

Eating

| | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Swallows liquid or semi-solid foods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Drinks from cup or glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Discriminates eatables and non-eatables | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Chews solid foods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Picks up food with fingers and puts in mouth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Peels banana/orange skin | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Sucks water/liquid through a straw | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Mixes rice, dal and eats with hand/spoon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Toiletting

| | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. | Indicates need to go to toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Reaches the toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Removes underwear/pant before sitting on toilet seat | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Washes self after use of the toilet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Flushes toilet after use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Brushing

| | | | | | |
|-----|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. | Wipes hands with towel/cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Washes hands with soap and water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Brushes teeth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Spits paste | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Cleans the tongue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Applies paste on the tooth brush | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Bathing

| | | | | | |
|-----|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. | Pours water on self for bathing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Wipes face with towel/cloth | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Washes face with soap and water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Uses towel for drying body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 24. | Removes soap from body with water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. | Applies soap on body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Dressing | | | | |
| 26. | Takes off clothes when unbuttoned | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. | Puts on underpants or elastic knickers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. | Unbuttons clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. | Puts on shirt/frock (need not button) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. | Puts slippers on correct feet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. | Buttons own clothing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Puts on pullover shirt/skirt and blouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | Laces shoes or buckles sandals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | Ties knots | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Grooming | | | | |
| 35. | Applies powder on face/body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | Oils hair | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | Cuts nails with nailcutter/scissors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | Puts on wrist watch | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | Plaits hair (female)/Combs hair with parting (males) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | Looks after menstrual hygiene(Female)/Shaves (male) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Total Raw Score | | Baseline | 1st Quarter | IIInd Quarter | IIIrd Quarter |
| Activities of Daily Living | | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

LANGUAGE (L)

NOTE : For a child who is unable to speak, identification or gestural indication is sufficient to pass the items in this domain

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Locates items/persons on command by looking at them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Responds to verbal or gestural commands. (any five) | | | | |
| a) | "Come" | b) | "Go" | | |
| c) | "Look" | d) | "give" | | |
| e) | | | | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|--|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 3. | Follows simple commands that call for action. (<i>any five</i>) | | | | |
| | a) "Get me the ball" b) "Give me the book" c) "Close the door" d) "Wipe your face" e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Points to body parts (<i>any five</i>) | | | | |
| | a) Eyes c) Nose e) Lips g) Head i) | b) Ears d) Hair f) Legs h) Hands j) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Points to familiar objects (<i>any ten</i>) | | | | |
| | a) Chair c) Pen e) Fan g) Doll i) Shirt k) Tumbler | b) Frock d) Pencil f) Book h) Light j) Plate l) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Points to pictures in a book (<i>any ten</i>) | | | | |
| | a) b) c) d) e) | f) g) h) i) j) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Follows "WHOSE" questions (<i>any five</i>) | | | | |
| | (a) Whose bag is this? (b) Whose book is this? (c) Whose pencil is this? (d) Whose tiffin box is this? (e) (f) | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Follows postpositions (<i>any ten</i>) | | | | |
| 8.1 | On (<i>any 3</i>) | a) Put the toy on the table b) Put the book on the table c) d) | | | |
| 8.2 | In (<i>any 3</i>) | a) Put the tiffin box in the bag b) Put the bead in the box/container c) d) | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 8.3 | Under (any 4) a) Put the doll under the table b) Put the paper under the book c) d) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Follows two step directions (any five) a) Close the door and bring the book b) Keep the book in the bag and get the chalkpiece c) d) e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Follows "Which" questions (any five) a) Which book have you written your home work? b) Which teacher did you talk to? c) Which water bottle is yours? d) Which is your drawing? e) f) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Follows "Why" questions (any five) a) Why do we wear warm clothes in winter? b) Why do we carry an umbrella? c) Why do we go to school? d) e) f) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Follows adjectives (any ten) 12.1 Big-small a) Show me which of these two (any 5) pencils is bigger? b) Get me the smaller of the two balls c) 12.2 Up-down a) Throw the ball up (any 5) b) Put your hands up/ Put your hands down c) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Follows concept of whole/part (any five) a) This is a whole chappati, this is a part of it b) This is a whole chalkpiece, this is a part of it c) d) e) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

14. Follows three step directions (*any five*)

- a) Keep the pen on the table, close the door and bring your book.
- b) Open your book, keep the pencil in your bag and stand up with folded hands.
- c)
- d)
- e)

☐ ☐ ☐ ☐

15. Identifies first middle and last in a group (*any ten*)

- 15.1 **First** (any 3)
- a) Keep the book in the middle of the pen and eraser.
 - b) Who is standing first in the line.
 - c)

- 15.2 **Middle** (any 3)
- a) Go and sit in the middle of _____ and _____.
 - b)
 - c)

- 15.3 **Last** (any 4)
- a) Go and sit in the last chair.
 - b)
 - c)
 - d)

☐ ☐ ☐ ☐

16. Follows left-right (*all correct in 5 trials*)

- 16.1 **Left**
- a) Show your left hand
 - b) Who is sitting left to you
 - c) Show your left ear

- 16.2 **Right**
- a) Show your right leg
 - b) Show your right eye
 - c) Who is sitting right to you

☐ ☐ ☐ ☐

17. Follows sight words (*any five*)

- | | |
|-----------|------------|
| a) DANGER | b) TOILET |
| c) PULL | d) EXIT |
| e) PUSH | f) POISON |
| g) LADIES | h) ENQUIRY |
| i) GENTS | j) |

☐ ☐ ☐ ☐

18. Arranges picture after listening to a story (*any five*)

- a) Brainy crow
- b) Sour grapes
- c) Golden eggs
- d)
- e)

☐ ☐ ☐ ☐

| Item No. | DOMAINS/ITEMS | Assessments |
|----------|--|---|
| | | Baseline 1st Qr. 2nd Qr. 3rd Qr. |
| 19. | Follows traffic signs/signals (<i>any five</i>) a) What does Red light indicate? b) What does Yellow light indicate? c) What does Green light indicate? d) What is a Speed breaker? e) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 20. | Follows voting rights (<i>all correct in 5 trials</i>) a) Why do we have elections? b) When do we have elections? c) Who can vote in the elections? d) Where to go for voting? e) How to vote in the elections? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 21. | Imitates vowel sounds (<i>all five</i>) a) a c) i e) u b) e d) o | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 22. | Uses Yes/No by nodding of head. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 23. | Indicates basic needs by pointing or gesturing. (<i>any five</i>) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 24. | Speaks single words meaningfully (<i>any five</i>) a) Akka c) Papa e) b) Mama d) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 25. | When asked tells own name. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 26. | Imitates sounds of animals & inanimate objects (<i>any five</i>) a) Cat c) Dog e) Lion g) b) Cow d) Train f) Automobile h) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 27. | Uses two word phrases (<i>any five</i>) a) Mummy milk c) e) b) Daddy come d) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 28. | Tells use of familiar objects (<i>any five</i>) a) Chair c) Doll e) b) Spoon d) Pencil f) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

29. Describes action pictures (*any ten*)

- | | |
|-------------|-------------|
| a) Eating | b) Skipping |
| c) Playing | d) Combing |
| e) Bathing | f) Brushing |
| g) Sleeping | h) Reading |
| i) Studying | j) Praying |
| k) | l) |
| m) | n) |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

30. Uses words to indicate commands (*any five*)

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

31. Identifies sex (*all correct in 5 trials*)

- a) Are you a boy or girl (in case of boy)
Are you a girl or boy (in case of girl)
- b) Is _____ a boy or a girl (Show a boy)
- c) Is _____ a girl or a boy (Show a girl)
- d)

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

32. Identifies/names vehicles (*any five*)

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

33. Identifies/names animals (*any five*).

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

34. Identifies/names vegetables (*any five*).

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

35. Identifies/names fruits (*any five*).

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | |

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

36. Recites rhymes of atleast 3-4 lines.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

37. Uses adjectives: (*any ten*)

- 37.1. Long-short a) Who has long hair in the class?
(any 3) b) Show me the shortest person
in the class?
c)

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

- 37.2. **Rough-smooth** a) Give me the rough paper out
(any 3) of the two papers.
b) Which of the piece of cloth is smooth.
c)

- 37.3. **Clean-Dirty** a) Show me which of these two
(any 4) handkerchiefs is dirty?
b) Show me which of these two
glasses of water is clean?
c)
d)

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38. Uses complex sentences (any five)

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39. Narrates simple jokes (any five)

☐ ☐ ☐ ☐

40. Carries on simple conversation.

☐ ☐ ☐ ☐

| Total Raw Score | Baseline | 1st Quarter | IInd Quarter | IIIrd Quarter |
|-----------------|----------|-------------|--------------|---------------|
| Language | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

READING-WRITING (RW)

NOTE: While assessing a child on this domain, the teacher should assess in Capital/Small letter depending on what the particular child is more familiar with or exposed to.

1. Matches similar objects (any five)

a) A key to-a key

c)

e)

b) A pen to a pen

d)

f)

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2. Matches objects to pictures (any five)

a)

c)

e)

b)

d)

f)

☐ ☐ ☐ ☐

3. Matches colours (any five)

a) Red

c) Green

e)

b) Blue

d) Yellow

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4. Recognises his/her name. (correct in all 5 trials)

☐ ☐ ☐ ☐

5. Reads own name

☐ ☐ ☐ ☐

6. Sorts pictures (any five)

Animals

a)

b)

c)

d)

e)

Fruits

a)

b)

c)

d)

e)

Vehicles

a)

b)

c)

d)

e)

Vegetables

a)

b)

c)

d)

e)

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7. Matches words (any five)

a) Bat

c) Cat

e) Hat

g) Rug

b) Mat

d) Rat

f) Mug

h)

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| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |
| 8. | Identifies colours (<i>any five</i>) a) _____ b) _____ c) _____ d) _____ e) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Names colours (<i>any five</i>) a) _____ b) _____ c) _____ d) _____ e) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Identifies/reads printed words (<i>any five</i>) a) ball b) tube c) plug d) fire d) stop e) _____ f) _____ g) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Identifies/reads names of parents (<i>all correct in 5 trials</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Reads two-word phrases (<i>any five</i>) a) The cat b) My ball c) A bat d) _____ e) _____ f) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Identifies/reads own address (<i>all correct in 5 trials</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Identifies/reads names of family members/friends (<i>any five</i>) a) _____ b) _____ c) _____ d) _____ e) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Reads short sentences (<i>any five</i>) a) This is a cat. b) The cat is on the mat. c) Put a pen in the box. d) The monkey is sitting on the tree e) _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|----------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

16. Reads sign boards (*any five*)

- | | |
|----------------|-------------------|
| a) Hospital | b) Police Station |
| c) School | f) Hotel |
| c) Post office | g) Medical shop |
| d) Bank | h) |

| | | | |
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| | | | |
|--|--|--|--|

17. Reads small paragraphs (*all three correctly with maximum of 10 errors*)

- a) Paragraph One
b) Paragraph Two
c) Paragraph Three

| | | | |
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| | | | |
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18. Reads large print from magazines, newspapers, etc.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

19. Reads medium sized handwritten paragraphs.
(*any three with maximum of 10 errors*)

| | | | |
|--|--|--|--|
| | | | |
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20. Reads short news item from a newspapers.

| | | | |
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|--|--|--|--|

21. Scribbles.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

22. Traces along a straight line.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

23. Traces along a circular object (2-3"d)

| | | | |
|--|--|--|--|
| | | | |
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24. Traces alphabets of own name

| | | | |
|--|--|--|--|
| | | | |
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25. Copies alphabets of own name

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

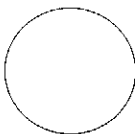
| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

26. Copies a straight line



| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

27. Copies circle



| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

28. Draws a line connecting 3 dots

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

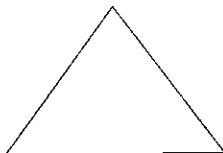
| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

29. Writes own name

30. Copies a square



31. Copies a triangle



| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

32. Copies own address

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

33. Writes own address

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

34. Copies printed sentences (any five)

- a) There are apples, mangoes and bananas in the basket.
- b) What is the Capital of India? Delhi is the Capital of India.
- c) Hello! How are you? I am fine, thank you!
- d)

e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

35. Dictation of words (*any five*).

a)

b)

c)

d)

e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

36. Dictation of sentences (*any five*)

a)

b)

c)

d)

e)

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

37. Writes a letter.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

38. Fills in an application.

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39. Composition (minimum 40 words on any one topic,
maximum 3 errors permitted)

a) My Pet b) My Home c) My School

☐ ☐ ☐ ☐

40. Writes a leave letter.

☐ ☐ ☐ ☐

| Total Raw Score | Baseline | 1st Quarter | 2nd Quarter | 3rd Quarter |
|----------------------|----------|-------------|-------------|-------------|
| Reading - Writing | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

NUMBERS-TIME (NT)

NOTE : For some of the items in this domain, if the child uses his fingers/lines/objects as clues for calculation it should be scored as "clueing". To score "independent", the child should pass the required number of items given in the record booklet. In case the child is able to complete two sums independently and yet requires clues to complete the third sum, then the score is given as 4 and not 5

- | | | | | | | | | | | | | | |
|-------|--|--------------------------|--------------------------|--------------------------|--------------------------|-------|-------|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| 1. | Rote counts 1-5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 2. | Separates one object from a group upon request. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 3. | Discriminates between less and more. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 4. | Matches identical number of concrete objects. | | | | | | | | | | | | |
| 5. | Recognises written numbers from 1-10. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 6. | Writes numbers one to ten | | | | | | | | | | | | |
| 7. | Picks up specified number of objects upto five. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| | <table border="0"> <tbody> <tr> <td>a) 2</td> <td>b) 5</td> </tr> <tr> <td>c) 4</td> <td>d) 3</td> </tr> <tr> <td>e) 1</td> <td></td> </tr> </tbody> </table> | a) 2 | b) 5 | c) 4 | d) 3 | e) 1 | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| a) 2 | b) 5 | | | | | | | | | | | | |
| c) 4 | d) 3 | | | | | | | | | | | | |
| e) 1 | | | | | | | | | | | | | |
| 8. | Arranges number symbols sequentially from 1-5 in an order. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 9. | Follows directions to fill upto half glass. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| 10. | Adds single digit numbers within ten (any five) | | | | | | | | | | | | |
| | <table border="0"> <tbody> <tr> <td>a) 3</td> <td>b) 4</td> </tr> <tr> <td>+ 2</td> <td>+ 3</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> </tbody> </table> | a) 3 | b) 4 | + 2 | + 3 | ----- | ----- | ----- | ----- | | | | |
| a) 3 | b) 4 | | | | | | | | | | | | |
| + 2 | + 3 | | | | | | | | | | | | |
| ----- | ----- | | | | | | | | | | | | |
| ----- | ----- | | | | | | | | | | | | |

| Item No. | DOMAINS/ITEMS | Assessments | | | |
|-------------|---------------|-------------|---------|---------|---------|
| | | Baseline | 1st Qr. | 2nd Qr. | 3rd Qr. |

$$\begin{array}{r} c) \ 3 \\ + \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} d) \ 5 \\ + \ 0 \\ \hline \end{array}$$

e)

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11. Subtracts single digit numbers within ten (*any five*)

$$\begin{array}{r} a) \ 3 \\ - \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} b) \ 6 \\ - \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} c) \ 9 \\ - \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} d) \ 4 \\ - \ 0 \\ \hline \end{array}$$

e)

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12. Writes numerals above ten on dictation (*any ten*)

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13. Does two digit additions without carry over (*any five*)

$$\begin{array}{r} a) \ 44 \\ + \ 22 \\ \hline \end{array}$$

$$\begin{array}{r} b) \ 25 \\ + \ 62 \\ \hline \end{array}$$

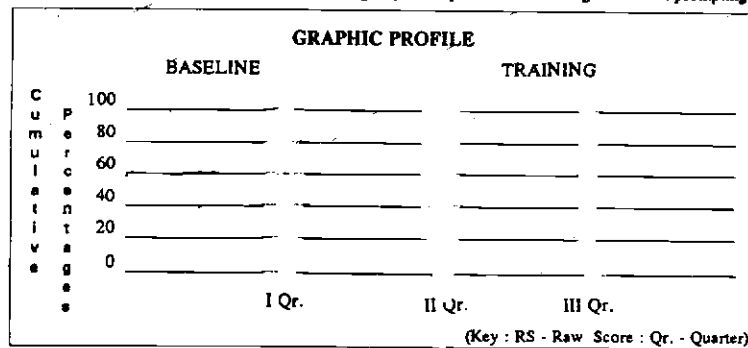
Appendix i

BEHAVIOURAL PROFILE ON BASIC-MR. PART - A

Name of the student : V. S. RAVI Level/Class : SECONDARY Date/s : _____ Evaluated by : _____
 Age : 12 YEARS Baseline Assessment : _____ Date/s : _____ Evaluated by : _____
 Sex : MALE First Quarter Assessment : _____ Third Quarter Assessment : 2.3.92 MRS. ARUNA

| Item No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Item No. | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|-------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Motor | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Motor | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| ADL | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | ADL | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Language : Receptive | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Language : Expressive | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Reading | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Writing | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Number | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Time | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Domestic | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Social | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Pre-Vocational | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | Money | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

Scoring Key : Independent:5 - Clueing:4 - Verbal prompting:3 - Physical prompting:2 - Totally dependent:1 - Not applicable:0



| DOMIAN | Baseline | | First Qr. | | Second Qr. | | Third Qr. | |
|----------------------|----------|-------|-----------|-------|------------|------|-----------|------|
| | RS | % | RS | % | RS | % | RS | % |
| Motor | 139 | 67.5 | 140 | 70 | 140 | 70 | 144 | 72 |
| ADL | 157 | 78.5 | 160 | 80 | 162 | 81 | 163 | 81.5 |
| Language | 170 | 85 | 172 | 86 | 175 | 87.5 | 178 | 89 |
| Reading-Writing | 130 | 65 | 132 | 66 | 137 | 68.5 | 143 | 71.5 |
| Number-Time | 98 | 49 | 105 | 52.5 | 109 | 54.5 | 114 | 57 |
| Domestic-Social | 77 | 38.5 | 79 | 39.5 | 92 | 46 | 99 | 49.5 |
| Pre vocational-Money | 54 | 27 | 62 | 31 | 65 | 32.5 | 77 | 38.5 |
| TOTAL | 829 | 414.5 | 861 | 430.5 | 880 | 440 | 918 | 459 |

Size of the Behavioural Profile reduced to include in this book.

BEHAVIOURAL PROFILE ON BASIC-MR, PART - A

Name of the student : _____ Level/Class _____ Date/s _____ Evaluated by _____
 Age : _____ Baseline Assessment _____ Second Quarter Assessment _____
 Sex : _____ First Quarter Assessment _____ Third Quarter Assessment _____

| Age | First Quarter Assessment | | | | | | | | | | | | | | | | | | | | Third Quarter Assessment | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| Sex | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Item No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Item No. | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| Motor | | | | | | | | | | | | | | | | | | | | | Motor | | | | | | | | | | | | | | | | | | | | | |
| ADL | | | | | | | | | | | | | | | | | | | | | ADL | | | | | | | | | | | | | | | | | | | | | |
| Language : Receptive | | | | | | | | | | | | | | | | | | | | | Language : Expressive | | | | | | | | | | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | | | | | | | | | | Writing | | | | | | | | | | | | | | | | | | | | | |
| Time | | | | | | | | | | | | | | | | | | | | | Time | | | | | | | | | | | | | | | | | | | | | |
| Domestic | | | | | | | | | | | | | | | | | | | | | Social | | | | | | | | | | | | | | | | | | | | | |
| Pre-Vocational | | | | | | | | | | | | | | | | | | | | | Money | | | | | | | | | | | | | | | | | | | | | |

0 - Not applicable; 1 - Totally dependent; 2 - Partially dependent; 3 - Independent

Scoring Key : Independent:5 - Clueing:4 - Verbal prompting:3 - Physical prompting:2 - Totally dependent:1 - Not applicable:0

| GRAPHIC PROFILE | | | | |
|-----------------------|-------|----------|--------|---------|
| BASELINE | | TRAINING | | |
| Cumulative Percentage | | I Qr. | II Qr. | III Qr. |
| 100 | _____ | _____ | _____ | _____ |
| 80 | _____ | _____ | _____ | _____ |
| 60 | _____ | _____ | _____ | _____ |
| 40 | _____ | _____ | _____ | _____ |
| 20 | _____ | _____ | _____ | _____ |
| 0 | _____ | _____ | _____ | _____ |

(Key : RS - Raw Score : Qr. - Quarter)

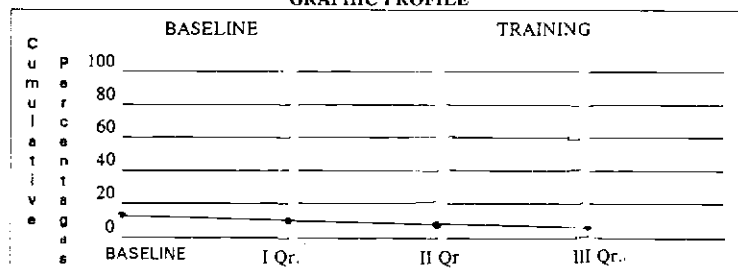
| DOMIAN | Baseline | | First Qr. | | Second Qr. | | Third Qr. | |
|----------------------|----------|---|-----------|---|------------|---|-----------|---|
| | RS | % | RS | % | RS | % | RS | % |
| Motor | | | | | | | | |
| ADL | | | | | | | | |
| Language | | | | | | | | |
| Reading-Writing | | | | | | | | |
| Number-Time | | | | | | | | |
| Domestic-Social | | | | | | | | |
| Pre vocational-Money | | | | | | | | |
| TOTAL | | | | | | | | |

| | | | | | | | |
|---------------------|---------------------|--------------------------|--------------------|--------|---------------------------|---------------|---------------------|
| Name of the student | : <u>V. S. Ravi</u> | Level/Class | : <u>SECONDARY</u> | Date/s | Evaluated by | Date/s | Evaluated by |
| Age | : <u>12 years</u> | Baseline Assessment | | | Second Quarter Assessment | | |
| Sex | : <u>MALE</u> | First Quarter Assessment | | | Third Quarter Assessment | <u>6.3.12</u> | <u>Mr. K. S. P.</u> |

| Violent and Destructive Behaviours | | | | | | | | | | | | | Temper Tantrums | | | | | | Misbehaves with others | | | | | | | Self injurious Behaviours | | | | | | | Repetitive Behaviours | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|-----------------|----|----|-------------|----|----|------------------------|----|----|----|-----------------------|----|----|---------------------------|-------|----|----|----|----|----|-----------------------|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | | | | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | | |
| | | | | | | | | | | | | | Odd Behaviours | | | Hyperactive | | | Rebellious Behaviours | | | | Antisocial Behaviours | | | | Fears | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Scoring Key : Never (N) : 0; Occasionally (O) : 1; Frequently (F) : 2

GRAPHIC PROFILE



CUMULATIVE SCORES

| ASSESSMENT | RAW SCORES | CUMULATIVE PERCENTAGES |
|----------------|------------|------------------------|
| BASELINE | 16 | 100% |
| FIRST QUARTER | 14 | 87.5% |
| SECOND QUARTER | 9 | 56.25% |
| THIRD QUARTER | 5 | 31.25% |

Size of the Behavioural Profile reduced to include in this book. _____

BEHAVIOURAL PROFILE ON BASIC-MR, PART - B

Name of the student : _____ Level/Class _____ Date/s _____ Evaluated by _____ Date/s _____ Evaluated by _____
 Age : _____ Baseline Assessment _____ Second Quarter Assessment _____
 Sex : _____ First Quarter Assessment _____ Third Quarter Assessment _____

| Violent and Destructive Behaviour | | | | | | | | | | | | | Temper Tantrums | | | | | | Misbehaves with others | | | | | | | Self injurious Behaviours | | | | | | | Repetitive Behaviours | | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|-----------------|----|----|----|----|----|------------------------|----|----|----|----|----|----|---------------------------|----|----|----|----|----|----|-----------------------|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Odd Behaviours | | | | | | | Hyperactive & Rebellious Behaviours | | | | | | | Antisocial Behaviour | | | | | | | Fears | | | | | | | | |
|----------------|----|----|----|----|----|----|-------------------------------------|----|----|----|----|----|----|----------------------|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|
| 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Scoring Key : Never (N) : 0 Occasionally (O) : 1 Frequently (F) : 2

GRAPHIC PROFILE

| | | BASELINE | | TRAINING | |
|---|-------|----------|-------|----------|---------|
| C u m u l a t i v e s | P 100 | _____ | _____ | _____ | _____ |
| | 80 | _____ | _____ | _____ | _____ |
| | 60 | _____ | _____ | _____ | _____ |
| | 40 | _____ | _____ | _____ | _____ |
| | 20 | _____ | _____ | _____ | _____ |
| | 0 | _____ | _____ | _____ | _____ |
| | | BASELINE | I Qr. | II Qr. | III Qr. |

CUMULATIVE SCORES

| ASSESSMENT | RAW SCORES | CUMULATIVE PERCENTAGES |
|----------------|------------|------------------------|
| BASELINE | | |
| FIRST QUARTER | | |
| SECOND QUARTER | | |
| THIRD QUARTER | | |

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