

# **Hand Book for the Trainers of the Mentally Retarded Persons - Pre-primary level**



National Institute  
for the  
Mentally Handicapped

Curriculum Package - Series-1

# **Hand Book For Trainers of the Mentally Retarded Persons**

**Pre Primary Level  
Curriculum Package Series I**

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Handbook for the trainers of the mentally retarded persons

Pre primary level

Curriculum package series I

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## Foreword

Special teacher in the classroom situation makes use of curriculum to teach and train persons with mental handicap. Many professionals feel that there should be a standard curriculum, but those who follow the traditions of individualised training programme would find it hard to implement standard curriculum. The needs of persons with mental handicap are many times unique and so is the distribution of skills which can vary from person to person. Therefore at best one can use a standard checklist rather than calling it a standardised curriculum in true sense of psychometry.

Mrs. Jayanthi Narayan and Ms. Thressia Kutty of the Department of Special Education of our Institute have taken up the task of preparing curriculum packages for five different levels ranging from pre-primary to vocational. The curriculum instructions can be used in the classroom as well as in the home based training programme. All along an effort has been made to look into the functional requirements of persons with mental handicap rather than building skills in him/her. Needless to say this handbook just provides mere outlines, the real success will come from the innovative approaches adopted by the special teacher in the classroom.

Comments, suggestions and constructive criticism are welcome which will help us in improving the subsequent editions to serve the needs and requirements of trainers and special teachers of persons with mental handicap.

Place: Secunderabad

Date : 13--01--1989

  
D.K. MENON

## PREFACE

Education and training of the mentally retarded persons has been a challenge for centuries. There has been tremendous advances in the past few decades with an increase in the number of qualified special teachers, special schools and special teacher training programmes in the country. Yet, one of the needs for smooth programming has been the curriculum packages. The available curricula are predominantly western. Many schools in India function with no curriculum while some schools have developed their own programming systems. As the need for curriculum packages has been voiced by the special teachers and trainers of the mentally retarded persons, an attempt is made to develop curriculum packages for various levels, namely pre-primary, primary, secondary pre-vocational and vocational. Each package has an introductory chapter, followed by a checklist suitable for that level. Each item in the checklist has training steps in the following pages matched for its serial number. Provision is made for quantifying the progress in each level and also to make a summative evaluation of the child. This would help in making decision on promotion to next level. Training steps include not only class room teaching, but also extending the training and applying the learnt skill in home and community situations. An effort has been made to list out skills/tasks which are totally function oriented and suitable to Indian condition. It is hoped that the handbook is useful to special teachers and all those who train mentally retarded individuals.

January, 1989.

Jayanthi Narayan

A.T. Thressia Kutty

## Acknowledgements

We record our sincere thanks to our Director Dr.D.K.Menon for the constant encouragement and support which made this package possible. We are also grateful to our staff at Special Education Centre, the II year BMR students and the mentally retarded children for helping us in field testing the checklist. Our thanks are due to Ms. J. Shoba for her assistance and Mr.A.Venkateswara Rao, Mr.E.D.Sarath and Ms. S.Vidya for typing the draft curricula. Last but not the least we thank Sri P.A. Sivasubramaniam and his band of staff for the administrative support throughout the production of the package.

Jayanthi Narayan

A.T.Thressia Kutty.

## Concept of Mental Retardation

Mental retardation is perceived differently by different people, ranging from 'burdens to the family' to 'productive members of the society'. Though mental retardation is a condition such as visual, hearing or orthopaedic disabilities, it is less understood or misunderstood because of its inconspicuous nature. While the other disabilities are obvious when we look at the person affected, a mentally retarded person most often, looks normal without physical deformities and therefore people have difficulty in understanding why he acts differently from others.

### WHY IS HE DIFFERENT?

A mentally retarded person is slow or lacking in the development of mental functioning when compared to those of his age level. Therefore, for instance a 10 year old mentally retarded child may exhibit behaviour like that of a 3 or 4 year old child depending on his level of retardation. This, apparently is not expected of his age and so he is perceived as different from others.

### DEFINITION

There are a number of definitions for mental retardation. The one that is most commonly used by the educators is the one by American Association of Mental Deficiency (AAMD) which is now known as American Association of Mental Retardation (AAMR). This definition underwent a few revisions and the one currently in use is as follows:

"Mental retardation refers to significantly subaverage general intellectual functioning resulting in or associated with concurrent impairment in adaptive behaviour, manifested during the developmental period"



As it is seen, the definition includes essentially three components to call a person as mentally retarded.

1. Significantly subaverage general intellectual functioning.
2. Deficits/impairment in adaptive behaviour.
3. Manifested during developmental period.

Average general intellectual functioning is considered to be an Intelligent Quotient (IQ) between 90 and 110 on a standardized intelligence test. The two commonly used standardized tests in India to measure the IQ are the Indian adaptation of Stanford Binet and Wechsler intelligence scale for children. As per the definition two standard deviations below the average is considered significantly subaverage. As can be seen in figure-1, depending on the IQ scores of a person, the level of retardation is determined, and are classified accordingly as borderline, mild, moderate, severe or profound.

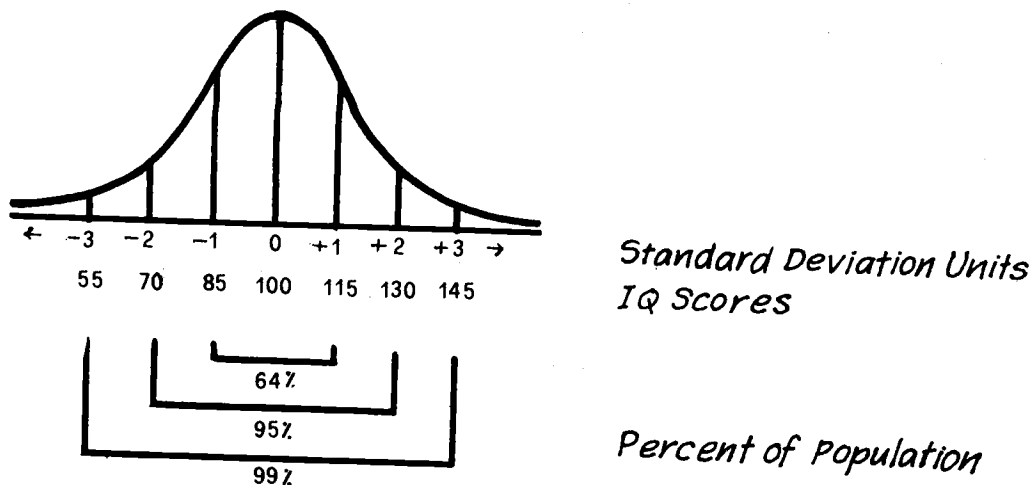


Figure -1

The second component of the definition points to deficits in adaptive behaviour. Adaptive behaviour is defined as the effectiveness with which a person meets the standards of personal independence and social responsibility expected of his age and cultural group. These reflect in the development of sensory motor skills, communication skills, self help skills, and socialization in early childhood; application of reasoning and judgement in mastery of environment, social skills in childhood, adolescence; and vocational and social responsibilities in adult life.

Any deficiency in these aspects will be considered as a deficit in adaptive behaviour. For instance if a 3 year old child with no physical defects does not walk or a 10 year old child does not have toilet control or a 18 year old boy does not identify a five rupee note or 50p. coin, it is considered to be deficit/impairment in their adaptive behaviour.

The third component of the definition focuses on the onset of the condition - the developmental period, which is considered to be below the age of 18 years.

In short, a person to be diagnosed as mentally retarded, should essentially have his intellectual functioning significantly below average, which results in or is associated with impairments in adaptive behaviour and should have acquired the condition before the age of 18 years.

#### CLASSIFICATION

Though the widely used classification system is that of AAMR as mentioned earlier, there are other terminologies used, as seen in Table - 1

The educators use the terms slow learners, educable, trainable and custodial mentally retarded synonymously with borderline, mild, moderate, severe/profound respectively. The educational classification is made based on the level of functioning of the mentally retarded persons. For instance, those who need to be totally taken care of for all their needs are called custodial because they are under custody; those who can be trained in certain semiskilled or unskilled jobs are called trainable (TMR); those who can be educated in the basic functional literacy are called educable (EMR), and those who can be educated like other normal children but are slow in learning are called slow learners, or dull normal. ( Table-2)

However, there has been a movement by the professionals and parents regarding the issue of classifying and labelling the mentally retarded persons. It is considered to be stigmatizing them with a label and would also restrict the teacher to concentrating on specific abilities only. For example, a child who is labelled 'trainable' may get a school programme in training in various skills and the teacher may not try to teach him any reading, or writing as the name suggests training only. Thus currently there is a trend towards delabelling (not referring to them by their level of retardation).

TABLE - 1

## SELECTED SYMPTOM SEVERITY CLASSIFICATIONS

|  | Measured intelligence *                     |    |   |    |  |    |   |    |   |
|--|---|----|---|----|--|----|---|----|---|
| Source   | 90  | 80 | 70  | 60 | 50   | 40 | 30  | 20 | 10  |
| Terman (1916)  | Border line-IQ<br>70 to 79                  |    | Moron IQ 50to69                               |    | Imbecile-IQ 25 to 49                                   |    | Idiot-IQ 24 or below                                |    |   |
| Wechsler (1958)  | Border line-IQ<br>70 to 79                  |    | Moron IQ 50to69                               |    | Imbecile-IQ 30 to 49                                   |    | Idiot-IQ 29 or below                                |    |   |
| American Association on Mental Deficiency (1961)         | Borderline intelligence -1SD<br>IQ 68 to 83 |    | Mildly mentally retarded - 2SD<br>IQ 52 to 67 |    | Moderately mentally retarded<br>-3 S.D.<br>IQ 36 to 51 |    | Severely mentally retarded<br>-4 S.D<br>IQ 20 to 35 |    | Profoundly mentally retarded<br>-5 S.D.,IQ 19 or below. |
| American Association on Mental Deficiency (1973, 1977) + |   |    | Mildly mentally retarded - 2SD<br>IQ 52 to 67 |    | Moderately mentally retarded<br>-3 S.D.<br>IQ 36 to 51 |    | Severely mentally retarded<br>-4 S.D<br>IQ 20 to 35 |    | Profoundly mentally retarded<br>-5 S.D.,IQ 19 or below. |
| American Psychiatric Association(1980)                   |   |    | Mildly mentally retarded -<br>IQ 50 to 70     |    | Moderately mentally retarded -<br>IQ 35to49            |    | Severely mentally retarded -<br>IQ 20 to 34         |    | Profoundly mentally retarded -<br>IQ below 20           |

\* IQ ranges from Stanford-Binet standard deviations (S.D.)

+ The 1983 AAMD classifications (released at the time this volume was being prepared for press) placed a narrow band of IQ scores at each end of each level but are essentially the same as those in the table.

Source : Drew C.J., Logan D.R., Hardman M.L., Mental Retardation a life cycle approach, 1984 Times Mirror/Mosby College publishing, 3rd Ed. p19.

TABLE - 2 CLASSIFICATION BY EDUCATIONAL EXPECTATION

| Terminology | Approximate<br>IQ range* | Educational expectation   |
|-------------|--------------------------|---|
| Dull normal | IQ 75 or 80<br>to 90     | Capable of competing in school in most areas, except in the strictly academic areas in which performance is below average.<br><br>Social adjustment that is not noticeably different from the larger population, although in the lower segment of adequate adjustment.<br>Occupational performance satisfactory in nontechnical areas, with total self-support highly probable. |
| Educable    | IQ 50 to 75<br>or 80     | Second to fifth-grade achievement in school academic areas.<br><br>Social adjustment that will permit some degree of independence in the community.<br>Occupational sufficiency that will permit partial or total self-support.   |
| Trainable   | IQ 20 to 49              | Learning primarily in the areas of self-help skills, very limited achievement in areas considered academic.<br><br>Social adjustment usually limited to home and closely surrounding area.<br>Occupational performance primarily in sheltered workshop or an institutional setting.   |
| Custodial   | IQ below 20              | Usually unable to achieve even sufficient skills to care for basic needs.<br><br>Will usually require nearly total care and supervision for duration of lifetime.   |

\* IQ ranges represent approximate ranges, which vary to some degree, depending on the source of data.

Source : Drew C.J., Logan D.R., Hardman M.L., Mental Retardation a life cycle approach, 1984 Times Mirror/Mosby college publishing, 3rd ed., p26.

Ideally classification and label should be used only for administrative purposes such as availing of social benefits like travel concessions, maintenance allowance, job reservation and so on.

For an educator the focus should be on the current level of functioning of the child which would help the educator to further develop programme for training the child towards social competence to be as independent as possible in the society.

#### CHARACTERISTICS OF PERSONS WITH MENTAL RETARDATION

Describing the characteristics of a person with mental retardation is difficult because, all the retarded individuals do not have the same characteristics and no single child has all the characteristics also. However, it is important that a teacher is aware of the various characteristics so that she can plan her educational programming accordingly.

##### Physical characteristics:

1. Generally they have a marked delay in their developmental milestones when compared to normal children, such as their sitting, standing, walking, talking and so on. Mildly retarded children usually have their physical characteristics close to their normal peers. Some of the moderately retarded and severely retarded ones might have clumsy gait and poor motor coordination. The profoundly retarded individuals usually have associated physical handicaps and many a time, they are non-ambulatory.
2. The physical characteristics also depend on the causes and the clinical features of the individual. For instance, the one with microcephaly has a very small head with receding chin and forehead, while the one with hydrocephalus has a very large head. A child with Down syndrome has very distinct features such as slanting eyes, flat nose bridge, flabby skin, little finger turned inwards, wide gap between big toe and the next toe and fissured tongue. Those with mental retardation with cerebral palsy will have spasticity or stiffness of the limb or limbs and may have drooling of saliva.
3. The mentally retarded persons have problems in language and communication, which are found more with severely/profoundly retarded and less with mildly retarded persons.
4. A small number of mentally retarded persons have dual or multiple handicap such as impairment in visual, hearing or motor abilities.

### Social characteristics:

The social characteristics stand out in a retarded child because of the discrepancy between his abilities and the expectation of the society from him.

1. One commonly found characteristic is short attention, and lack of concentration among many retarded children. They will switch from one activity to another without completing any of them.
2. There are also those retarded persons who are lethargic, do not get motivated to do any task or continue to do the same task or have difficulty in changing from one activity to another.
3. Some of them exhibit problematic behaviour which are either self injurious or harmful to others. Self injurious behaviour include hand biting, pulling own hair, nail biting, eye poking, beating on the face, banging head on wall or floor and so on. Those that harm others or destructive are the ones such as beating and pinching others, throwing things, tearing clothes, and breaking articles. Other problematic behaviours include running away from home, stealing and so on. Most of such behaviour can be controlled by systematic intervention.
4. There are some retarded persons who are indifferent to their surroundings and not responding when communicated with, though they may not have hearing problems. Irrelevant laughing or talking are also found with some retarded persons.
5. While the mild and some of the moderately retarded ones can perform regular jobs they are trained in, their problem solving ability will be poor and are found incompetent in taking decisions independently. Even if their work skills are good, many tend to lose their jobs due to poor social competence.

It is essential for the teachers to keep in mind the characteristics of every child she teaches as she is required to plan teaching programme based on the child's alround profile. To quote an example, there may be a child in her class with epileptic fits who would exhibit certain behaviour just before or after an attack of the fit. Only if the teacher is aware of it, would she be able to take appropriate actions in the right time. She should work in close coordination with medical personnel and the other therapists to help the child in total.

### PREVALENCE OF MENTAL RETARDATION

Approximately 2% of the population is considered to be mentally retarded. There has not been a prevalence study in the country except for a few sample surveys. It is difficult to estimate the number of mentally retarded persons as they are not readily recognizable. This holds true especially with those who are mildly retarded in whom mostly the difference is seen in academic

performance rather than the general social competence. In rural India, where many do not go to school, such retarded persons do not get identified at all, as they are not perceived to be different by the immediate society. The family generally would recognize his short comings and would train him in such jobs which he is capable of doing, thus spontaneously integrating him in the society without any stigma. This is one of the reasons for the sample surveys done in a country having a wide range of data on prevalence. Among the mentally retarded population majority are mildly retarded.

#### CAUSES AND PREVENTION

There are various factors that lead to mental retardation. While a teacher is more concerned with the present level of functioning of the child to plan training programme, it is important that she has adequate knowledge about causes of mental retardation and the preventive measures so that she would be in a position to guide the parents and families who approach her. The causes and preventive measures are discussed in brief here.

The causes for mental retardation can be preconceptional, prenatal, natal and post natal factors.

##### Preconceptional factors:

This includes factors before a woman conceives. Some of the preconceptional factors are history of mental retardation in the family of either the husband or the wife, maternal age at conception and history of infertility or repeated abortions in the mother.

##### Prenatal factors:

Factors affecting during pregnancy are called prenatal factors. This includes infection in the mother such as jaundice, chicken pox and measles especially in the first three months of pregnancy; injury to the abdomen of the mother due to accidents; X-ray exposure of the abdomen especially in the early months, drug intake without medical advice, attempted abortion; mother getting fits during pregnancy and Rh blood incompatibility and so on. Rh blood incompatibility is a result of maternal and foetal blood being different from each other as in mother being Rh negative and the child Rh positive. Pregnant women consuming alcohol and tobacco is harmful to the growing child during pregnancy. Chromosomal aberrations also cause mental retardation, when at conception an extra chromosome may be formed resulting in Down's syndrome. Maternal malnutrition is reported to be one of the causes for the birth of a retarded child.

##### Natal causes:

Natal causes are those factors that affect the child during birth. This would include premature delivery, prolonged labour when the oxygen supply to

the child's brain may be insufficient thus damaging the brain, abnormal presentation of the baby at delivery, too small sized pelvis of the mother to allow easy birth of the baby, inappropriate use of forceps or improperly attended delivery by untrained persons and delayed birth cry of the baby.

#### Post natal causes:

The post natal causes or the factors affecting after the birth of the child leading to mental retardation include low birth weight, metabolic disorders, brain fever or meningitis, encephalitis, epileptic fits, measles, chicken pox, head injury, poor nutrition and jaundice in infancy and childhood.

#### Prevention:

The primary steps towards prevention of mental retardation is to have regular medical check up during pregnancy, intake of healthy and nutritious food, being careful to avoid contact with people who have infections such as measles and chicken pox and avoiding physical trauma or accidents such as carrying heavy weights or reaching for objects which are at a height. If the parents choose to have an abortion it should be conducted by medical personnel. If the elder child is retarded, it is better to get medical advice before having another child. It is advisable to restrict the maternal age of conception between 20 and 30 years.

The delivery should be attended by trained persons and ideally, conducted in the hospitals where facilities are available in case of emergency. The mother should make it a point to have the delivery in a hospital especially if her other baby is already mentally retarded due to birth trauma.

After the birth of the child, he should be duly immunized against tuberculosis, poliomyelitis, diphtheria, whooping cough and tetanus. Care must be taken to see that he does not develop high fever leading to loss of consciousness. Prompt medical attention should be given to keep the temperature reduced. Epileptic fits should be attended by doctors immediately and the medicines prescribed should be given regularly. If there is a delay in the development of the child such as sitting, standing, walking or talking immediate professional attention should be sought.

It is important that the teachers are aware of the basic facts about causes & prevention as it would help her to guide and refer the parents who need help.



## Functional Programming for the Mentally Retarded Persons

Special Education for mentally retarded children has grown rapidly in the last two decades. Special classes do not serve as a mere respite for parents any more, but specific individualized educational programmes are tailored for each of the children based on the current level of performance of the child and carried out. The progress is monitored periodically and fresh programmes are developed. Techniques have been evolved to quantify progress and precisely measure improvement or problems in the child. Objectivity has been the key factor in programming for mentally retarded children.

The recent development in special education has been the development of functional, age appropriate and community referenced goals and objectives for mentally retarded children. This would help a retarded person to acquire those skills that are necessary for independent living in the community. In other words, training should be given in skills that are necessary in school, home, vocational and community environment. Such a functional curriculum is different from the regular education curriculum as the latter is more examination oriented while the former comprises daily living skills.

### Functional Activities:

The emphasis in a functional programming is that the activity learnt is directly applicable by the individual in the daily living situation. For instance, in many special schools it is often seen that the children are trained to put nuts and bolts together, or build a tower of wooden blocks or match shapes. But in our daily life how many times do we put a nut and a bolt together or build a tower of blocks? It is true that the general belief had been, training in such skills would improve performance in other tasks requiring such coordination. But in experience it is found that the child does not always apply the skill acquired through these activities in a generalized situation. Instead of anticipating a generalization to occur, the child could be directly trained on a particular activity that he needs to perform more frequently, such as for instance putting the nuts and bolts together in the carpentry unit with appropriate materials to be held together between the nut and bolt. Similarly, to train in self feeding skill for a child who does not hold food item with fingers, the training should be directly with food items rather than fine motor skills with thread and beads or peg mosaic. The food items with which the training is given should vary starting from simple ones and proceeding to complex ones such as biscuits, pieces of chappaties, dosas, idlis, small balls of rice and dal, big pieces of vegetables and finally loose rice food like curd rice. Thus the training for holding with fingers and directing to mouth is given directly with food items and not with other fine motor activities. Such an activity training is more functional and easily generalizable.

### Age appropriate activities:

Another important aspect of functional programming is the age appropriateness. An adolescent of 13 years with a mental age of 4 should be taught skills that are expected of an adolescent, rather than a preschooler. It is not proper to teach him nursery rhymes just because his mental age is 4. On the other hand, depending on his physical ability, interest and other details, age appropriate skills such as gardening, packing or sorting may be taught. As observed by Zigler & Hodapp (1986)\*, through direct teaching, observation of others and the influence of television, retarded people, like everyone else learn that at certain ages one should engage in a repertoire of age appropriate behaviour. In addition to obvious age role behaviour, there should be a wide variety of tasks whose performance is enhanced through sheer repetition and over learning.

Taking into account, the need for the skill, age appropriateness, generalizability and ability to maintain, if we take a look at the activities that are carried out for the mentally retarded persons in a class room, such as putting shapes in form boards, buttoning on button frames or nesting baskets, it is seen that they are inappropriate. If these are replaced by activities directly useful for the child such as buttoning on his own self, stacking utensils in kitchen/bricks or wooden blocks in factories or workshops, sorting vegetables, food grains, detergent or stationery items and packing or sorting them, that will be more useful, generalizable and would lead to domestic or vocational skill training. Similarly, shopping skills and restaurant skills should be given in a shop or restaurant situation respectively so that it is learnt in the right place and is generalizable.

A functional programming, in short should aim at leading a child towards reduced dependence on others and provide maximum personal, social and occupational competency.

### POINTS TO BE REMEMBERED WHILE TEACHING THE MENTALLY RETARDED CHILDREN

Though each mentally retarded child is different from the other and hence requires individualized instructions, there are certain fundamental principles that have to be borne in mind while imparting any skill to the child.

The teaching must always proceed from:

1. Simple to complex: Always start with a step in which the child is bound to meet with success. This would motivate the child to learn further. Goals which are too high for the child should be avoided. As the child learns the simpler steps, gradually introduce the complex or difficult steps. For

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\* Zigler and Hodapp R.M (1986) Understanding mental retardation, Cambridge Univ. press. pp. 49-50

instance, while teaching brushing teeth, one should start with front teeth and slowly proceed to the teeth on either side, then the inside of the teeth.

2. Known to unknown: The child's current level of functioning must be the starting point for teaching the skill. Consider what he knows in a skill as the beginning for teaching the rest of the skill. Thus, if a child needs to be taught reading the word 'dog', one has to start with the identification of picture of the 'dog' which is known to the child, match the word 'dog' to the picture and let him identify the written word 'dog' in two choice and multi choice situation.
3. Concrete to abstract: Mentally retarded children have difficulty in following abstract concepts. Every teaching must have concrete examples associated with it. For instance, to give the child the concept of 'Sunday' which is abstract, associate it with activities of Sunday such as 'Daddy won't go to office', 'The child will not have to go to school', 'There will be Hindi movie on TV in the evening' and so on.
4. Whole to part: Any concept taught must be introduced as a whole. Before teaching about the various parts of the body, are we not introducing the whole self? 'This is a man', 'This is his head', 'These are his eyes' and so on. Similarly, words must be introduced as a whole before the letters that make up the word are taught.

The above four basic principles must be remembered while teaching any task to the child. While deciding on the teaching procedure, one must stop to think, if the above four principles are followed. If it does not, necessary alterations need to be made in the teaching steps, for the programme to be effective.

There are three important stages that have to be followed in teaching a task. The three stages are acquisition, maintenance and generalization.

Acquisition: This is the stage when a child learns a task. To be successful, one has to be very careful in structuring the teaching/learning situation during this time. There is an absolute need for consistency in teaching. The task should be carefully analysed and imparted. For instance, if a child is being taught toileting skill, during the acquisition stage, the toilet used should be the same, the cue word should be the same and initially the associated activity such as waking up from bed, or drinking milk before toileting should be the same. This helps in conditioning the child. Variations in these, will not help the child to get the cue and thus learning will be unsuccessful or delayed.

Maintenance: When the child is found to perform the task consistently in the correct manner in eight out of ten situations, we call this as the maintenance of the skill. Thus the child who is being toilet trained indicates and uses a particular toilet correctly on waking up from sleep or right after drinking milk or takes hint from a particular cue word used eight times out of ten chances, he is said to be maintaining the skill.

As Horner, Williams and Knobbe (1987)\* note, maintenance of a skill may be influenced by the rate of opportunities for performing a skill after the training is completed. They studied the maintenance of learnt skills in severely retarded children. In each student, they identified and trained in one high and one low opportunity behaviour. After training, when the subjects were probed, it was found that 12 of the 17 high opportunity skills were successfully performed while only 4 of the 17 low opportunity behaviour were successfully performed. Low opportunity rates have been hypothesized as one reason for the poor maintenance of skills by children. Therefore after the child acquires the skill, regular opportunities should be given to perform them.

Generalization: This is the stage when the child is able to apply the learnt skill appropriately in any given situation. That is, the ability to transfer from one situation what is acquired and maintained to other similar situations. If we take the same example of toilet training, when the child is able to use a particular toilet appropriately most of the times, he requires training in using other toilets whenever a need arises—for example, a western toilet, toilet in bus stand or train or public places, understanding other words used for toilet and using whenever he feels the need to use one. If he successfully does so, we may say that the skill has been generalised.

If a child has learnt to add  $2+3 = 5$  in a class room correctly, for instance, he should be able to say that Daddy spent Rs.5, if he is told that Daddy has bought bread for Rs.2 and fruits for Rs.3. Often times, one of the observations that the teachers make is that the child is very good with arithmetic in class room, he does even 2 digit addition, but cannot say how many people are there, if there are 3 men and 4 women in a room. Why does this happen? Simply because, the addition taught on paper is not function oriented and the child has not learnt meaningful counting that can be generalized. The teacher, while teaching addition, should take into consideration, the functional requirement of it in everyday living and let the child experience it.

The important point to remember here is that training in every task must follow these stages in sequence, failing which the child may not learn to use a skill functionally.

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\* Horner R.H., Williams J.A., Knobbe C.A (1987) The effect of opportunity to perform, on the maintenance of skills ... in Albin R.W et al (Ed) Extending competent performance ... Monograph, STP, University of Oregon P 238.

Reinforcements: Another most important aspect in training in any skill is rewarding the child appropriately for each attempt he makes. Such rewards may range from a simple smile or pat, to expensive presents to the child, depending upon the situation. A child who is asked to get up and close the door, may be told 'good' or smiled at for obeying the instruction. Another child who has completed making a glass of juice independently as per the training given, may be given the juice as a reward. Another mentally retarded person who completes packing 25 cartons of pencil boxes may be given money as a reward at the rate of 50ps./carton and so on. A behaviour is likely to repeat in a person if rewarded for the behaviour. Therefore one has to ALWAYS remember to reward/reinforce the child for every desirable behaviour shown by him or the desired task performed by him. One has to be cautious not to make the rewards like bribes to the child. As he learns a task and gains competence, the reinforcement also should be altered, made intermittent and finally, but systematically faded.

#### Methods of teaching:

The various methods commonly used for teaching are prompting, modelling, shaping and chaining. Though the terms seem technical they are used by all of us in the day-to-day living while teaching.

Shaping: Shaping means rewarding a child for a behaviour that is a step towards the desired behaviour. Thus if a child whose target behaviour is to ask verbally for water, he will be rewarded for attempting to say 'Wa' initially. Gradually the reward will be given when the progress is made in reaching the target, perhaps 'wat' followed by 'water' finally. This is generally called as reinforcing successive approximations.

Prompting: Prompting is simply assisting a child in various degrees depending on his current level of functioning. For instance, a physical prompt is one where one physically assists the child by holding him. Helping a child by holding his hand to pick up food and direct to his mouth is a physical prompt. On the other hand, telling him, to pick up food, and telling him to direct to his mouth is a verbal prompt.

Modelling: Modelling is a visual prompt. When the child is watching, performing the desired task for him to follow is modelling. Brushing one's own teeth when the child is watching and making him do is an example of modelling. This is a very powerful mode of teaching. Children learn very fast if the model looks like himself. Therefore, use peer models wherever possible for teaching a skill.

Chaining: Every task that is to be taught is broken down into smaller steps. This is called task analysis. Linking each subtask of the task is called chaining. Teaching the tasks from the beginning to the end is called forward chaining. In contrast teaching from the last step and moving towards the first step is called backward chaining. To quote an example, bathing skill has

the following subtasks in brief - pouring water, applying soap, pouring water till clean, wiping dry with towel.

Linking each of these steps is chaining. If one teaches from pouring water, down to the last step, it is forward chaining. If he is taught from wiping dry with towel, it is backward chaining. Depending on the skill selected, ease of the subtasks and the child's ability, forward or backward chaining can be used.

All the methods used for teaching are to be reduced gradually letting the child perform independently. This is called fading.

Grouping and Programming: It is difficult to achieve total homogeneity in the grouping of mentally retarded children. However, groups can be formed based on the skill and ability of the child and their mental age. There can be five groups namely pre-primary, primary, secondary and pre-vocational levels with two groups in preprimary level.

Pre-primary level: The pre-primary level is one where the curriculum includes skills required below the mental age of 5 years. Therefore, moderately and mildly retarded children below the mental age of 5 years can form one group as chronologically they may not be very old while compared to a severely retarded child with the same mental age. A 14 or 15 year old severely retarded with a mental age of 3 or 4 years will need to be separated, as physically he will be big for this group. Though the skills required to be trained will be almost the same, minor alterations based on physical needs and age appropriate activities, such as menstrual hygiene, shaving skills and so on, should be made. Therefore, preprimary level should have 2 groups with separate section for the severely retarded ones. Skills imparted at this level are motor, self help, language, social skills and pre-academics. A checklist developed with skills required at this level will aid in initial and continuous assessment.

Primary level: This is an extension of preprimary level. Those children who achieve 80% of the skills at preprimary level will be eligible for this level. The curriculum at this level will include personal adequacy skills, functional academics and social competence. Children with a mental age of 5-7 years generally fit in this group. A checklist of skills to be trained in this level should be developed based on the local needs of the city or village, that the programme is tailored to suit the specific needs. The checklist must have provision for the continuous assessment.

Secondary level: In this level, the skills developed at primary level are further strengthened and emphasis is on functional academics. Vocational skills and social competence necessary for daily living such as time and money concept, reading sign boards and survival words and signing and independent travel skills will form important components of the curriculum. Children with a mental age of 7 to 9 years fit in this group.

Pre-vocational level: Here the emphasis should be on work skills and social competence. Vocational aptitude and capability of the child should be kept in mind while planning for this level. Work routine, discipline, good manners and personal skills such as appropriate grooming, shaving and menstrual hygiene and recreation skills will form part of this group's curriculum. The skills such as money and time will be strengthened at this stage.

The curricular areas given above for the various groups are broad guidelines. Specific details have to be worked out based on the local needs.

Grouping: Each of the five groups can have 10 children, grouped, based on their skill level.. Each child will require an IEP - Individualized Educational programme based on their current level of functioning. An IEP for each child should be written ideally, every 3 months. Each time the objective taken must be reviewed, progress noted and fresh goals selected. To have uniformity among the classes the groups can be as follows:

|                | <u>CA</u>        | <u>MA</u>           |
|----------------|------------------|---------------------|
| Pre-primary A  | - 3 to 6 years   | Below 5 years       |
| Pre-primary B  | - over six years | (severely retarded) |
| Primary        | - 7 to 10 years  | 5 to 7 years        |
| Secondary      | - 10 to 13 years | 7 to 9 years        |
| Pre-vocational | - 14 to 16 years | 8+                  |

It is possible that the moderately retarded may not learn any functional academics in primary or secondary, but may learn other social competence, communication and work skills effectively. They may be considered for the pre-vocational group.

In the following pages, a checklist for preprimary age children are given along with the curriculum for training them. Assess the child on the checklist. Whichever skill he is unable to perform, train him in that skill using the curriculum and teaching method given. For each task, a task analysis is made and steps for training is given. Suggestion for extending training in home and community situations are also given. As the child achieves each step, mark on the task analysis column provided for each skill. This helps in training and assessing the progress of the child.

## Instructions to use the Check List

Level of performance of a specific skill

Read each item carefully, and from the performance scale given below, select the Code - I,C,VP,PPD, PI which best describes the student's present level of performance. Record your answer in the appropriate place. Independent means the child can perform the item with no help. Cueing means, the child needs to be given clues. For example, for self help 13, To wash hands and face, "look at your hands", "are they clean", "what should you do" and so on. For the same item, Verbal prompting will be, telling the trainee, "rinse hands", "pick up soap", "apply" and so on. Physical prompting for this item will be physically helping the child to rinse hands, helping to apply soap and so on. Totally dependent would mean, one has to completely do the task for the child. Physically incapable will be when the child has a handicapping condition that prevents him from performing the skill.

---

|    |                 |
|----|-----------------|
| I. | Independent (I) |
|----|-----------------|

---

|    |                  |
|----|------------------|
| C. | Needs Cueing (C) |
|----|------------------|

---

|     |                             |
|-----|-----------------------------|
| VP. | Needs Verbal Prompting (VP) |
|-----|-----------------------------|

---

|     |                               |
|-----|-------------------------------|
| PP. | Needs Physical-Prompting (PP) |
|-----|-------------------------------|

---

|     |                        |
|-----|------------------------|
| TD. | Totally Dependent (TD) |
|-----|------------------------|

---

|     |                           |
|-----|---------------------------|
| PI. | Physically Incapable (PI) |
|-----|---------------------------|

---

### 2. Pass criteria from one level to the next higher level

Achievement of 80% of skills in the checklist will be considered for promotion from one level to the next higher level. For example, the children who achieve 80% of the pre-school skills will be promoted to the primary level.



3. Pass Criteria of a specific skill:

80% achievement of a specific skill will be considered as pass criteria of that particular skill. As described in the level of performance, if a child gets the score 'C' in a particular skill, it may be the pass criteria of that particular skill. Strengthening of that particular skill will be continued in the next level.

4. A child with motor problems may not achieve 80% of the skills in the motor area. Similarly a non verbal child will not be able to score the items such as "tell/ask/name" etc. especially come under the communication area. But he/she may identify or communicate through gestures. Evaluate such non ambulatory and non verbal children according to their functional level.

## CHECK LIST FOR PRE-PRIMARY LEVEL

| Name of the child :<br>Date of Birth :   | Entry<br>Level | Formative Level<br>1 2 3 4 |  |  |  | Summative<br>Level | Remarks |
|--|----------------|----------------------------|--|--|--|--------------------|---------|
| Date:  |                |                            |  |  |  |                    |         |
| <b>I. MOTOR SKILLS:</b><br><br>1. Reaches for objects held 3 inches in front.<br><br>2. Holds head erect in a sitting position.<br><br>3. Sits without support<br><br>4. Crawls in a room to obtain an object.<br><br>5. Retains two, one-inch cubes in one hand.<br><br>6. Uses thumb and index finger to pick up objects.<br><br>7. Claps hands.<br><br>8. Stands unsupported.<br><br>9. Puts small objects in a container.<br><br>10. Lowers/self from standing to sitting position.<br><br>11. Moves from sitting to standing position.<br><br>12. Walks independently.<br><br>13. Lowers himself to a squat position and returns to standing.<br><br>14. Strings large beads. |                |                            |  |  |  |                    |         |

|   | Entry<br>Level | Formative Level |   |   |   | Summative<br>Level | Remarks |
|---|----------------|-----------------|---|---|---|--------------------|---------|
|   |                | 1               | 2 | 3 | 4 |                    |         |
| Date:   |                |                 |   |   |   |                    |         |
| 15. Puts together 3 pieces of an object.            |                |                 |   |   |   |                    |         |
| 16. Runs.   |                |                 |   |   |   |                    |         |
| 17. Climbs up and down with help.                   |                |                 |   |   |   |                    |         |
| 18. Walks upstairs and downstairs alternating feet. |                |                 |   |   |   |                    |         |
| 19. Traces outline of objects.                      |                |                 |   |   |   |                    |         |
| 20. Cuts with scissors.                             |                |                 |   |   |   |                    |         |
| II. SELF-CARE SKILLS:                               |                |                 |   |   |   |                    |         |
| 1. Chews and swallows solid food.                   |                |                 |   |   |   |                    |         |
| 2. Feeds self with fingers if mixed and given.      |                |                 |   |   |   |                    |         |
| 3. Holds and drinks from cup/ tumbler.              |                |                 |   |   |   |                    |         |
| 4. Sits on potty toilet.                            |                |                 |   |   |   |                    |         |
| 5. Takes off clothes when unbuttoned.               |                |                 |   |   |   |                    |         |
| 6. Indicates need to go to the toilet.              |                |                 |   |   |   |                    |         |
| 7. Puts on slippers.                                |                |                 |   |   |   |                    |         |
| 8. Pours from small pitcher into glass.             |                |                 |   |   |   |                    |         |
| 9. Unbuttons clothing.                              |                |                 |   |   |   |                    |         |

|   | Entry<br>Level | Formative Level |   |   |   | Summative<br>Level | Remarks |
|---|----------------|-----------------|---|---|---|--------------------|---------|
|   |                | 1               | 2 | 3 | 4 |                    |         |
| Date:   |                |                 |   |   |   |                    |         |
| 10. Puts on shirt/frock except buttoning.                     |                |                 |   |   |   |                    |         |
| 11. Feeds self-entire meal.                                   |                |                 |   |   |   |                    |         |
| 12. Buttons own clothing.                                     |                |                 |   |   |   |                    |         |
| 13. Washes hands and face.                                    |                |                 |   |   |   |                    |         |
| 14. Blows nose with a hanky.                                  |                |                 |   |   |   |                    |         |
| 15. Brushes teeth.  |                |                 |   |   |   |                    |         |
| 16. Uses toilet independently.                                |                |                 |   |   |   |                    |         |
| 17. Combs hair.   |                |                 |   |   |   |                    |         |
| 18. Makes a knot.   |                |                 |   |   |   |                    |         |
| 19. Avoids dangers such as obstacles while walking, fire etc. |                |                 |   |   |   |                    |         |
| 20. Goes to the neighbouring house and comes back.            |                |                 |   |   |   |                    |         |
| III. COMMUNICATION SKILLS:                                    |                |                 |   |   |   |                    |         |
| 1. Responds to the sounds.                                    |                |                 |   |   |   |                    |         |
| 2. Responds to gestures with gestures.                        |                |                 |   |   |   |                    |         |
| 3. Carries out simple instructions.                           |                |                 |   |   |   |                    |         |
| 4. Uses "Yes" or "No" with appropriate nodding of head.       |                |                 |   |   |   |                    |         |
| 5. Responds to simple questions.                              |                |                 |   |   |   |                    |         |

|   | Entry<br>Level | Formative Level |   |   |   | Summative<br>Level | Remarks |
|---|----------------|-----------------|---|---|---|--------------------|---------|
|   |                | 1               | 2 | 3 | 4 |                    |         |
| Date:   |                |                 |   |   |   |                    |         |
| 6. Points to 3 body partsself.  |                |                 |   |   |   |                    |         |
| 7. Points to familiar objects.  |                |                 |   |   |   |                    |         |
| 8. Uses single word meaningfully.                                     |                |                 |   |   |   |                    |         |
| 9. Says own name.   |                |                 |   |   |   |                    |         |
| 10. Uses appropriate word for toileting.                              |                |                 |   |   |   |                    |         |
| 11. Tells the names of 3 belongings.                                  |                |                 |   |   |   |                    |         |
| 12. Says the names of 5 common objects.                               |                |                 |   |   |   |                    |         |
| 13. Combines use of words and gestures to make wants known.           |                |                 |   |   |   |                    |         |
| 14. Names 10 actions of people by using verbs.                        |                |                 |   |   |   |                    |         |
| 15. Indicates for some food items such as water, rice, milk.          |                |                 |   |   |   |                    |         |
| 16. Combines noun and verb in two word phrases.                       |                |                 |   |   |   |                    |         |
| 17. Responds to the question "what is this?"                          |                |                 |   |   |   |                    |         |
| 18. Points to picture of 10 common objects when described by its use. |                |                 |   |   |   |                    |         |
| 19. Tells/indentifies sex when asked                                  |                |                 |   |   |   |                    |         |
| 20. Asks questions "what is this (that)?"                             |                |                 |   |   |   |                    |         |

|   | Entry<br>Level | Formative Level |   |   |   | Summative<br>Level | Remarks |
|---|----------------|-----------------|---|---|---|--------------------|---------|
|   |                | 1               | 2 | 3 | 4 |                    |         |
| Date:   |                |                 |   |   |   |                    |         |
| <b>SOCIAL SKILLS:</b><br><br>1. Watches a person moving directly in line of vision.<br><br>2. Reaches/goes to the familiar person.<br><br>3. Responds to smile/laughter with similar behaviour.<br><br>4. Responds to own name.<br><br>5. Plays with one other child each doing separate activity.<br><br>6. Takes part in a game with another child.<br><br>7. Actively explores his environment.<br><br>8. Pulls at another person to show him an object.<br><br>9. Waits for needs to be met.<br><br>10. Shares object or food when requested, with another child.<br><br>11. Greets others.<br><br>12. Makes a choice when asked (favourite toy/food/dress).<br><br>13. Cooperates with parental request (75% of the time). |                |                 |   |   |   |                    |         |

|   | Entry Level | Formative Level |   |   |   | Summative Level | Remarks |
|---|-------------|-----------------|---|---|---|-----------------|---------|
|   |             | 1               | 2 | 3 | 4 |                 |         |
| Date:   |             |                 |   |   |   |                 |         |
| 14. Attempts to help parents with a task.                   |             |                 |   |   |   |                 |         |
| 15. Sings/dances with music.                                |             |                 |   |   |   |                 |         |
| 16. Follows rules in a group game.                          |             |                 |   |   |   |                 |         |
| 17. Asks permission to use toy that a peer is playing with. |             |                 |   |   |   |                 |         |
| 18. Takes turn.   |             |                 |   |   |   |                 |         |
| 19. Repeats rhymes and songs.                               |             |                 |   |   |   |                 |         |
| 20. Plays with 4 to 5 children.                             |             |                 |   |   |   |                 |         |
| V PRE-ACADEMIC SKILLS:                                      |             |                 |   |   |   |                 |         |
| 1. Matches similar objects.                                 |             |                 |   |   |   |                 |         |
| 2. Stacks 3 blocks tins/vessels/ books on request.          |             |                 |   |   |   |                 |         |
| 3. Identifies familiar objects.                             |             |                 |   |   |   |                 |         |
| 4. Scribbles.   |             |                 |   |   |   |                 |         |
| 5. Matches objects with picture of same objects.            |             |                 |   |   |   |                 |         |
| 6. Matches shapes.  |             |                 |   |   |   |                 |         |
| 7. Draws lines.   |             |                 |   |   |   |                 |         |
| 8. Copies circle.   |             |                 |   |   |   |                 |         |
| 9. Identifies big and small.                                |             |                 |   |   |   |                 |         |
| 10. Matches 3 colours.                                      |             |                 |   |   |   |                 |         |

|   | Entry<br>Level | Formative Level |   |   |   | Summative<br>Level | Remarks |
|---|----------------|-----------------|---|---|---|--------------------|---------|
|   |                | 1               | 2 | 3 | 4 |                    |         |
| Date:   |                |                 |   |   |   |                    |         |
| 11. Matches 1 to 1.   |                |                 |   |   |   |                    |         |
| 12. Puts together 4 parts of a toy/<br>object.                                  |                |                 |   |   |   |                    |         |
| 13. Points to long and short  |                |                 |   |   |   |                    |         |
| 14. Tells which objects go together<br>(ex: lock and key, paper and<br>pencil). |                |                 |   |   |   |                    |         |
| 15. Counts 1 to 10.   |                |                 |   |   |   |                    |         |
| 16. Copies a square   |                |                 |   |   |   |                    |         |
| 17. Identifies/names 3 colours.   |                |                 |   |   |   |                    |         |
| 18. Identifies/names 3 shapes.  |                |                 |   |   |   |                    |         |
| 19. Aware that money can buy<br>things.   |                |                 |   |   |   |                    |         |
| 20. Associates time with watch.   |                |                 |   |   |   |                    |         |





# MOTOR SKILLS



1.1 SKILL AREA : MOTOR

Specific Skill : The trainee reaches for objects held 3 inches in front.

Prerequisites : Lifting and turning the head to visual and auditory stimuli.

Ability to hold objects.

#### SKILL ANALYSIS:

| Date:   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Looks at the object held 3 inches in front of him. |  |  |  |  |  |  |  |
| 2. Moves the hand towards the object.                 |  |  |  |  |  |  |  |
| 3. Touches the object in front of him.                |  |  |  |  |  |  |  |

#### SKILL TRAINING:

TRAINING AREA: Position the child depending on the milestone he has reached, either lying down on the back, on the stomach or sitting. Hang or hold an object which the trainee likes. Move the object towards the trainee's face so that he could look at the object. When he looks at the object, hold his hand and bring towards the object. Leave his hand, keep the object near to him and make him reach for the object. Gradually increase the distance between the object and the trainee upto 3 inches. Praise him when he reaches for the object. Select the object of his choice and repeat the activity. Continue to talk to the child, tell him, "look here", "hold it", "that's right", "very good" and so on appropriately.

**AT HOME:** Select some objects of the trainee's choice and create an interest in the trainee to look at the different objects by showing it to him. When he looks at a particular object, bring it towards the trainee's face and let him reach for the object.

**MATERIALS:** Toys like rattle, dolls, balls.



## 1.2 SKILL AREA : MOTOR

Specific Skill: Trainee holds his head erect in a sitting position.

Prerequisites : Head Control

## SKILL ANALYSIS:

| Date:   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Lifts head in lying position.  |  |  |  |  |  |  |  |
| 2. Holds head erect for 1 minute while sitting with support.                |  |  |  |  |  |  |  |
| 3. Holds head erect for 3 to 5 minutes while sitting with support.          |  |  |  |  |  |  |  |
| 4. Holds head erect for 3 to 5 minutes and moves head towards a moving toy. |  |  |  |  |  |  |  |

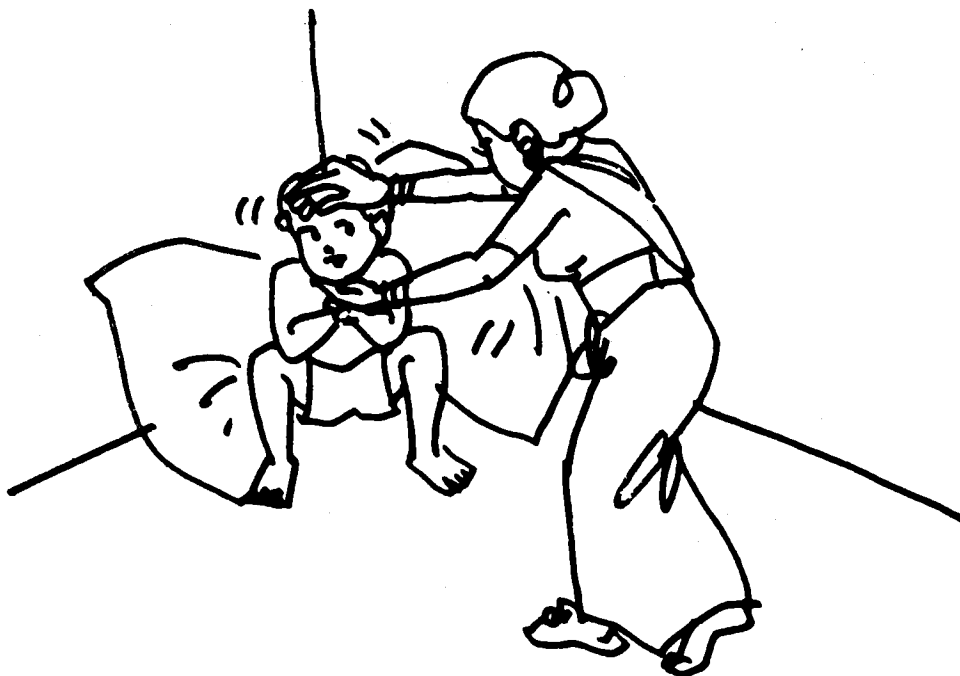
## SKILL TRAINING:

TRAINING AREA: Make the trainee to lie on his stomach. Lift the head erect by bringing his elbows at 90 position and hands in front. Show a favourite object. Repeat the activity using other objects. Gradually reduce the physical help and make him lift his head and look at the object on his own. Keep calling him by name and talking to him.

Make the trainee sit in a corner. Keep a pillow at the back. While sitting with support in the corner, hold his head erect for 2 minutes. Once he balances his head, remove your hand from his head for 5 seconds so that the trainee could keep his head erect for a shorter period. Gradually increase the time. Praise him for holding his head erect. Once he gains balance to keep head erect, train him to move his head towards a moving toy.

AT HOME: As the trainee does not have head control, do not make him lie down always. If possible place him on your lap and hold his head erect. Give him chances to sit with support. You can make him sit in a corner with the support of pillows. A toy can be hung in front of him so that he can lift his head and look at the toy. Cardboard cartons of TV or other boxes can be used for training the child to sit. A rope tied around the box will prevent it from falling apart. Make the child sit inside box and give toys to manipulate.

MATERIALS: Pillows, corner of rooms, favourite toys.



## 1.3 SKILL AREA : MOTOR

Specific Skill: The trainee sits without support

Prerequisites : - Head control  
 - Sitting with support

## SKILL ANALYSIS:

| Date:  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Moves forward on stomach.                               |  |  |  |  |  |  |
| 2. Grasping adult's fingers,<br>Pulls to sitting position. |  |  |  |  |  |  |
| 3. Sits with support.                                      |  |  |  |  |  |  |
| 4. Sits without support for<br>3 minutes.                  |  |  |  |  |  |  |
| 5. Moves head freely in sitting<br>position.               |  |  |  |  |  |  |

## SKILL TRAINING:

TRAINING AREA: Make him grasp your fingers and pull him to sitting position. Sit on the floor and make the trainee sit in front of you. By holding his waist/shoulders make him sit. Once he starts gaining balance to sit, reduce the physical support gradually.

AT HOME: Once the trainee gains head control, allow him to sit with support and reduce the support gradually. Use the play and meal time for the training to sit without support. Give the support of your hand or a pillow during the initial stage which can be reduced step by step.



**IN THE COMMUNITY:** Once he is able to sit with support and head erect encourage the trainee to sit with other children to play.

**MATERIALS:** Blocks and other toys, sand tray to sit and play.



1.4 SKILL AREA : MOTOR

Specific Skill: The trainee crawls in a room to obtain an object.

Prerequisites : - Ability to explore the environment  
- Sitting.

#### SKILL ANALYSIS:

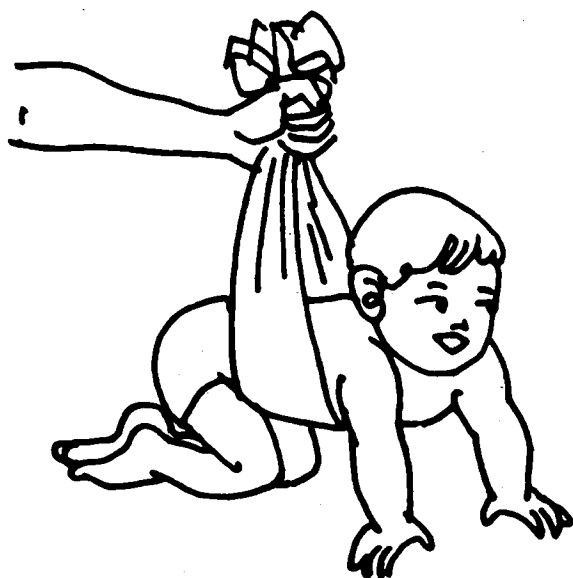
| Date:                                     |  |  |  |  |  |
|---|--|--|--|--|--|
| 1. Holds head up while in lying position. |  |  |  |  |  |
| 2. Moves forward on lying position.       |  |  |  |  |  |
| 3. Supports body weight on arms.          |  |  |  |  |  |
| 4. Crawls forward 3 feet on knees.        |  |  |  |  |  |
| 5. Crawls 3 feet to obtain an object.     |  |  |  |  |  |

#### SKILL TRAINING:

TRAINING AREA: Place the trainee on his stomach and keep a favourite toy on the floor 3 feet away from him. When he lifts his head and looks at the toy, help him to move forward to play with the toy. When he reaches upto the toy, praise him. Keep another toy, 2 feet away from him. Train him to support body weight on his arms. Let him keep his stomach off the floor. Hold his right arm at the shoulder and pull him forward towards the toy. Move his left knee. Reduce help once he starts supporting himself. Similarly do with left and right knee until he learns. To lift trunk off the ground to stay with the support of knees and palms, sometimes a towel is used successfully. That is, the towel is run flatly around the child's stomach and held together at the back, and the child is slowly pulled up.

AT HOME: Place the trainee's favourite toys in the room. As explained above, help him to crawl towards the toys to play with it. To avoid vomiting of the food, do not do these exercises immediately after food.

MATERIALS: Toys, ball, rattle, car, anything that is his favourite, towel.



AT HOME: As explained in the training area, keep objects/eatables in the trainee's hand, tell him to close his hand and make him retain the object in one hand for 50 seconds to one minute. Gradually increase the time to retain objects in the hand.

MATERIALS: 1" cubes, objects of 1" cube size, sponge, basin, water.



## 1.6 SKILL AREA: MOTOR

Specific Skill: The trainee uses thumb and finger to pick up objects.

Prerequisites : Eye-hand co-ordination.

## SKILL ANALYSIS:

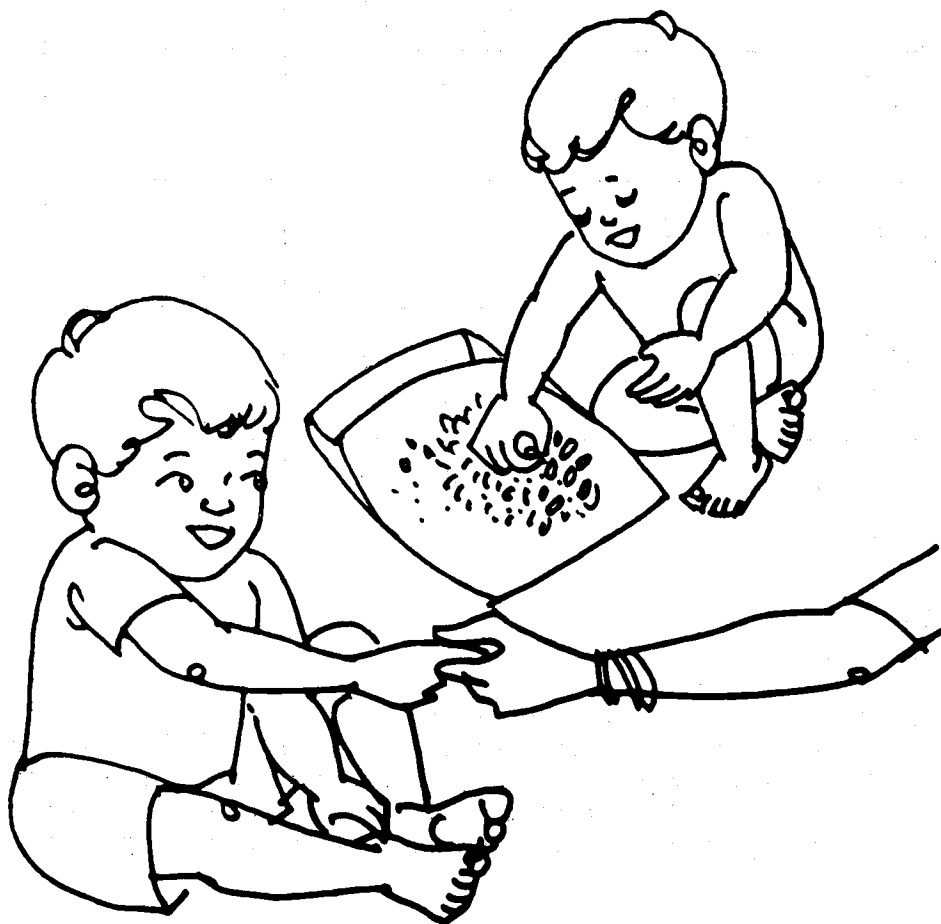
| Date:   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1. Looks at the object in front of him.                                     |  |  |  |  |  |  |
| 2. Moves hands towards the object.  |  |  |  |  |  |  |
| 3. Co-ordinates the movement of thumb and index finger to touch the object. |  |  |  |  |  |  |
| 4. Picks up the object with thumb and finger.                               |  |  |  |  |  |  |

## SKILL TRAINING:

TRAINING AREA: Place small objects such as beads, small blocks etc., in front of the trainee. When he looks at the objects, pick up one of the objects and put it into a plate. Hold his thumb and finger and move towards the object and help him to pick up the object with thumb and index finger. Repeat the activity several times. Reduce the aid, when he tries to do it by himself.

AT HOME: Let the trainee watch when you pick up objects with thumb and index finger. For example; cleaning rice, dhal etc. Give him a plate of rice mixed with channa dhal. Tell him to pick up the channa dhal from the rice. Start with objects slightly bigger such as rajma and kabuli channa and once the child is able to pick up, take his help in picking stones from the rice.

MATERIALS: Small beads, stones, clips, dhal etc.



1.7. SKILL AREA : MOTOR

Specific Skill : Trainee claps hands upon request.

Prerequisites : - Ability to follow instructions

- Eye hand co-ordination

#### SKILL ANALYSIS:

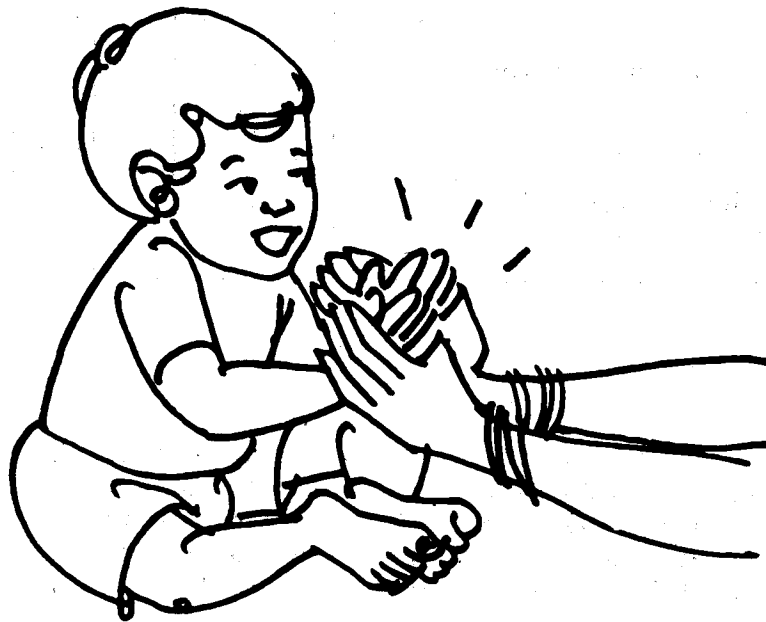
| Date:  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Looks at the trainer when clapping hands. |  |  |  |  |  |  |  |
| 2. Positions both palms for clapping.        |  |  |  |  |  |  |  |
| 3. Claps with physical assistance.           |  |  |  |  |  |  |  |
| 4. Claps upon request.                       |  |  |  |  |  |  |  |

#### SKILL TRAINING

TRAINING AREA: Sit with the trainee singing and clapping. Listen to a music and clap your hands. Let the trainee watch while you clap. Hold the trainee's palms, make him clap. Help him to position his palms, bring them together to clap. Repeat the activity by singing a song. Tell another person to sing a song. While listening, tell the trainee to join with you by clapping.

AT HOME: During leisure time/listening to radio/music, let the trainee be with you. Hold his hands, clap and let him enjoy the music.

MATERIALS: Radio, tape recorder.



1.8 SKILL AREA : MOTOR

Specific Skill : The trainee stands without support.

Prerequisites : - Co-ordination of movements  
 - Standing with minimum support  
 - Body balance.

#### SKILL ANALYSIS:

| Date:                                     |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1. Stands holding on to the adults hands. |  |  |  |  |  |  |
| 2. Stands against the wall.               |  |  |  |  |  |  |
| 3. Stands without support for 10 seconds. |  |  |  |  |  |  |
| 4. Stands without support for 3 minutes.  |  |  |  |  |  |  |

#### SKILL TRAINING

**TRAINING AREA:** Move the trainee towards the wall and make him stand against the wall. When he stands against the wall with no adult's help, make him hold the table/chair and stand. Reduce the physical support and make him stand for a few seconds. If he tends to fall, give your index finger to him to hold. Repeat these activities till he gets balance for a period of 3 minutes.

**AT HOME:** In case the trainee calls you when he sits and plays with toys, go to him. Give your hands and tell him to grasp your hands. Slowly pull him to



standing position. Give him a toy in his hand and hold his shoulder. Reduce the physical support and make him stand for a few seconds, so that he can balance for a few seconds. Increase the time to stand by giving minimum support. During the initial stage give him chances to stand against the wall, to stand holding you/your hand.

MATERIALS: Toys, wall, table, chair.



## 1.9. SKILL AREA : MOTOR

Specific Skill: The trainee puts small objects in a container upon request.

Prerequisites: - Eye-hand co-ordination.

- Pincer grasp (holding with thumb and index fingers).

- Ability to follow instructions.

## SKILL ANALYSIS:

| Date:  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Picks up an object with thumb and index finger. |  |  |  |  |  |  |
| 2. Brings it towards a container kept nearby.      |  |  |  |  |  |  |
| 3. Releases the object into the container.         |  |  |  |  |  |  |
| 4. Repeats the activity for 3 mts. upon request.   |  |  |  |  |  |  |

## SKILL TRAINING

TRAINING AREA: Keep small objects (small beads, nails, channas, clips) and a container in front of the trainee. Tell him to pick up the object one by one by using thumb and index finger only (Refer Motor Skill No.6). Once he picks up the object, guide his hands towards the container and to release it into the container. Repeat it till he picks up and puts into the container by himself.

AT HOME : Refer Motor Skill No.6.

When he picks up channa from rice, tell him to put them in a container kept nearby. Have two more children of his age. Put some small objects on the ground

and tell them to pick up and put into a container. Give 7 to 10 minutes to pick up the objects. At the end, show him how much he picked up and praise him for his effort. Mother can take child's help in putting vegetables bought from the market, into respective baskets, emptying grocery items into containers with wide mouth and so on. Thus the child gets trained in domestic skill also.

MATERIALS: Pins, clips, nails, small beads.



1.10 SKILL AREA : MOTOR

Specific Skill: The trainee lowers self from standing to sitting position.

Prerequisites: - Standing with/without support

- Large muscle co-ordination

#### SKILL ANALYSIS:

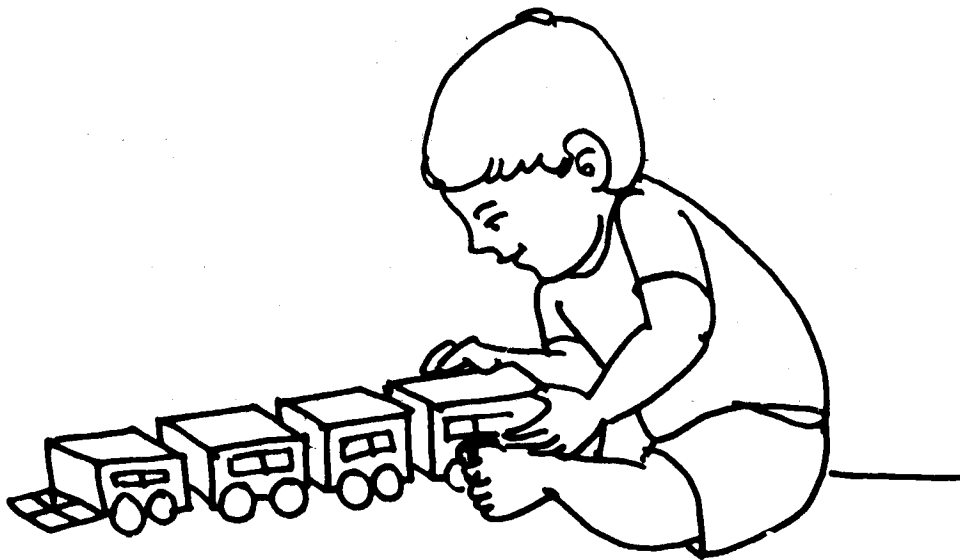
| Date:                                   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Stands holding the rail.             |  |  |  |  |  |  |  |
| 2. Bends his knees to a squat position. |  |  |  |  |  |  |  |
| 3. Brings down the hands.               |  |  |  |  |  |  |  |
| 4. Lowers himself to sit.               |  |  |  |  |  |  |  |
| 5. Sits from standing position.         |  |  |  |  |  |  |  |

#### SKILL TRAINING

TRAINING AREA: Have the trainee stand holding a rail/chair. Guide him to bend his knees to a squat position to lower his hands, and to sit. Practice it till he gets confidence to lower himself from standing position. If the trainee is able to stand without support, train him to lower without the help of the rail.

AT HOME: Simulate situations for the trainee to lower himself from standing to sitting position. When he stands, place his favourite toys/objects on the floor near him. Guide him to lower himself to take the objects and play.

MATERIALS: Rail, chair, wall, toys, ball, rattle.



1.11 SKILL AREA : MOTOR

Specific Skill: The trainee moves from sitting to standing position.

Prerequisites : - Standing without support.

- Sitting without support.

#### SKILL ANALYSIS:

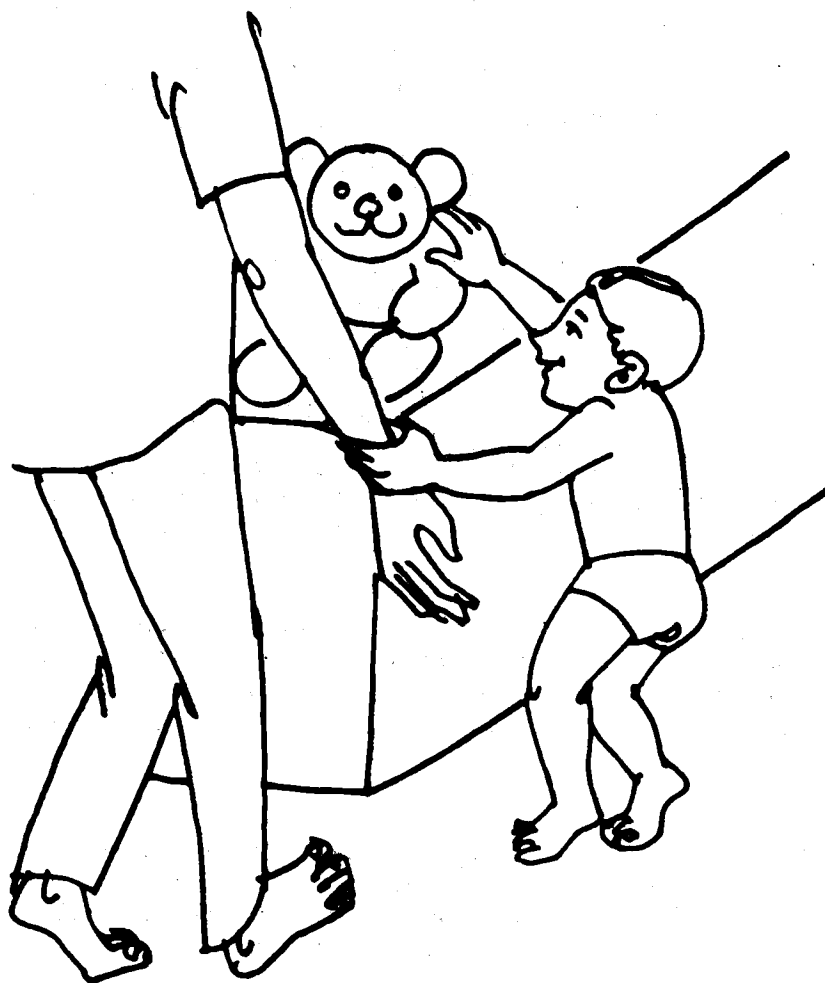
|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Dated:  |  |  |  |  |  |  |
| 1. Sits without support.                            |  |  |  |  |  |  |
| 2. Grasps adult's hands/rail to stand up.           |  |  |  |  |  |  |
| 3. Pulls himself to stand.                          |  |  |  |  |  |  |
| 4. Stands up holding adult's hands/rail.            |  |  |  |  |  |  |
| 5. Moves himself from standing to sitting position. |  |  |  |  |  |  |

#### SKILL TRAINING

TRAINING AREA: When the trainee sits down and plays, show him an object of his interest so that he has to stand to get the object. Guide him to grasp your hands to pull himself to standing position. Once he gains balance to pull himself to standing position, reduce the help of your hands/rail.

AT HOME: Simulate situations for the trainee to create urge to move from sitting position, such as, holding/keeping things of his liking at a height so that he has to stand and reach for it. Remember not to keep it too high to reach. Repeated failure will prevent the child from attempting.

MATERIALS: Toys, eatables.



## 1. 12. SKILL AREA : MOTOR

Specific Skill: The trainee walks independently.

Prerequisites : - Standing without support.

## SKILL ANALYSIS:

| Date:                             |  |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|--|
| 1. Stands without support.        |  |  |  |  |  |  |  |
| 2. Walks holding adult's hands.   |  |  |  |  |  |  |  |
| 3. Takes a few steps without aid. |  |  |  |  |  |  |  |
| 4. Walks independently.           |  |  |  |  |  |  |  |

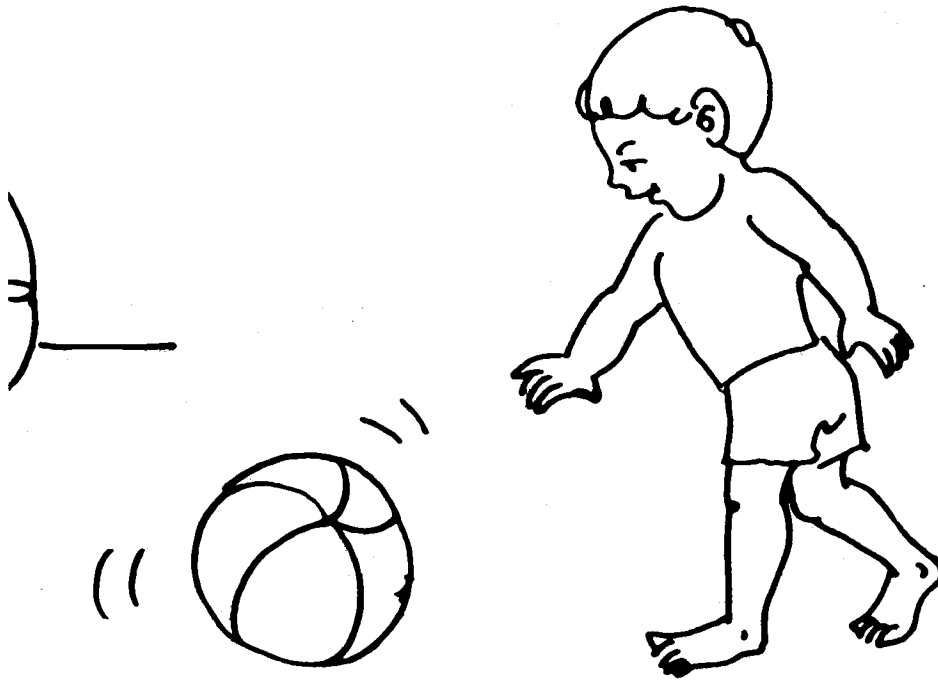
## SKILL TRAINING:

TRAINING AREA: Let the trainee stand against the wall. Stand a few steps away from him with one of his favourite toys. Get another person's help to hold his shoulder/hip and alternate his legs to take a few steps towards you to get the object. Allow him to walk with the help of a walker.

Have a long bench which the child can hold and stand. Keep a toy of his liking a foot away from him on the bench. Encourage the child to move towards it and reach for it holding the bench. As he achieves success, move the toy further away until the child is able to walk from one end of the bench to the other.

Make him stand a few steps from a desired object and encourage him to take steps towards the object. Praise him at every step. During the initial stage, make him understand that you are near by to give him hand if needed. Once he gains confidence and body balance to walk, give him more chances to walk independently.





**AT HOME :** Give him chances at every step of training to take steps by himself to get desired objects.

## 1. 13. SKILL AREA : MOTOR

Specific Skill : The trainee lowers himself to a squat position and returns to standing.

Prerequisites : - Body balance

- Standing without support

## SKILL ANALYSIS:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Stands without support.                           |  |  |  |  |  |  |  |
| 2. Bends knees to a squat position.                  |  |  |  |  |  |  |  |
| 3. Picks up an object on squat position.             |  |  |  |  |  |  |  |
| 4. Gets up from squat position to standing position. |  |  |  |  |  |  |  |

## SKILL TRAINING:

TRAINING AREA: Refer motor skill nos. 10 & 11. When the trainee stands, place a favourite object on the floor in front of him. Hold his hands and guide him to bend his knees to squat. Tell him to pick up the object and return to standing position, holding your hands. Gradually reduce help and let him squat independently and return to standing position.

AT HOME : Ability to squat and return to standing position is important especially for independent toileting. Practice this skill when he goes to the toilet. For training purpose, simulate situations to squat and return to standing position. If there are brothers and sisters to the child, they can act for the child, and encourage him to do it like a play activity.

MATERIALS: Trainee's favourite object/toys/food items



1.14. SKILL AREA : MOTOR

Specific Skill: - The trainee strings large beads.

- Puts shoe lace in shoes at least in one eye correctly.

Prerequisites : - Eye -hand co-ordination

- Ability to follow instructions

#### SKILL ANALYSIS:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Holds the tip of the string/<br>shoe lace with the right hand.                            |  |  |  |  |  |  |  |
| 2. Keeps the eye of the shoe/bead<br>between the thumb and index<br>finger of the left hand. |  |  |  |  |  |  |  |
| 3. Pushes the string through the<br>lower side of the hole of the<br>bead/shoe lace.         |  |  |  |  |  |  |  |
| 4. Pulls out the string through the<br>upper side of the hole.                               |  |  |  |  |  |  |  |

#### SKILL TRAINING:

TRAINING AREA: Show him how to string beads. Do it by yourself and let him watch. Give him a plastic thread. Guide him to hold the tip of the string in the right hand. Give him a large bead and guide him to hold the bead in the

left hand so that he can push the tip of the string easily. Hold his right hand to push the tip of the string through the lower side of the hole of the bead. When it comes through the upper side of the hole, tell him to pull it and repeat it with other beads also. Similarly, train in putting the shoe lace in its hole. As shoe strings have stiff ends, stringing is simpler.

AT HOME: During initial stage give him objects with big hole. Once he is able to string objects with big holes, use large beads. During play, give him beads with different colours and tell him to string so that he can make a garland. Once he masters the skill, note down the time which he takes to string.

MATERIALS: Objects with hole, large beads with hole, plastic thread, shoe with shoe lace.



1.15. SKILL AREA : MOTOR

Specific Skill: Trainee puts together 3 pieces of an object.

Prerequisites : - Eye-hand co-ordination.

- Ability to follow instructions.

#### SKILL ANALYSIS:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :                                     |  |  |  |  |  |  |  |
| 1. Looks at 3 pieces.                      |  |  |  |  |  |  |  |
| 2. Identifies one piece.                   |  |  |  |  |  |  |  |
| 3. Picks the next piece that seems to fix. |  |  |  |  |  |  |  |
| 4. Takes the third piece and fixes it.     |  |  |  |  |  |  |  |

#### SKILL TRAINING:

TRAINING AREA: As per the skill analysis, guide the trainee to remove and put back one by one at the initial stage. Later, put all the shapes together and tell him to keep back in the appropriate place.

If a toy is used for training, show him the toy first, before making into pieces. First take out the head and tell him to fix the head. Next, remove the tail/leg and tell him to fix it. Finally, make into 3 pieces and tell him to join the parts by himself.

AT HOME: In addition to the above exercises, give him other house hold objects to put together.

MATERIALS: Form board with circle, square and triangle shapes. 3 parts toys, house hold objects which can be made into pieces and put together.



1.16. SKILL AREA : MOTOR

Specific Skill: The trainee runs independently

Prerequisites :

- Body balance
- Independent walking
- Awareness of danger and hazards

SKILL ANALYSIS:

|                                       |  |  |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|--|
| Date :                                |  |  |  |  |  |  |  |
| 1. Walks independently.               |  |  |  |  |  |  |  |
| 2. Runs slowly holding adult's hands. |  |  |  |  |  |  |  |
| 3. Runs slowly without aid.           |  |  |  |  |  |  |  |
| 4. Runs 10 feet independently.        |  |  |  |  |  |  |  |

SKILL TRAINING:

TRAINING AREA: Let the trainee watch when the other children run. Place a toy 5 feet away and tell another child to run and take it. Hold the trainee's hand run slowly and get the object before the other child takes it. Initially run slowly, then increase the speed and run fast. Gradually reduce the help so that the trainee can run 10 feet by himself.





AT HOME: Encourage the trainee to join other children to play and run. Conduct running race by including the trainee with other children. If possible, select children of his age and ability in running.

1.17. SKILL AREA : MOTOR

Specific Skill: The trainee climbs up and down with help  
(without alternating feet).

Prerequisites : Body balance.

SKILL ANALYSIS:

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Stands near the first step from the floor.  |  |  |  |  |  |  |  |
| 2. Lifts the right leg and places on the first step holding the rail/trainer's hand. |  |  |  |  |  |  |  |
| 3. Lifts the left leg and places on the first step holding the rail/trainer's hand.  |  |  |  |  |  |  |  |
| 4. Repeats the steps 2 and 3 to climb two more steps.                                |  |  |  |  |  |  |  |
| 5. Stands on the third step.   |  |  |  |  |  |  |  |
| 6. Keeps the right leg on the second step holding rail/trainer's hand.               |  |  |  |  |  |  |  |
| 7. Keeps the left leg on the second step holding rail/trainer's hand.                |  |  |  |  |  |  |  |
| 8. Repeats steps 6 and 7 to walk down upto the second and first step.                |  |  |  |  |  |  |  |

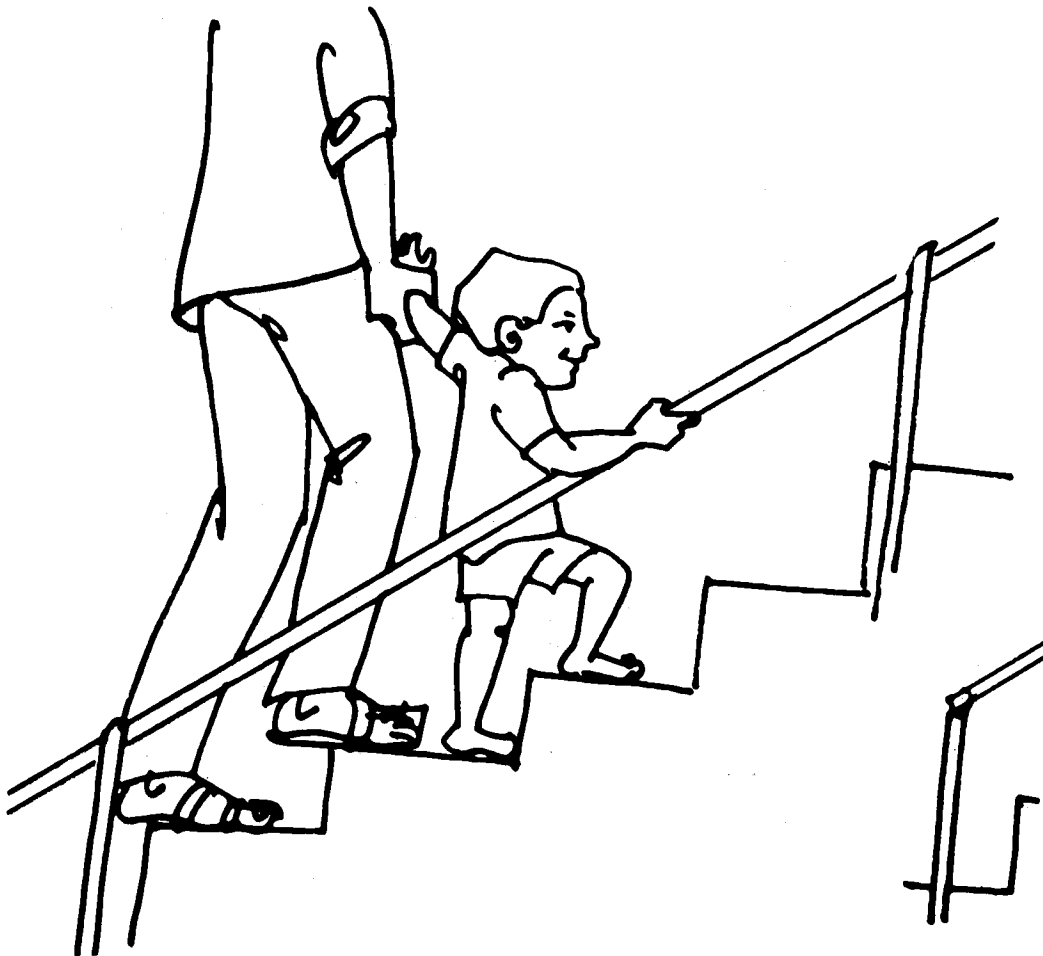
**SKILL TRAINING:**

**TRAINING AREA:** Take the trainee to the steps which he has to climb. Let him watch when you climb up and down. Then hold his hand, and guide him to climb three steps as per the skill analysis.

**NOTE:** If the child has fear initially for climbing, allow him to have the hands on the steps above and climb. For climbing down, initially children might be afraid. Assist them by bending in front of him few steps lower and holding their hands. Tell them not to be afraid and climb down. Slowly reduce help.

**AT HOME:** The areas which have steps at home can be used for training. Take the trainee to the steps and show him how you climb up and down. Keep a favourite toy on the fourth step and help him to climb up to take the object. Once he takes the object bring him down. Finally, train him to climb all the steps with help.

**MATERIALS:** Steps, favourite object, slide, stair case.



1.18. SKILL AREA : MOTOR

Specific Skill : The trainee walks upstairs and downstairs alternating feet.

Prerequisites : - Body balance

- Independent walking.

- Climbing upstairs with help.

SKILL ANALYSIS:

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Stands near the first step.                  |  |  |  |  |  |  |
| 2. Keeps the right leg on the first step.       |  |  |  |  |  |  |
| 3. Keeps the left leg on the second step.       |  |  |  |  |  |  |
| 4. Keeps right leg on the third step.           |  |  |  |  |  |  |
| 5. Keeps left leg on the fourth step and so on. |  |  |  |  |  |  |
| 6. Keeps both feet on the top step.             |  |  |  |  |  |  |
| 7. Keeps right leg on the lower first step.     |  |  |  |  |  |  |
| 8. Keeps left leg on the lower second step.     |  |  |  |  |  |  |

Date :

9. Keeps right leg on the lower third step.

10. Keeps left leg on the floor.

11. Stands on the floor.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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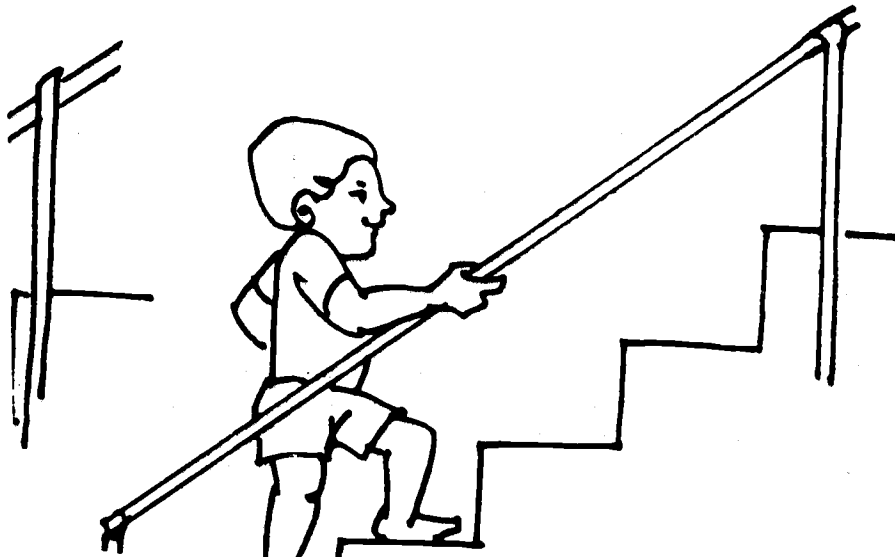
### SKILL TRAINING:

**TRAINING AREA:** Take the trainee near the steps. Place an object on the fifth step and let him watch how you walk upstairs to take the object and come down. In initial stage, hold the trainee's hand and guide him as per the steps in the skill analysis to walk upstairs and downstairs. Use steps with low height during the initial stage of training.

**AT HOME :** Use the areas which have steps at home for the training. Whenever he has to walk upstairs and downstairs, take the trainee and hold his hands to climb up and down alternating feet.

**IN THE COMMUNITY :** When going for outing, show him the steps and guide him to walk upstairs and downstairs.

**NOTE:** If he has fear for ascending and descending, show him children playing in the play grounds. Let his brothers/sisters model him. Initially, assist him physically. Do not force him.



1.19. SKILL AREA : MOTOR

Specific Skill: The trainee traces the outline of an object.

Prerequisites : - Eye-hand co-ordination.

- Ability to control a pencil/pen.

- Following instructions.

#### SKILL ANALYSIS:

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Holds pencil between thumb and index finger resting on third finger. |  |  |  |  |  |  |
| 2. Scribbles on a paper.  |  |  |  |  |  |  |
| 3. Keeps a template of circle/square on a paper.                        |  |  |  |  |  |  |
| 4. Presses on the templates with left hand.                             |  |  |  |  |  |  |
| 5. Traces the outline of the template.                                  |  |  |  |  |  |  |
| 6. Traces around house-hold objects.                                    |  |  |  |  |  |  |

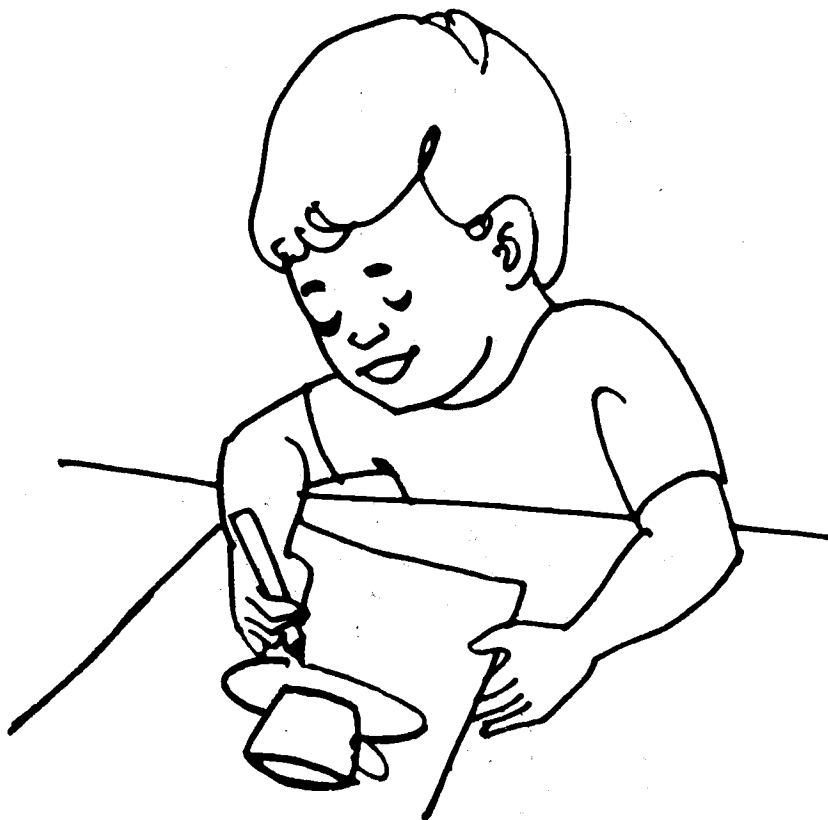
#### SKILL TRAINING:

TRAINING AREA: Guide the trainee to hold the pen/pencil between the thumb and index finger resting on the third finger. Keep an object (plate/template) of round shape on a paper and tell him to place his left hand on it so that it will not move when he traces. Guide his hands to trace.

AT HOME: Give the trainee activities to trace house hold objects-plate, tumbler, cup. Once he traces, give him crayons to colour the objects which he has traced.

SUGGESTIONS: As a game, ask a friend or another child to lie down on the floor and let the trainee trace around him, with chalk from head to toe. Later, after the friend gets up, identify the body part. This encourages body awareness also, in addition to motor co-ordination.

MATERIALS: Slate/paper/sand, pencil, chalk, pen, crayon.



1.20. SKILL AREA : MOTOR

Specific Skill: The trainee cuts a paper with scissors.

Prerequisites : - Eye-hand co-ordination

- Following instructions.

#### SKILL ANALYSIS:

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :                                       |  |  |  |  |  |  |  |
| 1. Holds the scissors in the right hand.     |  |  |  |  |  |  |  |
| 2. Moves fingers to manipulate the scissors. |  |  |  |  |  |  |  |
| 3. Snips with scissors.                      |  |  |  |  |  |  |  |

#### SKILL TRAINING:

**TRAINING AREA:** Demonstrate and help the trainee how to hold a scissors to cut. Use small blunt scissors for training. Guide to manipulate fingers to open and close the edges of the scissors. Mark on the scissors with coloured ribbon or such item to differentiate the handle for the thumb from that of the index finger. Hold a paper and guide his hands to cut. Later, guide him to hold the paper in the left hand and cut the paper with scissors.

**AT HOME:** Cutting with scissors helps to improve fine motor co-ordination. This skill has to be trained under supervision. Give small pieces of paper to cut with scissors which would help him to develop vocational skills. When he gains



control, draw straight line on a paper and train him to cut. Remember to tell him not to use the scissors on items he is not told to cut, (such as clothes, hair, important documents and so on).

**MATERIALS:** Scissors, paper.



# SELF CARE SKILLS



II 1. SKILL AREA : SELF CARE

Specific skill : When fed, the trainee chews and swallows solid food.

Pre-requisites : - Sitting/positioning.

- Ability to consume liquid food.

SKILL ANALYSIS :

| Date :                            |  |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|--|
| 1. Positioning/sitting.           |  |  |  |  |  |  |  |
| 2. Opens mouth.                   |  |  |  |  |  |  |  |
| 3. Sucks.                         |  |  |  |  |  |  |  |
| 4. Sips and Swallows.             |  |  |  |  |  |  |  |
| 5. Chews.                         |  |  |  |  |  |  |  |
| 6. Chews and swallows solid food. |  |  |  |  |  |  |  |

SKILL TRAINING:

TRAINING AREA :

Start training after finding the trainee's functional level on the above skill analysis. If the trainee is able to do the first step proceed to the next step; by giving him long pieces of carrot/cucumber and making him bite, chew, and swallow. If he does not like carrot, apply honey at its thin end or something he likes. Place it between his hind (molar) teeth. Biscuits can also be used. Start with semi solids and gradually proceed to solid - soft and finally crisp food items.

AT HOME: During meal time follow the steps given above when he is given solid food - rice, chapathis, biscuits etc.



IN THE COMMUNITY: When the trainee is taken for outing, give him a chance to observe how others bite, chew and swallow solid food.

MATERIALS: Tumbler, spoon, liquid food, semi solid food, solid food.

## II 2. SKILL AREA : SELF CARE

Specific skill : When food is mixed and given in a plate the trainee picks up the food with fingers and eats by himself.

Prerequisites : - Eye-hand co-ordination  
- Pincer grasp  
- Chewing and swallowing

### SKILL ANALYSIS :

| Date :                                   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Sits in a comfortable position.       |  |  |  |  |  |  |  |
| 2. Picks up food with thumb and fingers. |  |  |  |  |  |  |  |
| 3. Lifts hand towards the mouth.         |  |  |  |  |  |  |  |
| 4. Puts food into the mouth.             |  |  |  |  |  |  |  |
| 5. Chews and swallows.                   |  |  |  |  |  |  |  |

### SKILL TRAINING:

TRAINING AREA : In the training area make the trainee sit comfortably. Introduce food items in the following order. Start with food items like idly, dosa, chappati and so on which can be made into pieces. Later as he learns to eat, introduce loose food such as rice and dal. If necessary mix the rice with dal and make into small balls. To train him in eating, make chapati/idly into small pieces. Hold the trainee's hand and help him pick up the food, take towards mouth and put into mouth. If necessary, show him how to chew and swallow. Gradually reduce the physical assistance. Praise him at every step.

AT HOME : During meal time let the trainee also sit with the family members and see how others eat. Give small quantity of food in a plate and assist him to pick up with his own fingers and eat.

IN THE COMMUNITY : Give opportunity to the trainee to pick up and eat from his plate during visits to restaurants, houses of relatives or some other such occasions.

MATERIALS: Plate, eatables, food items liked by the trainee.



### II 3. SKILL AREA : SELF CARE

Specific skill : When water is given in a cup/tumbler the trainee holds it in one hand and drinks without spilling.

- Prerequisites : - Eye-hand co-ordination
- Ability to hold the cup/tumbler
- Ability to sip and swallow.

#### SKILL ANALYSIS :

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Date :                                       |  |  |  |  |  |
| 1. Recognizes the need to drink.             |  |  |  |  |  |
| 2. Finds the place where water is available. |  |  |  |  |  |
| 3. Takes tumbler/cup.                        |  |  |  |  |  |
| 4. Takes water in the tumbler/cup.           |  |  |  |  |  |
| 5. Lifts the tumbler towards the mouth.      |  |  |  |  |  |
| 6. Pours only the amount his mouth holds.    |  |  |  |  |  |
| 7. Swallows.                                 |  |  |  |  |  |
| 8. Continues till the need is fulfilled.     |  |  |  |  |  |

**SKILL TRAINING:**

**TRAINING AREA :** Assess the trainee's present level on the above skill analysis. Holding the tumbler and filling the tumbler with water can be trained in the training area. Initially have only a mouthful of water in the tumbler. Use tumbler with rims for training. As he learns to drink increase the quantity of water in the tumbler. Train him to lift the tumbler to the level of the mouth. If needed tilt the tumbler so that he gets water in the mouth by holding him at the back of the neck to support. When the trainee is thirsty train him how to sip and swallow. This will help the trainer to get the cooperation of the trainee. Do not start the training with glass tumblers. Start with steel ones.

**AT HOME :** Encourage the trainee to indicate his need to drink. Give him a tumbler, help him to fill, and drink by himself. Gradually reduce the amount of help.

**IN THE COMMUNITY:** During outings, let the trainee indicate his need to drink, take water in the tumbler and drink from it on his own. When he cooperates and does by himself reinforce him by getting him the drinks he likes.

**MATERIALS :** Tumblers, cups, water, other drinks.





## II 4. SKILL AREA : SELF CARE

Specific skill : The trainee uses the toilet when needed.

Prerequisites : - Balance to sit/squat for 5 mts.  
- Need to use toilet.

### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Sits/squats with support on a potty/toilet for 5 mts. |  |  |  |  |  |  |  |
| 2. Sits without support on a potty/toilet.               |  |  |  |  |  |  |  |
| 3. Uses the potty/toilet                                 |  |  |  |  |  |  |  |

### SKILL TRAINING:

TRAINING AREA : If the trainee is able to squat on the toilet, use toilet only, or else, keep a potty in the training area. Train him to sit/squat on a potty/toilet for 2 mts. Gradually increase the time to 5 mts. Take him to toilet after finding out around what time he needs to use it. This can be done by immediately associating with an activity such as 'waking up' or 'eating food' and so on.

Refer Self Care, II-6 for more details.

AT HOME: During toileting make the trainee sit/squat on a potty/toilet, stand near him and praise him when he uses the potty-toilet.



**IN TEH COMMUNITY:** When the trainee is taken for outing, if he needs, take him to the toilet and make him use it.

**MATERIALS:** Potty/toilet

## II 5. SKILL AREA : SELF CARE

Specific skill : The trainee removes his clothes when they are unbuttoned.

Prerequisites : - Eye-hand coordination  
 - Ability to sit/stand.  
 - Ability to follow simple instructions.

## SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Follows the instruction when he is told to remove the clothes. |  |  |  |  |  |  |  |
| 2. Holds the shirt/blouse when unbuttoned.                        |  |  |  |  |  |  |  |
| 3. Takes off pant/shirt with help.                                |  |  |  |  |  |  |  |
| 4. Takes off pant/shirt without help.                             |  |  |  |  |  |  |  |

SKILL TRAINING: Take the trainee to dressing/private area. Remove the buttons of the trainee's shirt/blouse. Help him/her to hold properly with fingers in order to remove it, simultaneously saying 'remove'. Initially hold his hand and help him to remove it. Gradually reduce the physical assistance and make him remove it by himself. Reinforce him at every step when he cooperates to finish the task.

## Removing Pants/Panties:

1. Stand behind the trainee
2. Place his hands on the pant/panty on both hips.
3. Place your hand on his hands.

4. Pull down the pant with his hands on pant and your hand on top of his, saying simultaneously "remove pants".
5. When it reaches the ankle help him to take out the legs one by one.
6. Gradually reduce physical help - say only "remove pants."
7. Reward appropriately.

Shirt:

1. Unbutton the shirt
2. Stand behind the trainee
3. Place the hand on his hand
4. Take out the left sleeve
5. Take out the right sleeve - gradually reduce the physical help and reward appropriately.

AT HOME : Whenever the trainee needs to remove his dress, take him to dressing area, unbutton his clothes and tell him to remove by himself. Give assistance if needed and wait to do it by himself.

MATERIALS : Shirts, blouse, frock, pants, dresses which the trainee uses to wear, dressing area/private area to maintain privacy.



## II 6. SKILL AREA

: SELF CARE

## Specific Skill

: The trainee indicates his needs consistently when he needs to go to toilet.

## Prerequisites

: - Recognizing the need for toileting.

- Indication of his personal needs by gestures/words.

## SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Recognizes his need to pass motion.            |  |  |  |  |  |  |
| 2. Recognizes his need to pass urine.             |  |  |  |  |  |  |
| 3. Shows a particular signal for toileting.       |  |  |  |  |  |  |
| 4. Uses toilet/potty when he is placed on it.     |  |  |  |  |  |  |
| 5. Indicates his need for toileting during day.   |  |  |  |  |  |  |
| 6. Indicates his need for toileting during night. |  |  |  |  |  |  |

## SKILL TRAINING:

TRAINING AREA: Prepare a chart to find out timings of toileting. Note down the time in the column when he passes urine/motion. If the trainee stays dry for 2 hours take him to the toilet at every 2 hours. When he uses the toilet, praise him. This will help him to associate his toilet need and the place to go. Let him indicate his toilet need by gestures/words before taking him to the toilet.

Continue this till he indicates his toilet needs consistently. Appreciate for keeping the panties dry.

| DAY    | 6-7<br>A.M | 7-8<br>A.M | 8-9<br>A.M | 9-10<br>A.M | 10-11<br>A.M | 11-12<br>Noon | 12-1<br>P.M | 1-2<br>P.M | 2-3<br>P.M | 3-4<br>P.M | 4-5<br>P.M | 5-6<br>P.M |
|--------|------------|------------|------------|-------------|--------------|---------------|-------------|------------|------------|------------|------------|------------|
| Sunday |            |            |            |             |              |               |             |            |            |            |            |            |
| Monday |            |            |            |             |              |               |             |            |            |            |            |            |
| Tues   |            |            |            |             |              |               |             |            |            |            |            |            |
| Wednes |            |            |            |             |              |               |             |            |            |            |            |            |
| Thurs  |            |            |            |             |              |               |             |            |            |            |            |            |
| Fri    |            |            |            |             |              |               |             |            |            |            |            |            |
| Sat    |            |            |            |             |              |               |             |            |            |            |            |            |

AT HOME : Encourage the trainee to indicate his toilet needs by gestures/pulling down pants/words. Use the same method of indication at home and school. praise him when he indicates.

IN THE COMMUNITY: When the trainee is taken to visit relatives show him the toilet and tell him to indicate when he needs to use the toilet.

MATERIALS: Potty/toilet, reinforcers.



II. 7. SKILL AREA : SELF CARE

Specific Skill : In daily routine the trainee wears slippers.

Pre-requisites : - ability to stand.  
- ability to match.

SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Finds his slippers when mixed with other slippers. |  |  |  |  |  |  |  |
| 2. Keeps both slippers properly in front.             |  |  |  |  |  |  |  |
| 3. Stands near the slippers.                          |  |  |  |  |  |  |  |
| 4. Wears the slippers in appropriate feet.            |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Mix the slippers with other slippers and make him find out his slippers. Give him opportunity to keep the slippers in order. Tell him to stand near the slippers and to put on the right leg. if he does properly, praise him and ask him to wear the other slipper on the left leg. If he wears in a wrong way, tell him to walk and see that it is not comfortable. So let him change and wear properly and see it is comfortable.

AT HOME : Teach him to identify his slippers when they are mixed with other slippers. Encourage him to wear his slippers on his own.

COMMUNITY: When the trainee is taken for visiting other families, if needed, tell him when to remove his slippers, where to keep and when to wear it appropriately.

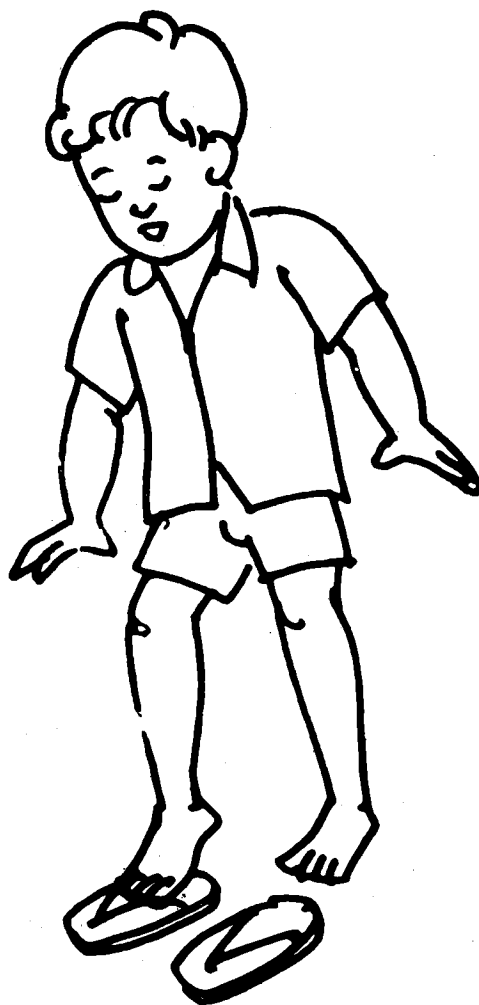
SUGGESTIONS:

1. Encourage using slippers with toe rings. Instruct that the big toe should be in the ring. This would enable correct wearing even if the child does not

know right and left. While placing slippers, show that the toe rings of both slippers must be next to each other.

2. If it is a havai slipper, instruct that if the little toes touch the ground when slipper is worn, it is wrong. This will enable correct wearing.
3. If it is sandals, instruct that the buckles should be always on the outside of the feet.

MATERIALS: Slippers/Sandals





- II 8. SKILL AREA : SELF CARE
- Specific Skill : The trainee pours water into a glass from a pitcher.
- Prerequisites : - Eye-hand coordination.  
- Ability to follow instructions.

## SKILL ANALYSIS :

|                                |  |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|--|
| Date :                         |  |  |  |  |  |  |
| 1. Keeps a glass in front.     |  |  |  |  |  |  |
| 2. Takes a pitcher with water. |  |  |  |  |  |  |
| 3. Brings it near the glass.   |  |  |  |  |  |  |
| 4. Pours water into the glass. |  |  |  |  |  |  |
| 5. Stops when it is filled.    |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Help the trainee to hold the pitcher, physically prompting by placing your hands on his, lift it and tilt without water. After mastering this skill practice with a little water, slowly increasing the quantity. Make a mark on the tumbler upto which he has to fill the water. In the initial stage physically help him to pour without spilling. Gradually reduce the physical assistance and use verbal prompting to complete the activity. Encourage him at every step. Continue the training till he masters the skill.

AT HOME : When he needs to drink during meal time, help him to pour tea/coffee/water by himself from mug/jug without spilling. After mastering the skill he could be asked to serve other family members also by pouring water/tea in the tumbler/cup. Appreciate when he co-operates.

**COMMUNITY:** When he visits relatives/friends give him chance to pour by himself and drink. Depending on his performance level, help him to avoid spilling till he masters the skill.

**MATERIALS:** Different tumblers, cups, jugs, pitcher, water, tea, milk.



## II 9. SKILL AREA : SELF CARE

Specific Skill : The trainee unbuttons his clothes when he wants to remove his clothes.

Prerequisites : - Eye-hand coordination.  
- Ability to follow instructions.

## SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Understands the need to unbutton his clothes.                   |  |  |  |  |  |  |
| 2. Holds button with thumb and index finger of the left hand.      |  |  |  |  |  |  |
| 3. Pushes down the button through the button hole.                 |  |  |  |  |  |  |
| 4. Pulls out the button with the right hand thumb of index finger. |  |  |  |  |  |  |

## SKILL TRAINING :

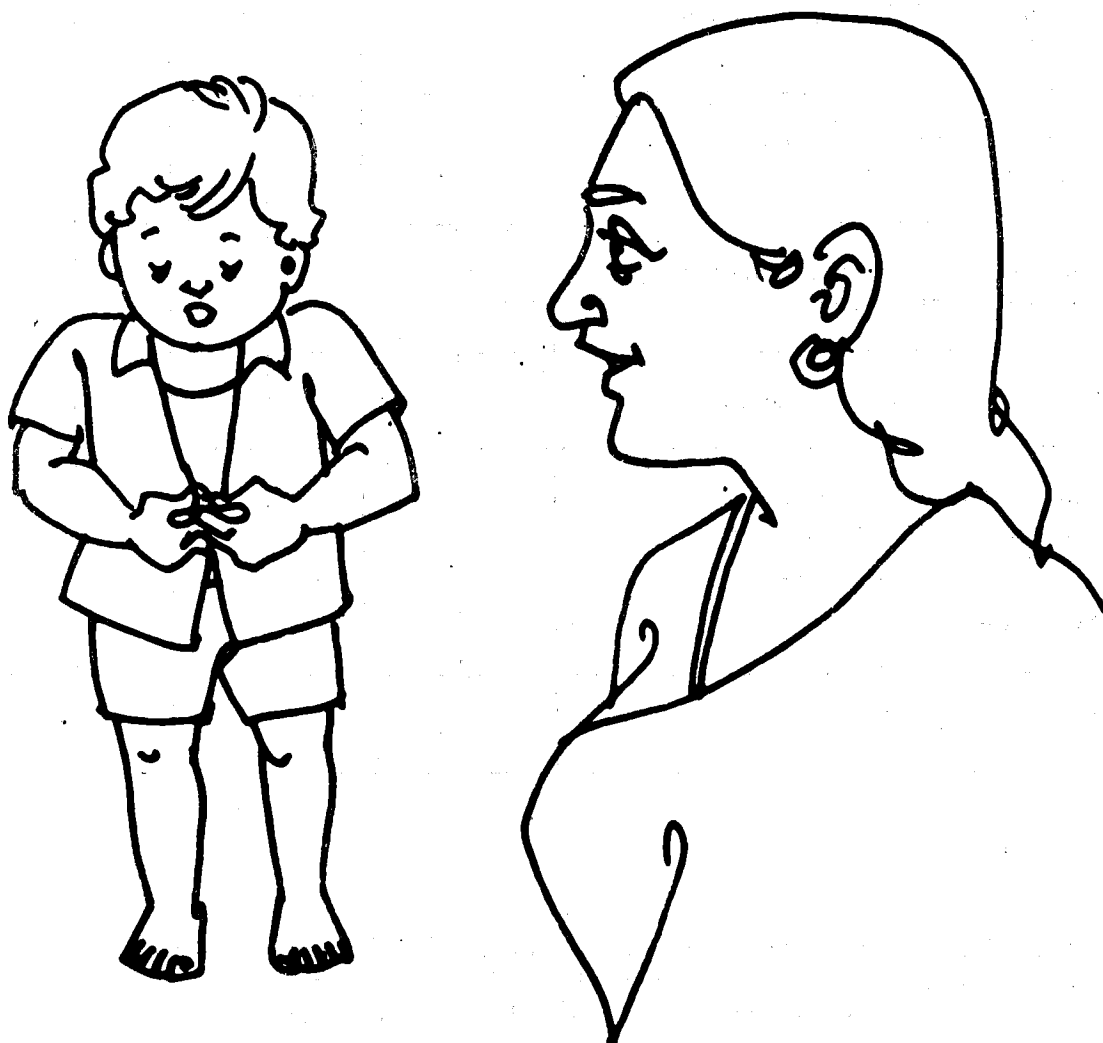
TRAINING AREA : Initially start with shirts/frocks with big buttons and button holes. Demonstrate and help him step by step to remove the buttons one by one as shown in skill analysis. Always remember to hold button with left hand thumb and index fingers while removing. Reinforce him at every step. Gradually reduce the size of buttons. Once he masters the skill, train him to remove the buttons on his own clothes. Start with second or third button and work upwards/downwards. If you start at the top button he cannot see while buttoning and will find it difficult. Always use the type of buttons the trainee uses.

AT HOME : When the trainee changes his clothes, encourage him to remove the buttons by himself. Be patient if the trainee takes more time, wait till he does it by himself. Assist him till he masters the skill. Otherwise he may lose the interest.

COMMUNITY: Unless there is a need, tell him not to remove the buttons. If it is needed, follow the steps and encourage him to remove by himself.

SUGGESTIONS : Before training for unbuttoning do the task by yourself and see what are the steps involved. Training in using shirt button, press button or hook can be given through this. Then train the trainee. Whether it is hooks, press buttons or shirt buttons analysing the task will be easy for training.

MATERIALS: Shirt/blouse/frock with big and small buttons. Select the appropriate buttons the trainee uses in daily life. Use dolls with frocks/shirts and motivate the trainee.



II 10. SKILL AREA : SELF CARE

Specific Skill : The trainee puts on clothes except buttoning.

Prerequisites : - Eye-hand coordination.

- Ability to follow instructions.

SKILL ANALYSIS :

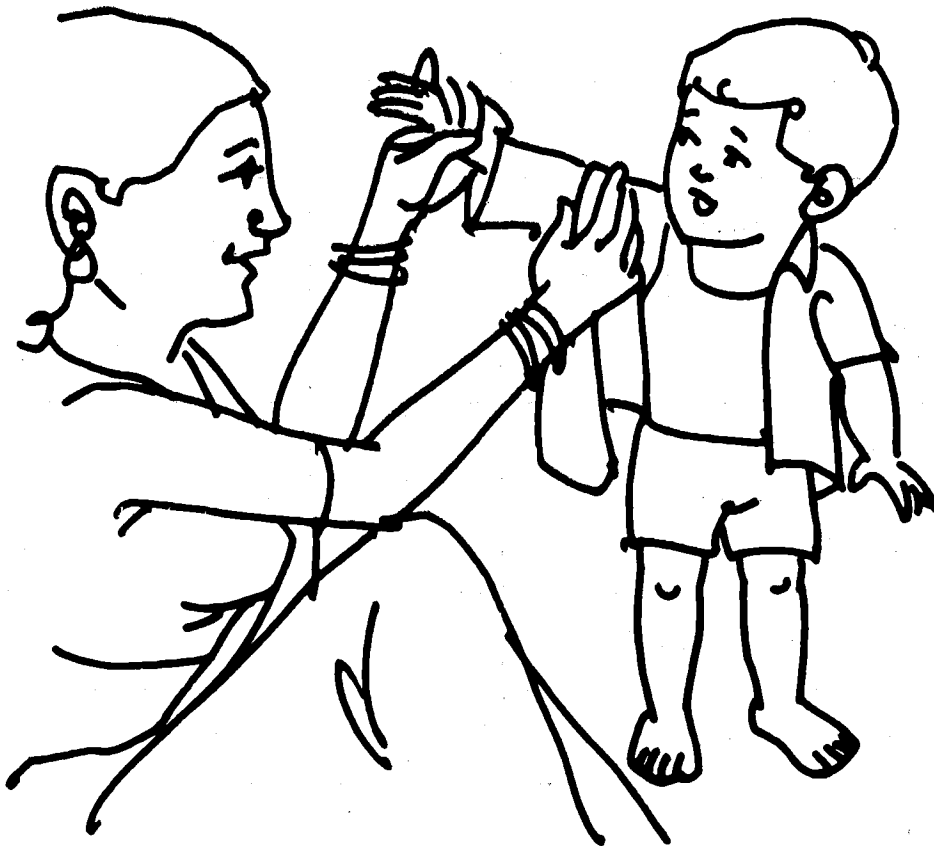
| Date:  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Finds the right side of the shirt/frock.          |  |  |  |  |  |  |  |
| 2. Holds the right side of the shirt/frock.          |  |  |  |  |  |  |  |
| 3. Pushes the left arm through the left hand sleeve. |  |  |  |  |  |  |  |
| 4. Pulls upto the shoulders.                         |  |  |  |  |  |  |  |
| 5. Pushes the right arm through the right sleeve.    |  |  |  |  |  |  |  |
| 6. Pulls upto shoulders.                             |  |  |  |  |  |  |  |
| 7. Pulls down.                                       |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Take the trainee to the dressing/private area. Give him/her own dress, show how to find the right side of the dress. Guide step by step to wear the dress as in skill analysis. Gradually reduce the amount of physical aid. Use a mirror so that he can see when he dresses.

AT HOME : Whenever the trainee needs to wear his clothes get his co-operation. Guide him step by step to wear it.

MATERIALS : Shirt, frock, or the dress which the trainee usually wears could be considered for training also, mirror.



II 11. SKILL AREA : SELF CARE

Specific Skill : When served, the trainee eats a complete meal.

Prerequisites : - Eye-hand coordination.  
- Ability to chew and swallow.

SKILL ANALYSIS :

| Date:                                    |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Washes hands.                         |  |  |  |  |  |  |  |
| 2. Sits in a convenient position to eat. |  |  |  |  |  |  |  |
| 3. Keeps food in front.                  |  |  |  |  |  |  |  |
| 4. Makes pieces/mixes food.              |  |  |  |  |  |  |  |
| 5. Picks up food with fingers/spoon.     |  |  |  |  |  |  |  |
| 6. Uses dishes properly.                 |  |  |  |  |  |  |  |
| 7. Chews and swallows.                   |  |  |  |  |  |  |  |
| 8. Stops when need is fulfilled.         |  |  |  |  |  |  |  |
| 9. Washes hands after eating.            |  |  |  |  |  |  |  |

SKILL TRAINING :

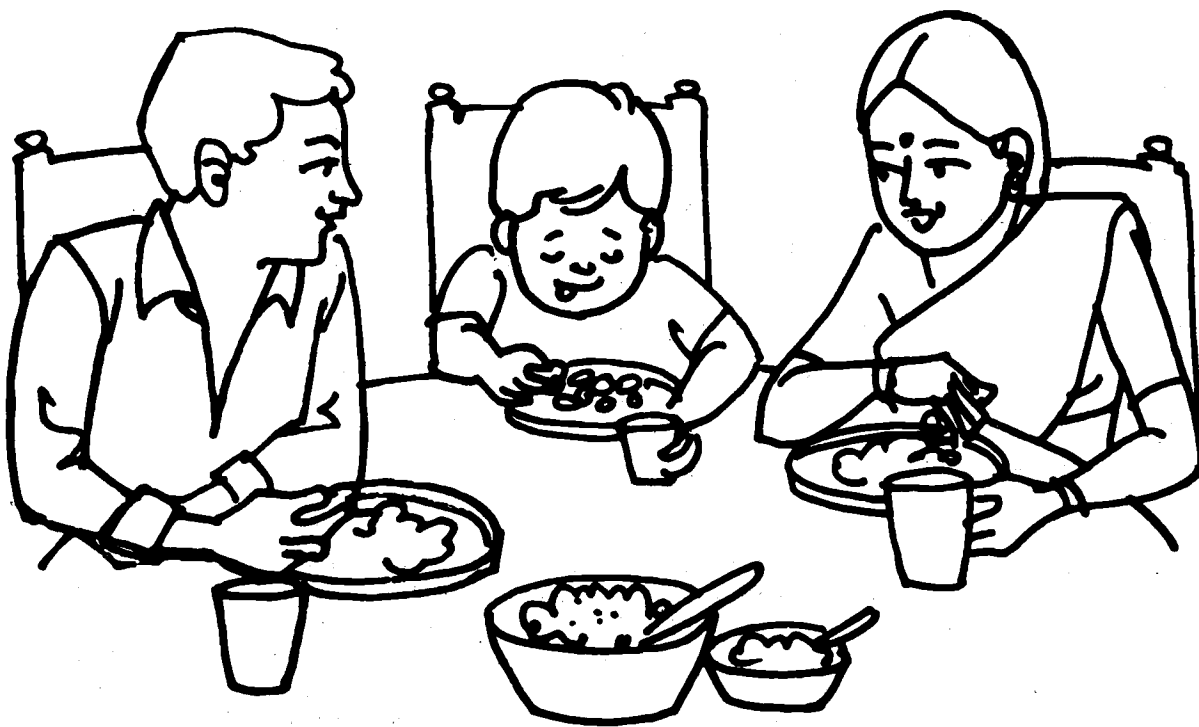
TRAINING AREA : After making an assessment on the checklist, step by step training can be done as per the level of the trainee. While training to eat a

full meal, make sure that the trainee is hungry so that he is motivated. Make the trainee sit comfortably, after washing hands. Serve him a full meal with all dishes gradually. Gradually reduce the assistance.

AT HOME : Make the trainee sit with the family members during meal time. Let him observe how others eat and encourage him to eat by himself.

COMMUNITY : When the family goes for dinner/parties, take the trainee also. Give chances to eat food with others.

MATERIALS : A meal served properly.





II 12. SKILL AREA : SELF CARE

Specific Skill : When dressing, the trainee buttons clothing.

Prerequisites : - Eye-hand coordination

- Ability to follow instructions.

SKILL ANALYSIS :

| Date:   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Where the shirt/blouse.  |  |  |  |  |  |  |  |
| 2. Keeps the top button against the top button hole.                              |  |  |  |  |  |  |  |
| 3. Holds the button between thumb and the index finger of right hand.             |  |  |  |  |  |  |  |
| 4. Pushes the button through the button hole.                                     |  |  |  |  |  |  |  |
| 5. Takes out the button through the button hole with left thumb and index finger. |  |  |  |  |  |  |  |
| 6. Repeats it with the other button.  |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Take the trainee to dressing/private area. After wearing the shirt, use the above steps to train buttoning. Initially use large buttons and later reduce the size. Stand behind the trainee and physically help him to button. Physical help should be reduced gradually when the trainee learns the skill of buttoning. Start training with middle button and work up/down so that he is able to see while buttoning. Starting on top button will not allow the child to see while buttoning.

AT HOME : While dressing, train the trainee as per the skill analysis, to button by himself. Always get the trainee's co-operation and reinforce him at every step.

COMMUNITY : While going for outing, as per need, for example, in case button comes off from the hole, let him button by himself.



II 13. SKILL AREA : SELF CARE

Specific Skill : In daily routine, the trainee washes his hands and face.

Prerequisites : - Eye-hand coordination.

- Ability to follow instructions.

SKILL ANALYSIS :

| Date:  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Wets the hands, face.                         |  |  |  |  |  |  |
| 2. Takes soap from soap dish.                    |  |  |  |  |  |  |
| 3. Applies soap in the palm.                     |  |  |  |  |  |  |
| 4. Keeps soap in soap dish.                      |  |  |  |  |  |  |
| 5. Keeps a mug of water reachable by right hand. |  |  |  |  |  |  |
| 6. Closes eyes.                                  |  |  |  |  |  |  |
| 7. Applies soap on the face.                     |  |  |  |  |  |  |
| 8. Rubs face with hands.                         |  |  |  |  |  |  |
| 9. Washes hands with water.                      |  |  |  |  |  |  |
| 10. Washes face with water.                      |  |  |  |  |  |  |
| 11. Repeats till the soap is removed             |  |  |  |  |  |  |

|                      |  |  |  |  |  |  |  |
|----------------------|--|--|--|--|--|--|--|
| 12. Opens the eye    |  |  |  |  |  |  |  |
| 13. Wipes with towel |  |  |  |  |  |  |  |

### SKILL TRAINING :

**TRAINING AREA :** After the trainee does some work that dirties his hands, show the trainee his dirty hands and explain him the need to wash his hands. In the morning and evening train the child to wash his hands and face as a routine. Use the above steps to teach him to wash his face. After finishing the task let him see his clean face in a mirror.

**AT HOME :** After play and meals, make the trainee follow the above steps to wash his hands and face.

**COMMUNITY :** When you visit your relative and friends before and after eating tell him to wash his hands.

**SUGGESTIONS :** Washing face is a relatively difficult task as the person closes his eyes while applying soap. Therefore if mug is to be used for water, make it a point to keep a mug full of water reachable by hand so that with closed eyes, reaching for water is easy.

**MATERIALS :** Water, basin/tap, soap, bucket with water and mug.



II 14. SKILL AREA : SELF CARE

Specific Skill : When needed, the trainee blows his nose with a hanky.

Prerequisites : - Eye-hand coordination.  
- Ability to follow instructions.

SKILL ANALYSIS :

| Date:                                 |  |  |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|--|
| 1. Recognizes the need to blow nose.. |  |  |  |  |  |  |  |
| 2. Takes the hanky in left hand.      |  |  |  |  |  |  |  |
| 3. Keeps it over the nose.            |  |  |  |  |  |  |  |
| 4. Blows the nose.                    |  |  |  |  |  |  |  |
| 5. Takes off the hanky.               |  |  |  |  |  |  |  |
| 6. Folds it and keeps back.           |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : By showing the children or pictures of children or himself in mirror having a running nose, make the trainee understand the need to blow the nose. Follow the above steps and reinforce him at every step. To blow nose, tell him to say "How" forcefully with lips closed. Hold his lips with your finger if he cannot do it initially and make him say "how".

AT HOME : When he has a running nose, give him a hanky and remind him to blow his nose and to keep his nose clean.

COMMUNITY : Develop a habit of keeping a handkerchief, especially when he goes out. Whenever it is needed remind him to blow his nose and keep it back.

MATERIALS ; Handkershief, tissue papers.



## II 15. SKILL AREA : SELF CARE

Specific Skill : When a brush and tooth paste are given, the trainee applies the tooth paste on the brush and brushes his teeth.

Prerequisites : - Eye-hand coordination.  
 - Ability to spit.  
 - Ability follow instructions.

## SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date:   |  |  |  |  |  |  |
| 1. Holds the brush properly.                        |  |  |  |  |  |  |
| 2. Wets the brush.                                  |  |  |  |  |  |  |
| 3. Opens the cap of paste tube.                     |  |  |  |  |  |  |
| 4. Applies tooth paste on the brush.                |  |  |  |  |  |  |
| 5. Closes paste tube and keeps back.                |  |  |  |  |  |  |
| 6. Washes mouth with water.                         |  |  |  |  |  |  |
| 7. Spits the water.                                 |  |  |  |  |  |  |
| 8. Repeats it till the teeth and mouth get cleaned. |  |  |  |  |  |  |
| 9. Washes the face and hands.                       |  |  |  |  |  |  |
| 10. Washes brush.                                   |  |  |  |  |  |  |

Date:

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

11. Wipes with a towel.

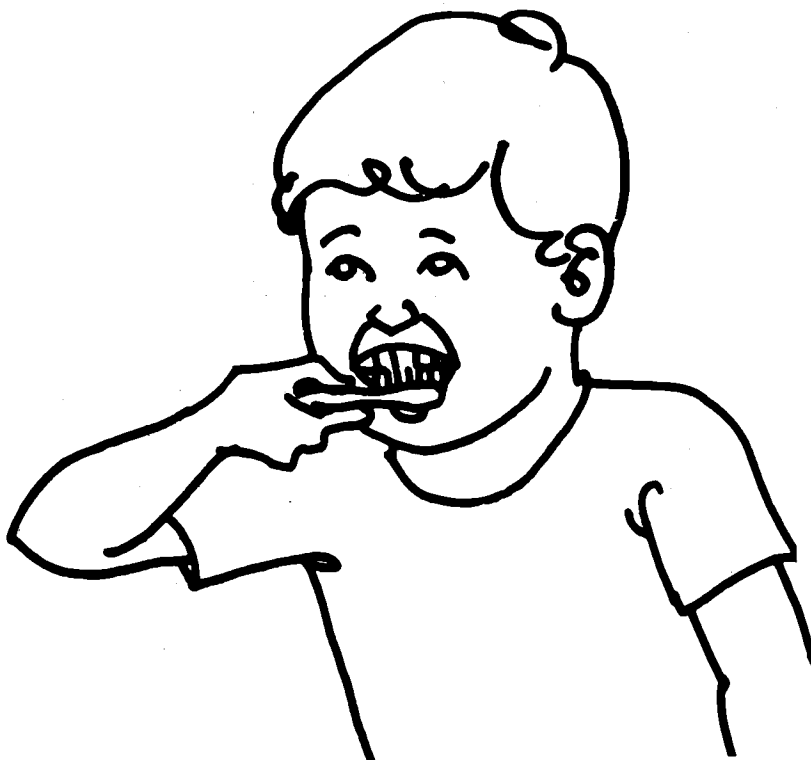
12. Keeps thebrush in its place.

**SKILL TRAINING :**

**TRAINING AREA :** Instead of simulating the situation, to brush the teeth, develop a habit of brushing teeth every morning when he gets up and evening before he goes to bed. Assess his level of functioning step by step using the skill analysis. Opening and closing the paste tube can be trained in the training area. initially use small bottles, and empty paste tubes. When he masters the skill, give him paste tube. if the trainee uses tooth powder and cleans with finger, train to clean the teeth with finger using tooth power.

**SUGGESTIONS :** Have a sibling brush with the child so that he has an opportunity to imitate. If he does not spit, lightly hold him at his neck and tell him to bend down. Spit and show how to spit. let him repeat. Appreciate even the attempt. Initially let him brush his front teeth by himself. You brush the other teeth. Gradually let him brush all the teeth. The sequence of training should be, for a right handed child, front teeth, left teeth, right teeth, inside lower teeth and inside upper teeth.

**MATERIALS :** Bottles with lids, empty paste tubes, tooth paste, tooth powder, water, brush, towel, soap and mirror.





## II 16. SKILL AREA : SELF CARE

Specific Skill : When needed, the trainee uses the toilet independently

Prerequisites : - Ability to sit/squat.  
 - Indication of toilet needs.  
 - Ability to follow instructions.  
 - Motor coordination.

## SKILL ANALYSIS :

| Date:                                       |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1. Recognizes the need to urinate/defecate. |  |  |  |  |  |  |
| 2. Finds the toilet.                        |  |  |  |  |  |  |
| 3. Goes to the toilet.                      |  |  |  |  |  |  |
| 4. Enters the toilet and closes the door.   |  |  |  |  |  |  |
| 5. Squats/sits.                             |  |  |  |  |  |  |
| 6. Uses the toilet.                         |  |  |  |  |  |  |
| 7. Washes.                                  |  |  |  |  |  |  |
| 8. Washes the hands with soap.              |  |  |  |  |  |  |
| 9. Wipes hands with towel.                  |  |  |  |  |  |  |

**SKILL TRAINING :**

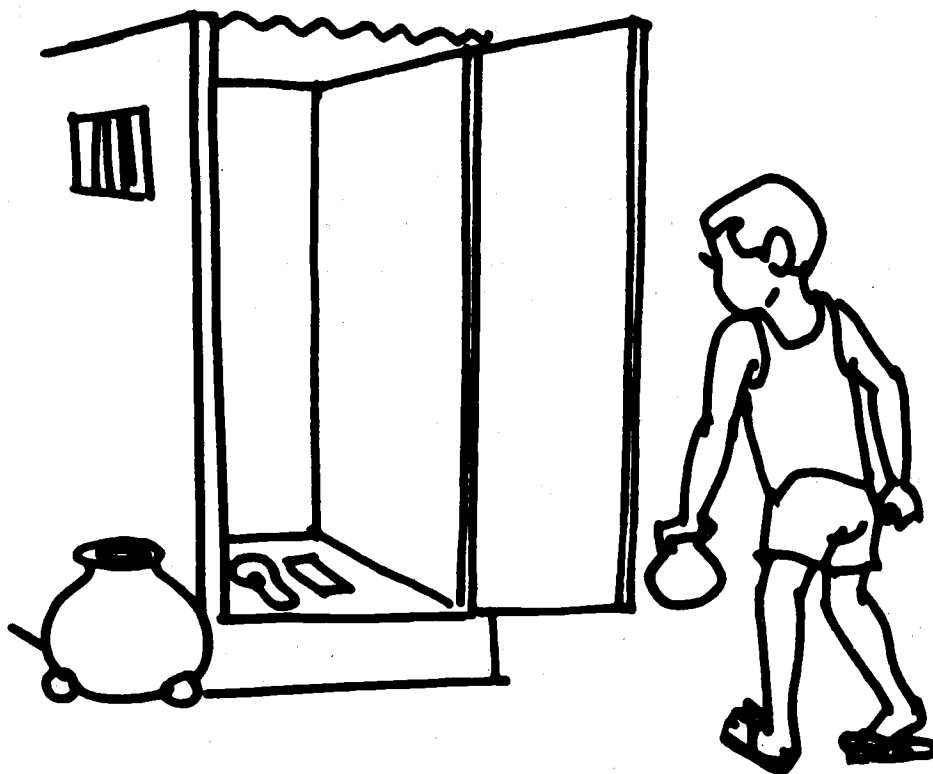
**TRAINING AREA :** Refer self care-4 & 6. Train him to indicate his toilet needs consistently. Once he indicates, make him associate the need and place, and take him to the toilet. As per the skill analysis, train him step by step.

**AT HOME :** Develop a habit of going to the toilet at particular times, especially to pass motion. Encourage him to use the toilet every time. Initially go with the trainee demonstrate how to open and close the door, to sit on the toilet, washing after using the toilet etc. Reward him when he uses the toilet independently.

**COMMUNITY :** While visiting friends and relatives, show him the toilet and insist on using it if needed.

**MATERIALS :** Toilet

**SUGGESTIONS :** Some houses have more than one toilet. In some rural/slum area there may be no toilets. Initially use the same toilet/place all the time, till he learns to associate the need with the place.



II 17. SKILL AREA : SELF CARE

Specific Skill : In daily routine, the trainee combs his hair.

Prerequisites : - Fine motor coordination.

- Ability to follow instructions.

#### SKILL ANALYSIS :

| Date:                             |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|
| 1. Stands in front of the mirror. |  |  |  |  |  |  |
| 2. Holds the comb in right hand.  |  |  |  |  |  |  |
| 3. Makes parting.                 |  |  |  |  |  |  |
| 4. Combs both sides.              |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Make the trainee stand in front of the mirror. If he/she is used to applying oil - put a little oil in the right hand, ask him to rub both hands above his head and help applying by himself. Demonstrate and ask him to look at you when you comb your hair. Give him his comb and help him in parting his hair needed. Tell him to look at the mirror and see how nice he looks after combing.

AT HOME : In the morning, and before outings tell the trainee to take his comb and stand in front of the mirror and comb by himself.

IN THE COMMUNITY : Let the trainee keep a comb when he goes out. Whenever needed tell him to comb his hair.

#### SUGGESTIONS :

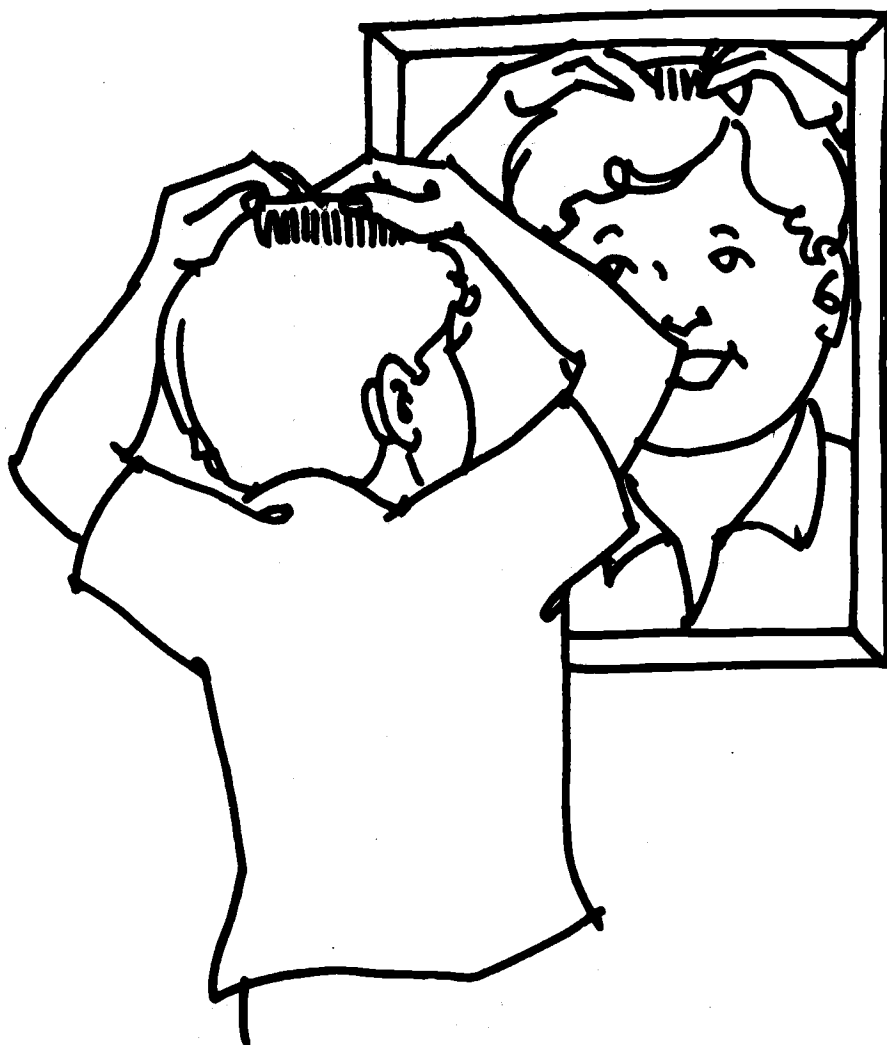
Braiding : To train girls to plait their hair, tie 3 different coloured tapes in a window frame and train plaiting. Make her do so till she masters.

Initially part the hair and show her how to comb from scalp to the tip of the hair, removing knots by straightening the hair. Make her comb in front of a

mirror under your supervision. When the hair on head is neatly combed, you braid the hair. Help in fixing ribbon/rubber band. Slowly make her braid more by letting her braid after half done and so on till she is independent.

If she is unable to learn after considerable length of training, show her tying/fixing with clip a pony tail. Advise parents to keep her hair short as far as possible so that lice could be avoided and cleanliness and tidiness will be maintained.

MATERIALS : Comb, Mirror, ribbon Clips.



II 18. SKILL AREA : SELF CARE

Specific Skill : When given, two pieces of lace/wire/ribbon, the trainee makes a knot on that.

Prerequisites : - Eye-hand coordination.

- Following instructions.

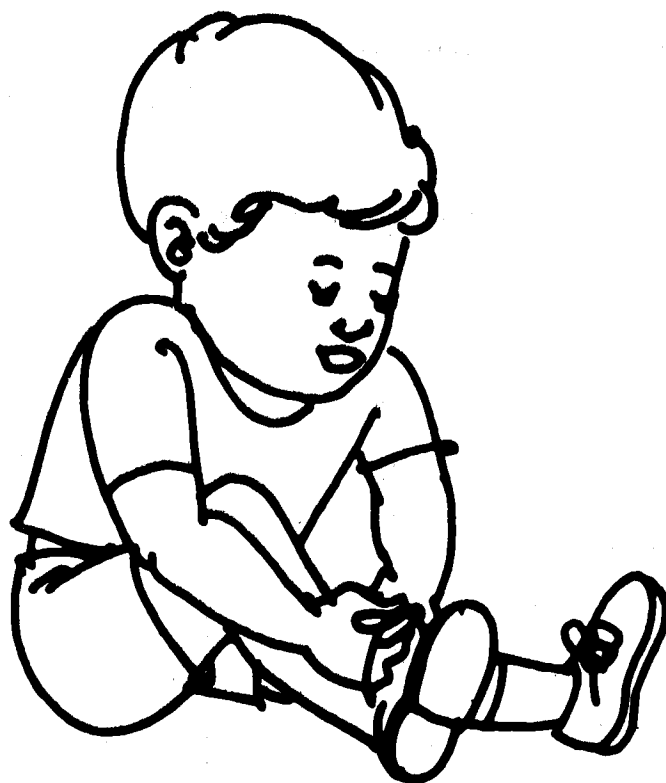
SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Holds the two pieces of lace in two hands. |  |  |  |  |  |  |
| 2. Cross laces.                               |  |  |  |  |  |  |
| 3. Makes first knot.                          |  |  |  |  |  |  |
| 4. Makes second knot.                         |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Use strings/laces to teach making knots. Demonstrate how to make a knot. Make him hold two pieces of lace in both hands. Guide him to cross the laces, and make the first knot. When he is able to make the first knot, guide him to make the second knot. Change the materials to motivate the trainee

AT HOME : Practice the skill at home by giving laces, strings etc. If he wears shoes, make use of this skill to tie the shoe-lace. If the trainee wears pyjamas/some other dresses on which he has to tie, help him to make knot by himself.



Materials : Laces, string, shoe with laces, shirts, underwears, dresses with tapes.

II. 19. SKILL AREA : SELF CARE

Specific Skill : In daily life the trainee is cautious about sharp edges, fire, electrical points etc.,

Prerequisites : - Following instructions.

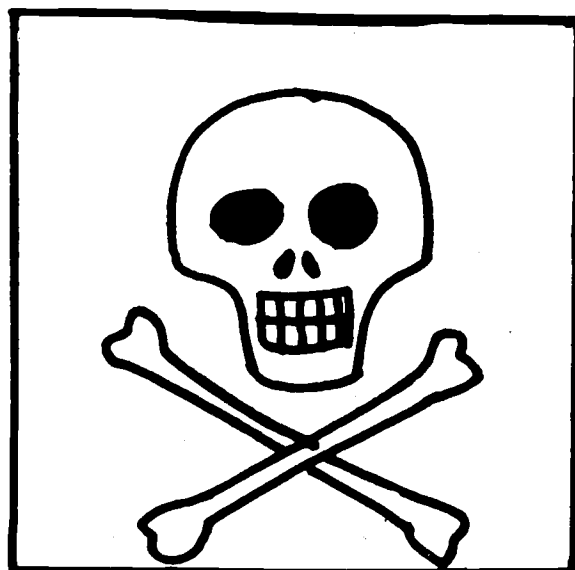
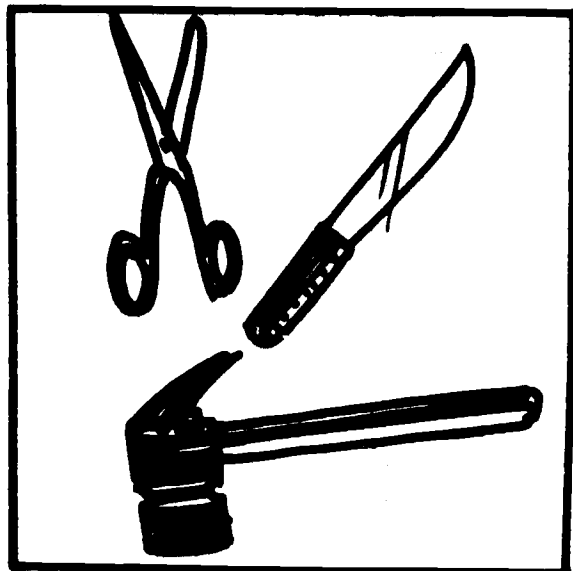
SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :                                      |  |  |  |  |  |  |
| 1. Identifies materials which cause danger. |  |  |  |  |  |  |
| 2. Avoids those materials.                  |  |  |  |  |  |  |
| 3. Uses those materials safely.             |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Show him the materials and places which cause danger. For example: knife, blade, stove, electric appliances, etc. Explain to him that if not properly handled, how accidents occur. Likewise the places of danger also could be shown and explained to him. Familiarise him to signs of danger as in picture. Show him pictures of accidents,.

AT HOME: As explained in the training area, show him the materials and places which causes dangers at home When such incidents are telecast on TV explain to him so that he understands.



**COMMUNITY:** If he happens to see accidents, take time to explain.

**MATERIALS :** Knief, blade, electric appliances.



II 20. SKILL AREA : SELF CARE

Specific Skill : The trainee goes out to the immediate neighbouring house and comes back.

Prerequisites : - Ability to walk.

- Ability to follow instructions.

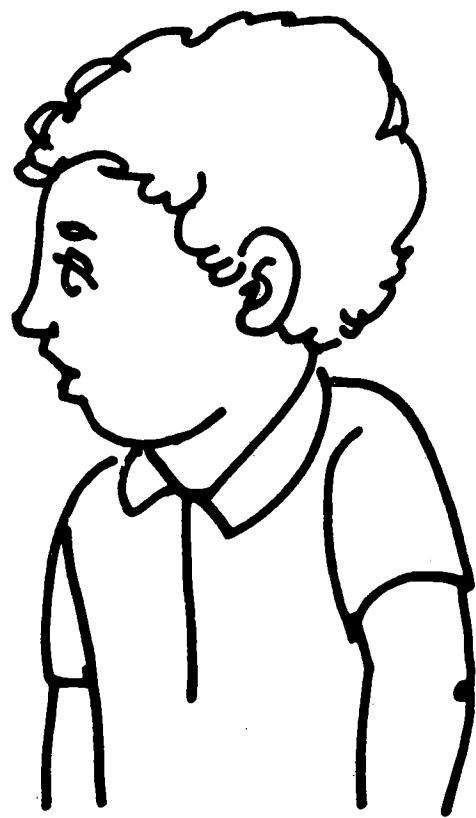
SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Shows the house nearby.                              |  |  |  |  |  |  |
| 2. Finds the way to the next house.                     |  |  |  |  |  |  |
| 3. Goes to the next house with another person.          |  |  |  |  |  |  |
| 4. Goes back home with supervision.                     |  |  |  |  |  |  |
| 5. Goes to the next house without constant supervision. |  |  |  |  |  |  |
| 6. Finds the way and comes back by his own.             |  |  |  |  |  |  |

SKILL TRAINING :

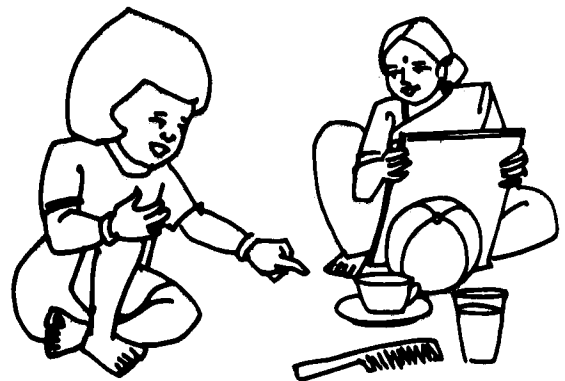
TRAINING AREA : In the training area, show him the nearby rooms and other building. Take him with you and show the way to the next room/building. Gradually make the trainee go on his own and come back without constant supervision.

AT HOME: Let the trainee be familiar, with the neighbours then they visit your house. Initially when you visit the neighbouring house, take the trainee with you and show him the way through which you go the next house. After reaching



stand outside and show his house. Tell him to go and call some one from your house. Donot go with the trainee, watch and see whether he takes the proper way. In the same way, tell the trainee to go to the next house by himself and watch him whether he takes the proper way. Reduce the constant supervision when he masters the skill.

# COMMUNICATION SKILLS



## III 1. SKILL AREA : COMMUNICATION

Specific Skill : The trainee responds to the sounds.

Prerequisites : - Ability to hear.

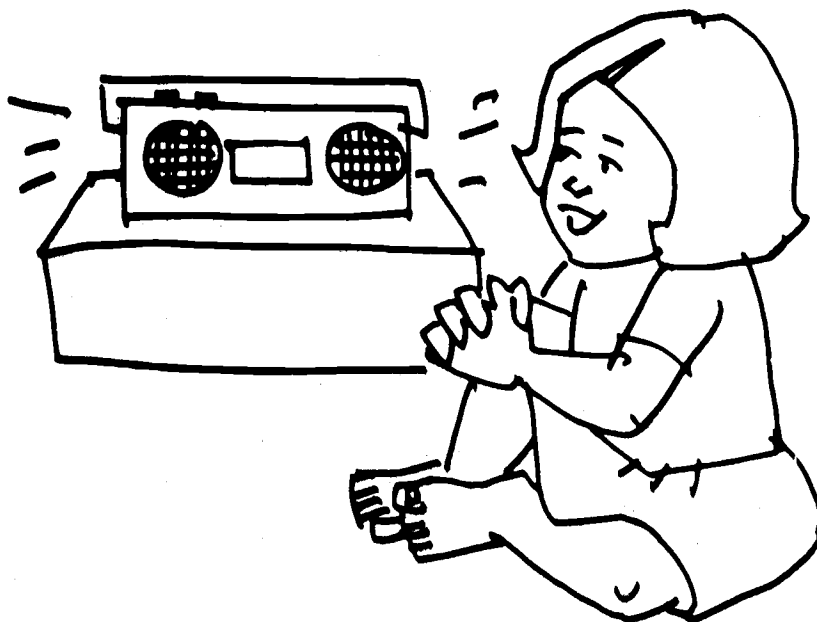
## SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Responds to sounds.                                 |  |  |  |  |  |  |
| 2. Turns his head in the direction of someone talking. |  |  |  |  |  |  |
| 3. Repeats the sounds made by others.                  |  |  |  |  |  |  |
| 4. Vocalizes single consonants('m').                   |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Select some sound making toys which the trainee likes. Produce sounds and let him listen and turn towards the sound. Perform simple motor acts such as clapping hands and tapping hand on a desk. Encourage him to repeat sounds, such as smacking the lips, throwing a kiss, and making a "rrr-rrr" sound, say the single consonant plus vowel sounds "da'da", "ma". Place his hands on your face, nose, lips and throat while you are vocalizing.

AT HOME : Tickle the trainee to elicit sounds. Tape record these sounds and let the trainee listen to the sound made by himself. Let him listen to your humming, singing and speaking. Stand behind him, produce sounds with a noise maker and let him turn towards the sound. Play a tape recorder with duplicated consonant vowel conversations "Mama, Da-da, Bye-Bye" and make him listen and vocalize by himself. Record his sounds and let him listen to the vocalization during quiet time.



**COMMUNITY:** Take him outside to different places and let him listen to all types of sounds. Expose him to the environment which encourages communication.

**MATERIALS :** Tape recorder, rhythmic rhymes, sound producing toys.

### III 2. SKILL AREA : COMMUNICATION

Specific Skill : The trainee responds to gestures with gestures.

Prerequisites : - Ability to see the gesture.

- Imitation.

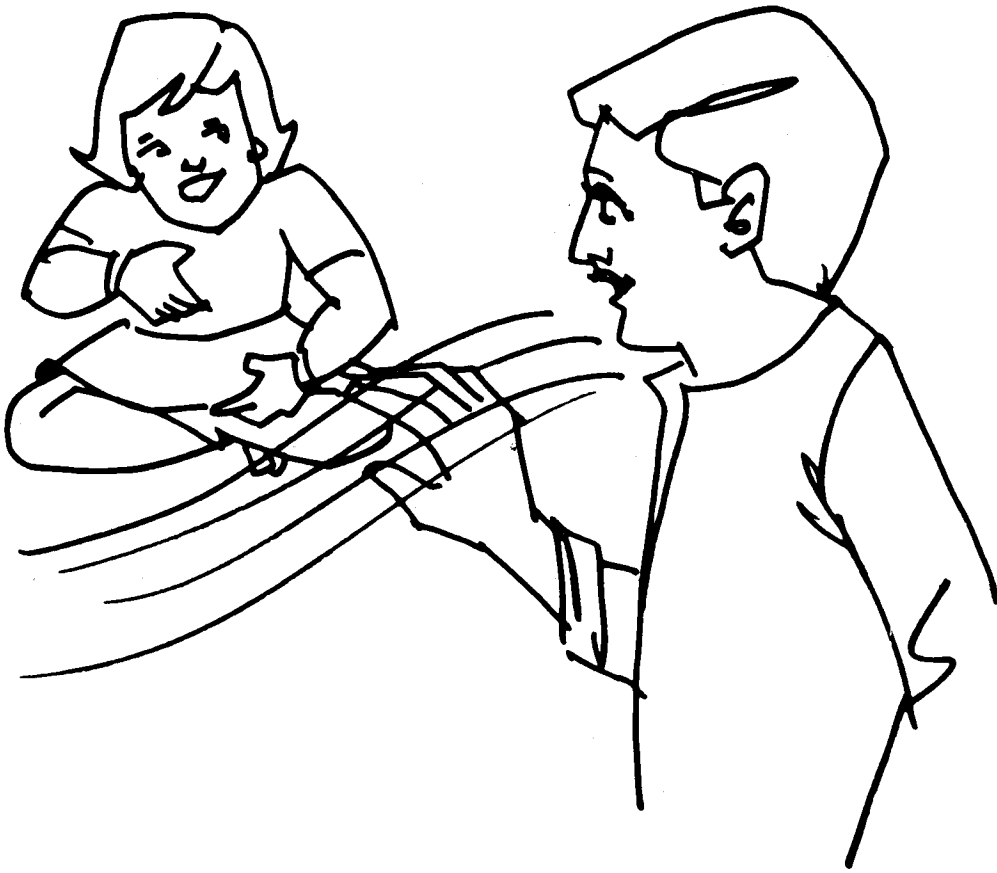
#### SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Responds by looking at a person who is waving hands.  |  |  |  |  |  |  |  |
| 2. Waves hands when he sees someone waving hands at him. |  |  |  |  |  |  |  |
| 3. Looks at a person who is clapping.                    |  |  |  |  |  |  |  |
| 4. Claps his hands seeing a person clapping.             |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : List out some gestures which the trainee can imitate when you do it - smiling, waving good-bye, clapping hands, patting, bowing, shaking head etc. Wave your hands directly in the trainee's line of vision, until his eyes focus on your hand. When he looks at your hand, hold his hands and guide him to wave as you wave goodbye, saying tata/bye simultaneously so that the gesture is meaningful. Follow the steps to train imitating other gestures meaningfully.

AT HOME : Train to use the above gestures meaningfully in home environment. Attempt to attract the trainee's attention by the hand wave gesture. Encourage him to clap when he listens to music. Let him watch you and repeat the gesture when you pat a baby/toy/pussy. When someone leaves after visiting you, let the trainee see when you wave good-bye. Help him wave his hands.



COMMUNITY : Encourage him to respond when someone says Hello/bye, and so on.

MATERIALS : Any suitable materials.

### III. 3. SKILL AREA : COMMUNICATION

Specific Skill : When told, the trainee carries out simple instructions.

Prerequisites : - Motor co-ordination.  
- Imitation.

#### SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Imitates when a person demonstrates an activity.                        |  |  |  |  |  |  |  |
| 2. Carries out simple verbal instructions when accompanied by visual cues. |  |  |  |  |  |  |  |
| 3. Carries out simple verbal instructions without visual cues.             |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Select some simple instructions - 'come here', 'take the ball', 'show him', 'throw the ball', 'look at mummy' etc. Initially add visual cues by showing hands when you tell him to come. When you tell him 'take the ball' get his attention and demonstrate the activity. Gradually reduce visual cues. Praise him when he follows instructions and carries out the activity.

AT HOME : If you want the trainee to perform some activity, convey it in a simple manner. Initially do not give two step directions. Ask him to carryout instructions in real situations. For instance, point to the door and tell him to close the door. Similarly when you ask him to take the biscuit, point to the biscuit. Slowly reduce the cues.



IN THE COMMUNITY : While visiting your friends, give the trainee chances to carryout simple instructions. Do not forget to appreciate him.

MATERIALS : Ball, water, glass, door, any other appropriate material.



AT HOME : Make the trainee identify family members and common objects used at home (refer skill area socialization 2, precademic 3) Give him chance to look at the persons and objects when named. Repeat the activities explained in the training area during play time. While dressing ask him "where is your shirt/frock/comb etc?" When a family member comes from outside, ask the trainee 'where is (name)?'.

IN THE COMMUNITY : During outing, you can easily ask a number of "where" questions to which he can respond verbally or non verbally.

MATERIALS: Common objects, play materials, family members.



### III. 5. SKILL AREA : COMMUNICATION

**Specific Skill** : With appropriate nodding of head, the trainee uses 'yes' or 'no' in communication.

**Prerequisites** : - Comprehension.

- Following instructions.

- Usage of words meaningfully.

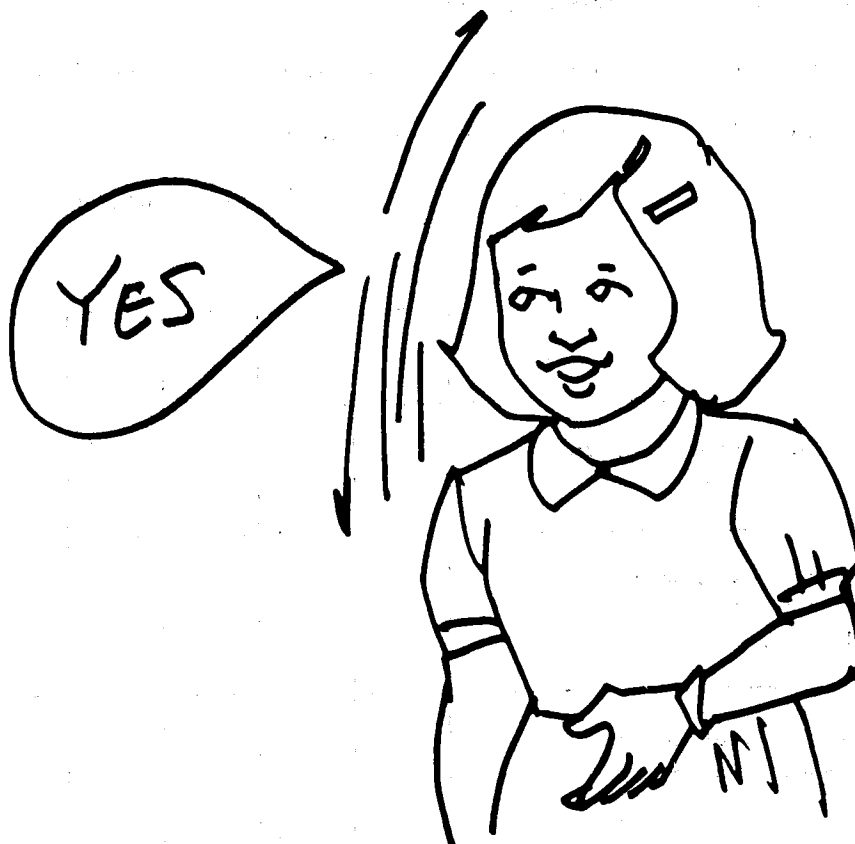
#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :                                       |  |  |  |  |  |  |  |
| 1. Understands what he is told.              |  |  |  |  |  |  |  |
| 2. Indicates "yes" with appropriate gesture. |  |  |  |  |  |  |  |
| 3. Indicates 'no' with appropriate gesture.  |  |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA** : When the trainee engages in an activity, show one of his favourite objects. If he asks for the object, ask him 'Do you want it'? If he does not respond with appropriate nodding of head, show him how to nod for 'yes'. When the trainee shakes his head and imitates, give him the toy. If possible, have the trainee repeat the word before giving the toy. In the same way create situations for a positive response. Tell 'no' with appropriate gesture.

**AT HOME** : When the trainee tries to indicate a negative or positive response, shake your head and say 'yes' or 'no'. Then make him repeat after you.



**IN THE COMMUNITY :** During outing, encourage the trainee to indicate his needs using yes/no with appropriate head nodding.

**MATERIALS :** Food items, toys.

III. 6. SKILL AREA : COMMUNICATION

Specific Skill : When asked, the trainee points to 3 body parts on self.

Prerequisites : - Following instruction.

- Recognition of familiar people and objects.

SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Looks at your eyes when you point to your eyes.                                 |  |  |  |  |  |  |
| 2. Points to his eyes when you touch your eyes and ask him to show.                |  |  |  |  |  |  |
| 3. Points to his eyes when asked to show his eyes.                                 |  |  |  |  |  |  |
| 4. Looks at your mouth when you point to your mouth.                               |  |  |  |  |  |  |
| 5. Points to his mouth when you show your mouth and ask him to point to his mouth. |  |  |  |  |  |  |
| 6. Points to his mouth when you ask him to point his mouth.                        |  |  |  |  |  |  |
| 7. Looks at your nose when you show your nose.                                     |  |  |  |  |  |  |

Date :

8. Points to his nose when you point to your nose.

9. Points to his nose when you ask him to point his nose.

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

### SKILL TRAINING :

**TRAINING AREA :** Point to your eyes and tell "eyes". Take the child's hands and make him touch his eyes and tell "eyes". Take him to a mirror, touch his eyes and tell "eyes". Tell him to point to his eyes and your eyes. Follow the steps to teach pointing to other parts of body also.

**AT HOME :** When the child takes bath, name the body parts. Conduct games like "Touch your eyes, nose" etc. Small, simple rhymes on parts of the body would also enhance learning body parts.

**MATERIALS :** Mirror, any suitable situation.



III. 7. SKILL AREA : COMMUNICATION

Specific Skill : When named, the trainee points to 12 familiar objects.

Prerequisites : - Ability to follow instruction.

- Ability to hear.

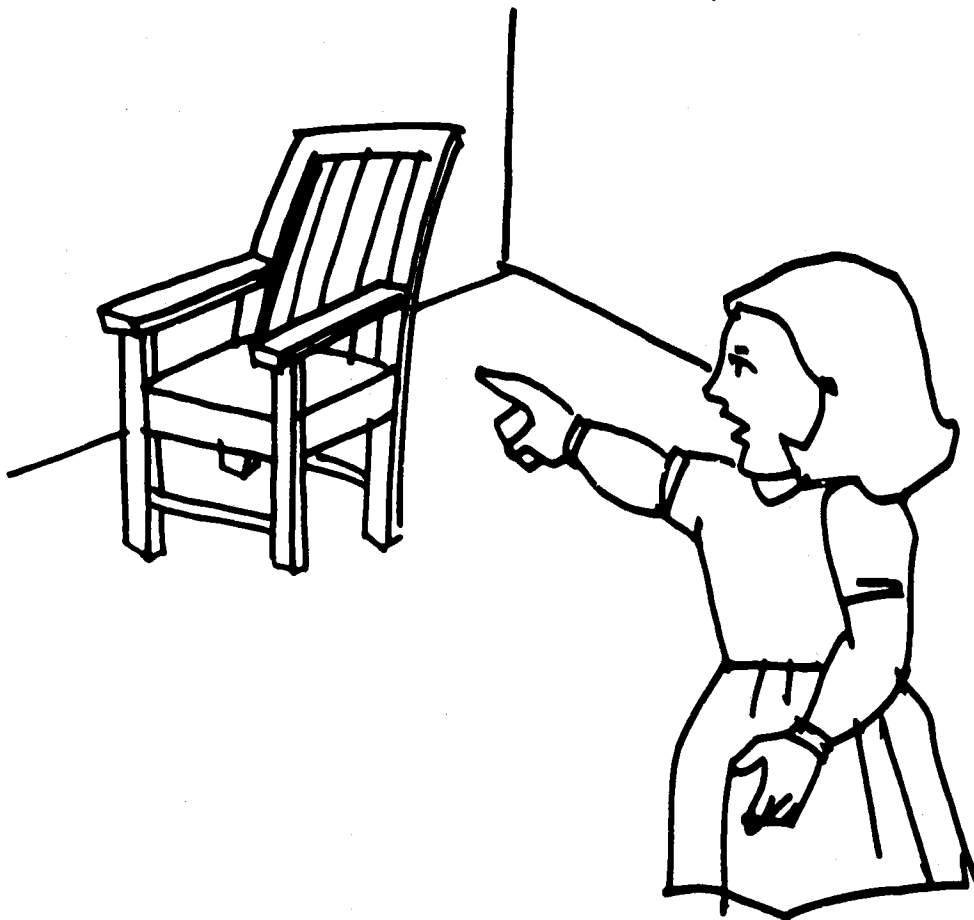
SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. When named, the trainee points to a ball in a group of objects  |  |  |  |  |  |  |  |
| 2. Points to 3 objects (ball, plate, comb,) when named.  |  |  |  |  |  |  |  |
| 3. Points to 5 objects (ball, plate, comb, brush, and pen) if named.   |  |  |  |  |  |  |  |
| 4. Points to 8 objects (ball, plate, comb, brush, and chair, table etc) when named                                       |  |  |  |  |  |  |  |
| 5. Points to 10 objects (ball, plate, comb, brush, water, chair, table light, cot, shirt, slippers, soap etc) when named |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Collect and list out 12 familiar objects which the trainee often uses. Teach to point one object in two and multiple choice situations (refer skill Nos. 3 & 5 Pre-academic). Point to one object at a time. Once he learns to point to one object, introduce the next one.

AT HOME : Introduce the same objects which are used in the training area. Where is the fan, bring a comb, get me some water and so on.



IN THE COMMUNITY : When walking outside or visiting your friends talk to the trainee, name the objects of daily use and tell him to pick up/point to the objects.

MATERIALS : Ball, pen, book, chair, table (objects of daily use).



III. 8. SKILL AREA : COMMUNICATION

Specific Skill : The trainee says simple words meaningfully.

Prerequisites : -Ability to vocalize two or more different syllables.  
-Ability to follow simple instructions.

SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1. Babbles two or more different syllables-da-da, ma-ma, pa-pa. |  |  |  |  |  |  |
| 2. Vocalizes to music.  |  |  |  |  |  |  |
| 3. Echoes words in songs/ rhymes.                               |  |  |  |  |  |  |
| 4. Echoes individual words spoken by others.                    |  |  |  |  |  |  |
| 5. Uses single word meaningfully.                               |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Consult speech pathologist to rule out conditions that may hinder speech production and get his advice. Select a word/words whose sounds are well established in his vocal play. If one or more of the words are objects, introduce the words in the following manner. Show the trainee the objects and say its name. Tell him to look at your mouth and say what you are saying. Name several times. Ask another person to name it, thus making it a play. If he attempts, reward him. Introduce the objects of his interest in the same manner. Keep it in the shelf and ask him "what do you want". Give it only when he tells/attempts to tell the word. If one of the selected words is the name of a favourite person-mummy/daddy-tell him to join in the training area. Every time you show an object, name it. Use one object only while

training. Use the same language, preferably the child's mother tongue. Association of the name with the object will occur only when there is consistency.

IN THE COMMUNITY : Encourage the trainee to use the word meaningfully in different situations. In case the trainee is physically incapable of being trained to speak, train him to use gestures meaningfully.

MATERIALS : The trainee's favourite persons/objects.



### III. 9. SKILL AREA : COMMUNICATION

Specific Skill : The trainee says own name when asked.

Prerequisites : - Responding to his name when it is said by others.  
- Identification of his belongings.

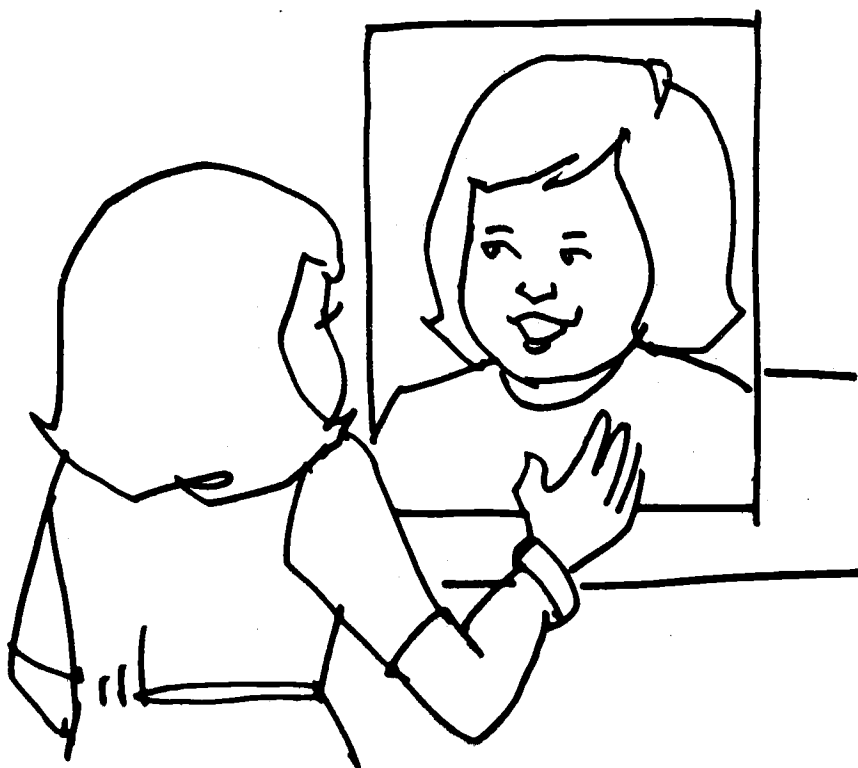
#### SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Responds when his name is called.             |  |  |  |  |  |  |  |
| 2. Points to himself "who is .....(name)"        |  |  |  |  |  |  |  |
| 3. Repeats his name when someone tells his name. |  |  |  |  |  |  |  |
| 4. Tells his name.                               |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Stand in front of a mirror with the trainee. Point to yourself and say your name. Point to the trainee and tell his name. Tell the trainee to repeat his name when you say his name. Collect some belongings of the trainee and other children, show one by one and ask him to whom it belongs. For example, pick up the bag of the trainee, and ask whose bag is this. Encourage the trainee to tell his name. Answering/responding to attendance being called by the teacher in class, is a good activity as he would learn with peers.

AT HOME : Repeat the activities mentioned in the training area.



IN THE COMMUNITY : When visiting your friends, tell the trainee to introduce himself by telling his name. When others ask his name, encourage him to tell his name, and when he tells, praise him.

MATERIALS : Mirror, belongings of the trainee-bag, dress, slippers etc.,

### III.10. SKILL AREA : COMMUNICATION

**Specific Skill** : The trainee uses appropriate word for toilet need.

**Prerequisites** : - Aware of the need for toileting

#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Recognizes the need for toileting.                |  |  |  |  |  |  |  |
| 2. Indicates through gesture the need for toileting. |  |  |  |  |  |  |  |
| 3. Uses appropriate word for toileting.              |  |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA** : Refer skill selfcare No.16 for indication of toilet needs. When he indicates his toilet needs through gestures, introduce the appropriate word eg: "toilet". Use that particular word consistently for toilet need. Tell him to use that particular word when he wants to use the toilet. Be sure it is a word other people will understand. Whenever he uses, reward him.

**AT HOME** : The word which is used for toilet need in the training area, should be continued at home also. Whenever he wants to go to the toilet, encourage him to use that particular word. If he continues to use gestures, tell him the word and ask him to repeat it after you.



IN THE COMMUNITY : Let the trainee use the word which has been taught for the toilet need, when visiting other places/houses.

III.11. SKILL AREA : COMMUNICATION.

Specific Skill : The trainee says the names of 5 common objects.

Prerequisites : - Comprehension

- Identification of common object.

SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Vocalizes 2 or more different syllables.           |  |  |  |  |  |  |  |
| 2. Says a word meaningfully.                          |  |  |  |  |  |  |  |
| 3. Uses the word in different situations.             |  |  |  |  |  |  |  |
| 4. Shows interest and attempts to vocalize new words. |  |  |  |  |  |  |  |
| 5. Tells names of 5 common objects.                   |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Select objects/persons the trainee sees often such as cup, paper, milk, ball, mummy etc., Use the steps explained in skill No. 8 - to name one object/person. Repeat the activities until he uses it meaningfully. Introduce new words when he shows more interest in objects and persons and to name them.

AT HOME : Find out/simulate situations to use the names of objects/persons which the trainee has learned in the training area. Encourage him to ask verbally for those objects/persons. If he uses gestures, tell him to pronounce the name of object/person. When he brings an object tell him to name it. Give him chances to ask for his materials. For example, hide his slippers/brush, when he searches, ask him to tell the name of the object.



IN THE COMMUNITY : Take him for shopping and tell him to name the object (brush, comb, etc) he wants to buy.

MATERIALS : Personal belongings (brush, slippers, shirt, bag etc)



### III. 12. SKILL AREA : COMMUNICATION

**Specific Skills:** When shown, the trainee tells the name of 3 belongings.

**Prerequisites :** - Following instruction.

- Identification of familiar objects.

- Usage of monosyllables.

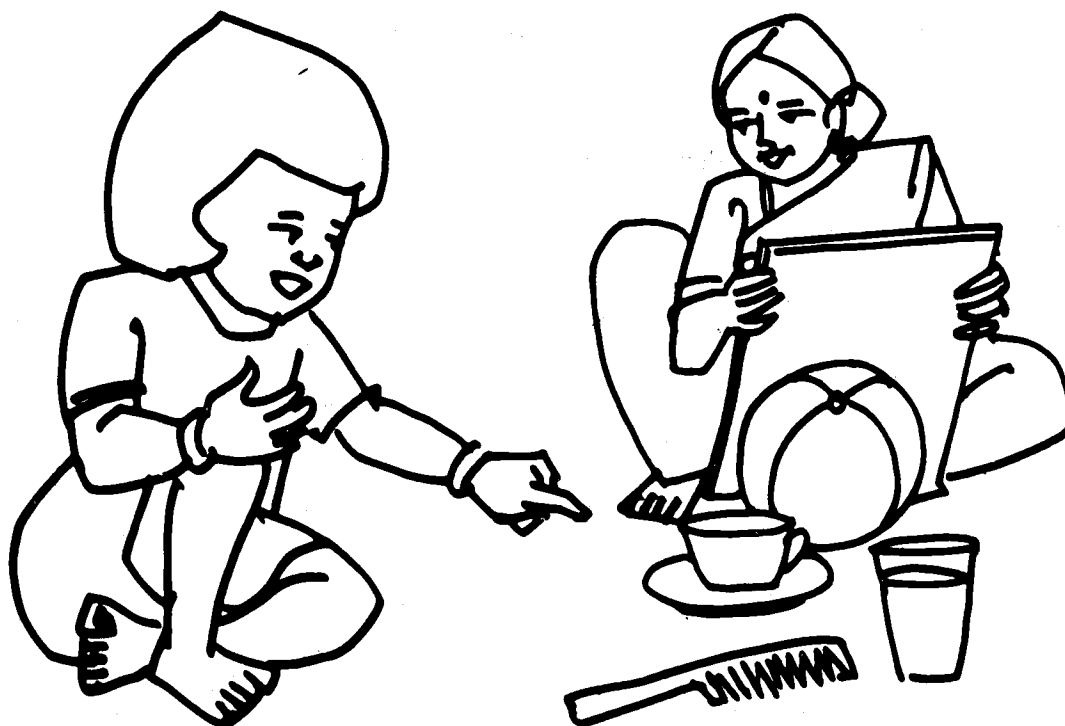
#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :                                     |  |  |  |  |  |  |  |
| 1. Points to the object when named.        |  |  |  |  |  |  |  |
| 2. Repeats the names of toys when told.    |  |  |  |  |  |  |  |
| 3. Tells the names of the toys when shown. |  |  |  |  |  |  |  |
| 4. Tells the names of 2 belongings.        |  |  |  |  |  |  |  |
| 5. Tells the names of 3 belongings.        |  |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA :** Select some of the trainee's belongings-slippers, bag, shirt, comb, etc. Keep them in a place and tell him to pick/show when you name the object. When he brings it tell the name of the object and make him repeat the word. Give several chances to repeat the word. Use the steps to teach the name of other objects also.

**AT HOME :** Give the trainee chances to bring his belongings.



IN THE COMMUNITY : Take the trainee for a trip in the community. Show him the objects which he has learned and make him tell the name. In case he is physically incapable of speaking train him to use gestures to name those objects.

MATERIALS : Common objects like ball, plate, cup, water, comb, mirror etc., persons-father/mother.

### III.13. SKILL AREA : COMMUNICATION

SPECIFIC SKILL : The trainee combines use of words and gestures to make wants known.

Prerequisites : - Using single word meaningfully.

- Comprehension.

- Identification of objects.

#### SKILL ANALYSIS :

| Date :                                 |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Uses gestures to communicate needs. |  |  |  |  |  |  |  |
| 2. Uses single word meaningfully.      |  |  |  |  |  |  |  |
| 3. Combines word and gestures.         |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : List out the words which he uses in the training area. If the trainee wants a ball, keep the ball in your hand and tell him to ask for it, using word and gestures. Simulate such situations. Ask questions in such a way that he has to reply by more than saying/gesturing yes/no. For instance instead of asking 'do you want milk' during the time of milk, ask 'what do you want to drink' thus giving him opportunity say 'milk'. Make sure that he has the habit of drinking milk, lest he may refuse.

AT HOME : List out the words which he uses in the house. When he wants water, let him take a tumbler and ask "water". Wait for the trainee to verbalize/attempt to verbalize before you satisfy his needs.

IN THE COMMUNITY : Go for a walk with the trainee. Speak in small sentences and encourage him to talk using words and gestures. Create conversation in such a way that he has to reply you in words.

MATERIALS : Objects as per the list of words which the trainee says in the training area and at home.



## III.14. SKILL AREA : COMMUNICATION

Specific Skills : The trainee identifies and names 10 actions of people by using verbs.

Prerequisites : - Following instructions.

- Using one word and gestures in communication.

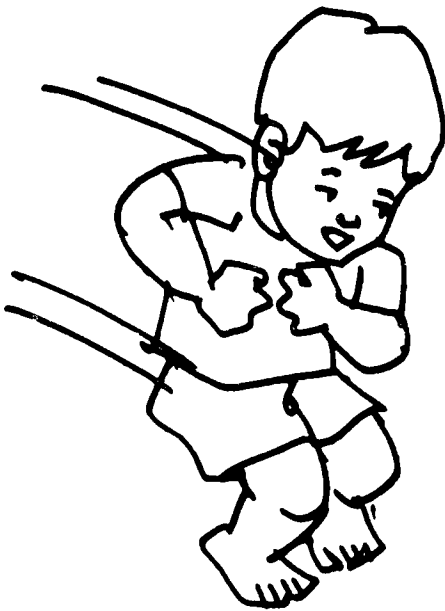
## SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Looks at the person when the trainer performs the action. |  |  |  |  |  |  |  |
| 2. Performs the action with the trainer.                     |  |  |  |  |  |  |  |
| 3. Performs the action when the trainer tells.               |  |  |  |  |  |  |  |
| 4. Repeats action when the trainer performs.                 |  |  |  |  |  |  |  |
| 5. Names the action when the trainer performs.               |  |  |  |  |  |  |  |
| 6. Names 5 actions.  |  |  |  |  |  |  |  |
| 7. Names 10 actions.   |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Draw up a list of motor activities that you can easily perform in the training area. Name the action when you perform it and do it several times. Encourage the student to join in the action and in saying the action word. Introduce the actions which are used in the natural situations in the day-to-day living and need not always be simulated. Keep changing the list as and when he identifies and names most of the words in it.

AT HOME : Tell the trainee to look at you when you perform the action, tell him to imitate you and say the name of the action. To strengthen this activity include the trainee to play action games with other persons.



**MATERIALS** : Pictures of actions also could be used as per the level of the trainee.

III.15. SKILL AREA : COMMUNICATION

Specific Skill : When needed, the trainee indicates the need for some food items such as water, rice, milk.

Prerequisites : - Recognition of needs-hunger, thirst.  
 - Identification of familiar objects.  
 - Usage of mono syllables.

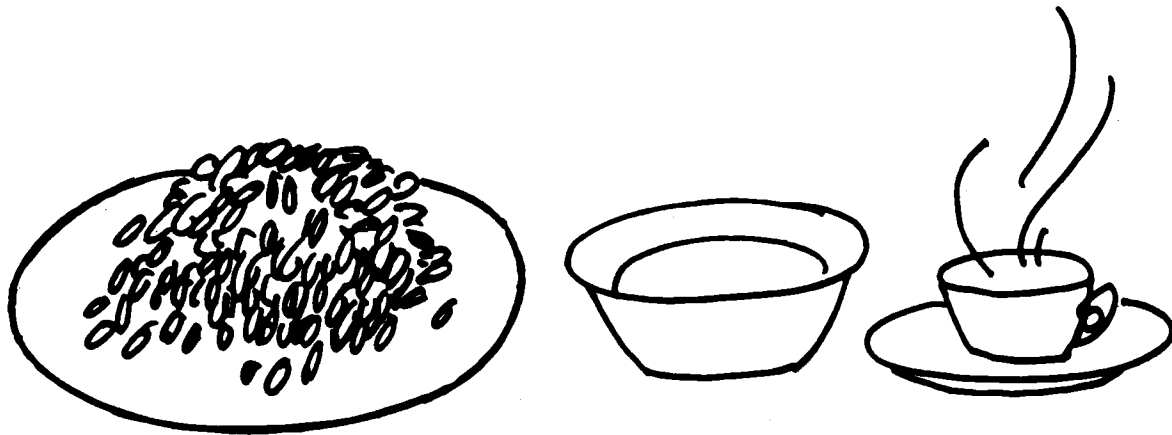
SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Tells/indicates when he is hungry/thirsty.     |  |  |  |  |  |  |  |
| 2. Points to food items when named.               |  |  |  |  |  |  |  |
| 3. Indicates his need for a particular food item. |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Let him indicate his need for a drink. Encourage him to verbalize. Tell him to name the items kept on the table, and the name of the item which he wants. Do not take hint and satisfy his need. Wait for him to express it. Act as if you have not understood, till he tries his level best to say/indicate his need. Make sure you do not frustrate the child by delaying for a long time in satisfying his need.

AT HOME : Encourage the trainee to ask for a drink of water when he is thirsty. When he is hungry, tell him to ask for snacks.



IN THE COMMUNITY : On an outing, encourage him to ask the food items that he likes to eat. Take him to playground and let him involve himself in action play. Ask him to tell you when he is thirsty.

MATERIALS : Food items.



### III.16. SKILL AREA : COMMUNICATION

**SPECIFIC SKILL :** The trainee combines noun and verb in two word phrases.

**Prerequisites :** - Following instruction

- Usage of single words and gestures in communication
- Usage of action words.

#### SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Uses single word meaningfully.                 |  |  |  |  |  |  |
| 2. Combines word and gesture to make wants known. |  |  |  |  |  |  |
| 3. Names the actions (verbs).                     |  |  |  |  |  |  |
| 4. Combines noun and verbs in two word phrases.   |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA :** Refer communication skill Nos. 11 and 12. Make a list of nouns which the trainee used in the training area. Once the trainee uses nouns to express the idea of what he wants, start training to use two word sentences. Show him an object, and indicate in a way that you are waiting for him to say something. For example, when a ball is shown, make him say roll ball, throw ball/give ball etc.

**AT HOME :** List the nouns which the trainee uses at home. Make him use these nouns with verbs. 'Give milk/open door.' Introduce one object at a time by first pointing to it and by identifying it by saying its name. After he has said its name demonstrate the action to pair the name and verb. For example, pointing to a biscuit, tell him to pick up and name. When he names it, tell, "eat". Then combine the name and verb. Follow this method to teach two word combinations as part of his functional speech.



IN THE COMMUNITY : During outings encourage him to use two word sentences which he has learnt in the training area and at home.

MATERIALS : Milk, biscuits, comb, door, ball etc.

### III.17. SKILL AREA : COMMUNICATION

**Specific Skill** : The trainee answers appropriately in response to the question "what is this?" by naming the object.

**Prerequisites** : - Usage of monosyllables  
 - Naming common objects  
 - Following the instructions

#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Identifies common objects.  |  |  |  |  |  |  |  |
| 2. Names common objects.   |  |  |  |  |  |  |  |
| 3. Answers in response to the question "what is this?" by naming the object. |  |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA** : Collect some familiar objects. Take one by one and ask the question "what is this?" If he does not answer, tell him "this is a .....". Ask him to repeat. Ask the question again and tell him to answer by naming the object. Hide his favourite objects in advance, take it out as if to surprise him when he is looking for it, and ask the question "what is this?" If he answers, praise him. If he does not answer, tell the answer and tell him to repeat after you.

**AT HOME** : Collect the trainee's belongings and favourite objects. Take one by one and ask the question "what is this?" If he does not answer, tell another person to answer. After hearing the answer tell the trainee to repeat the name. Repeat it till he learns to respond by naming the object.

IN THE COMMUNITY : Take the trainee for a walk, show the familiar object on the way and ask the question. "what is this?". When you visit friends and relatives, along with the trainee, remember that he is being trained and ask "what is this?" showing him common objects.

MATERIALS : Common objects, slippers, soap, brush, comb, book etc.,



III.18. SKILL AREA : COMMUNICATION

Specific Skill : When asked, the trainee points/names the pictures of 10 common objects described by its use.

Prerequisites : - Identification of common objects and pictures.

- Comprehension of simple sentences.

- Usage of one/two words sentences.

SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Points/names the common objects.   |  |  |  |  |  |  |  |
| 2. Identifies/names the pictures of common objects.                             |  |  |  |  |  |  |  |
| 3. Comprehends when described the use of objects.                               |  |  |  |  |  |  |  |
| 4. Identifies/names the pictures of common objects when their use is described. |  |  |  |  |  |  |  |
| 5. Identifies/names pictures of common objects described, by its use.           |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Collect the common objects used in daily life-comb, brush, cup, spoon, tumbler, pen etc. Start with one object, for example - combing, let the trainee watch when you pretend to comb your hair. Let him guess what you are doing. Tell him that comb is used to comb hair. Show the picture of comb and match comb with the picture of comb. Mix the picture of comb with pictures of other objects and tell him to pick up & name when you describe its use. Once he learns one object, introduce the next object and its picture.

AT HOME : Tell the trainee to bring the object in daily use when you describe its use. Once he is able to pick up things whose use has been described, show him the pictures of those objects and ask him to show/name the particular picture when you tell its use.

MATERIALS : Common objects and pictures of those objects, comb, brush, cup, ball, pen, mirror, soap, plate, water. Increase/change the materials as he learns.



### III.19. SKILL AREA : COMMUNICATION

**Specific Skill** : When asked, the trainee identifies/tells his/her sex.

**Prerequisites** : - Discrimination of size, shape, dress.

- Comprehension of simple questions.

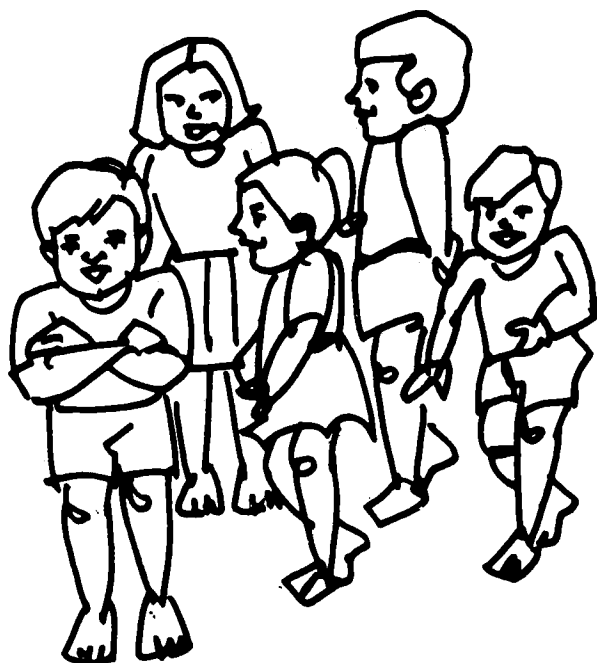
#### SKILL ANALYSIS :

|                             |  |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|--|
| Date :                      |  |  |  |  |  |  |  |
| 1. Identifies boy's dress.  |  |  |  |  |  |  |  |
| 2. Identifies girl's dress. |  |  |  |  |  |  |  |
| 3. Identifies his/her sex.  |  |  |  |  |  |  |  |

#### SKILL TRAINING :

**TRAINING AREA** : Provide some dolls to play with boy's and girl's dresses. Show him frocks, sarees, shirts and pants. Tell him to show his daddy's and mummy's dresses. Point to him and tell him that he is a boy/man like his daddy. Show other boys/men and repeat. Point to mother/girls/women and tell him that she is a girl/woman. Finally ask the question whether you are a boy or girl. If the trainee is female, change the activity accordingly.

**AT HOME** : Follow the activities mentioned in the training area.



IN THE COMMUNITY : Once he learns his sex, when going for a walk, show him people walking on the road and ask him to tell the sex.

MATERIALS : Dolls with boy's and girl's dresses; dress items, saree, shirt, gown, pants.



### III.20. SKILL AREA : COMMUNICATION

Specific Skill : When needed, the person asks questions "what is this/that".

Prerequisites : - Usage of 2 word sentences  
- Comprehension

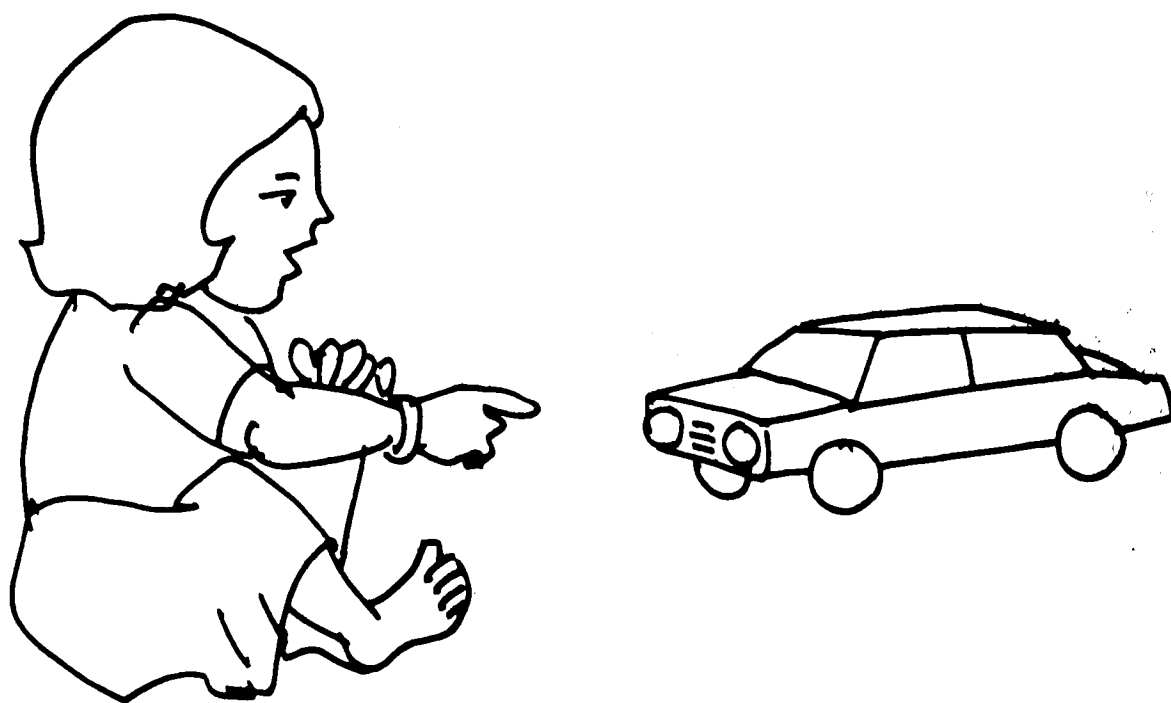
#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Responds to the question "what is this"?                |  |  |  |  |  |  |  |
| 2. Uses 2 word sentences.                                  |  |  |  |  |  |  |  |
| 3. Asks the questions "what is this/that"? using gestures. |  |  |  |  |  |  |  |
| 4. Asks the question "what is this/that?"                  |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Collect some common objects and keep them in a box. Take out one by one and ask the question "what is this/that?" Give object in his hand and tell him to repeat the question "what is this?". Repeat the activity with other objects also.

AT HOME : Repeat the activities mentioned in the training area. Once he asks the question showing the familiar object and ask "what is this/that?" answer his question and make him repeat the question with other objects.



IN THE COMMUNITY : Take the trainee for a walk when he sees new objects, encourage him to ask the question "what is this/that?". When he asks the question, answer appropriately and praise him. Give him opportunities to see and experience situations outside home.

MATERIALS : Common objects in a box, some new objects which are not introduced to the trainee.

# SOCIAL SKILLS



IV 1. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee watches another person moving in front of him.

Prerequisites : - Vision

SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Looks at the person standing in front of him.     |  |  |  |  |  |  |  |
| 2. Looks at the person when he moves towards left.   |  |  |  |  |  |  |  |
| 3. Looks at the person when he comes in front again. |  |  |  |  |  |  |  |
| 4. Looks at the person when he moves towards right.  |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Make the trainee sit in a place. Walk around the place and see the trainee and his response. Use a rattle/some other noise makers to stimulate the trainee. Initially stand/sit in front of the trainee, smile at him by making sounds and calling his name. When he responds to the sound, bring the sound maker towards your face and start moving it by calling his name. Once he maintains eye-contact, move towards left and follow the same steps. Then come back to the front and move towards right. If he is able to move his eyes and look at you, chain the above steps by moving right to front and then to left.

AT HOME: Always make the trainee sit in a place where you can give more stimulation and attention. Let him hear the various sounds you make in your working

area. Go to the trainee, clap hands, smile at him and make the trainee look at your face. During leisure time/play time stimulate him in order to gain eye-contact.

**MATERIALS:** Rattles and other sound making toys.

**Note:** If the child has not attained sitting independently, either make him sit with support or make him lie on the stomach. In lying on the back position, the field of vision is restricted to roof or one side. Therefore encourage other positions.



## IV 2. SKILL AREA : SOCIALIZATION

Specific Skill : When a familiar person stretches hands towards the trainee, he reaches/goes to the familiar person.

Prerequisites : - Recognize familiar persons

- Eye-contact

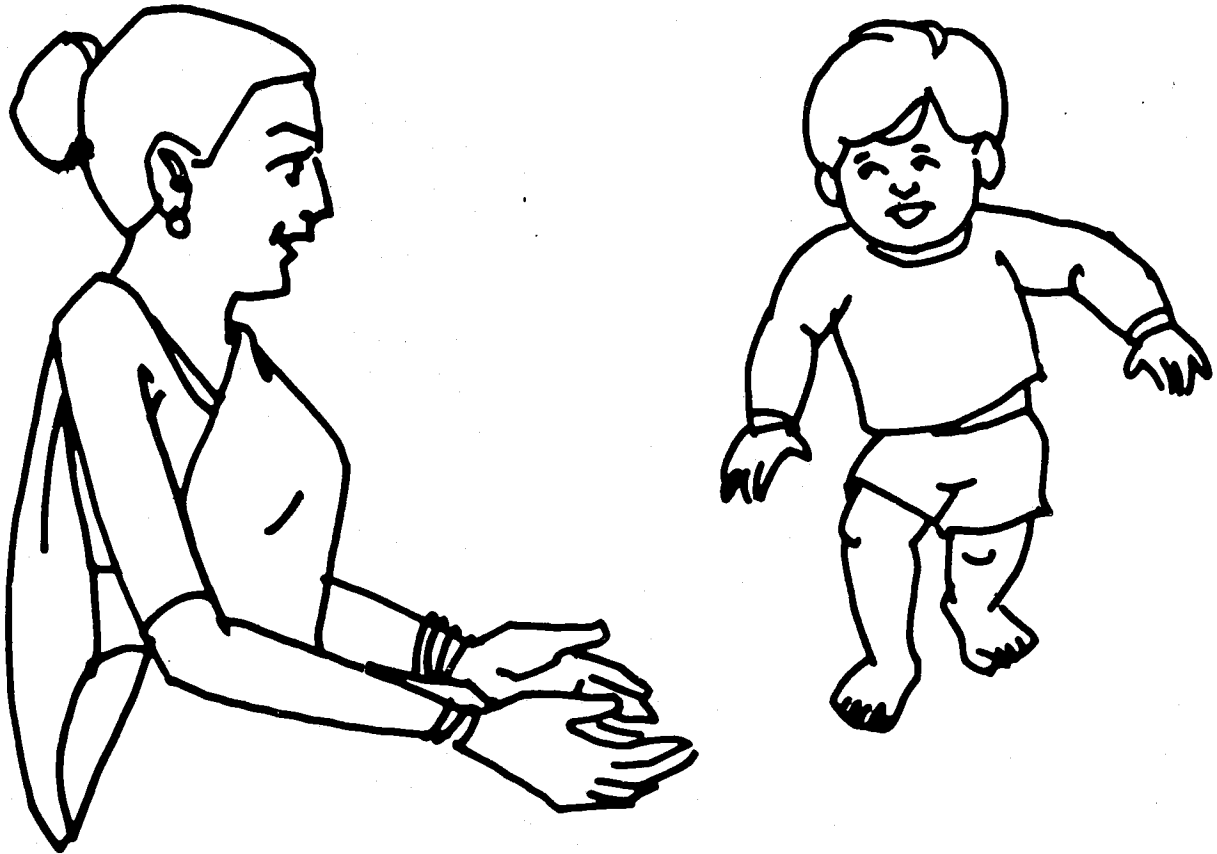
## SKILL ANALYSIS :

| Date :                                       |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Looks at the person nearby.               |  |  |  |  |  |  |
| 2. Recognizes familiar faces.                |  |  |  |  |  |  |
| 3. Understands that he is calling him.       |  |  |  |  |  |  |
| 4. Reaches/goes towards the familiar person. |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Make the trainee sit in a place. Make sounds to get his attention. Call him by name, stretch out your hands and tell him to come to you. If needed, tell another person to stand behind him to guide his hands to reach out towards the other person.

AT HOME : If the trainee is able to recognize the trainer/mother, start training to reach/go to the other family members. Tell other family members to stimulate the trainee, stretch out their hands towards the trainee telling him to reach/come to them. Repeat this activity as and when the family members get time rather than leaving the trainee alone.



COMMUNITY : When you take the trainee to visit your friends/relatives and if they stretch out their hands and call him, encourage and assist him to go to them.

## IV. 3. SKILL AREA : SOCIALIZATION

Specific Skill : When a person smiles/laughs at him, the trainee responds with similar behaviour.

Prerequisites : - Eye-contact

- Ability to smile/laugh

- Recognizing familiar faces

## SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :                                 |  |  |  |  |  |  |  |
| 1. Looks at a person standing nearby.  |  |  |  |  |  |  |  |
| 2. Smiles when a person smiles at him. |  |  |  |  |  |  |  |
| 3. Laughs when a person laughs at him. |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Call the trainee by name and get his eye-contact. To get eye-contact, hold his cheeks with both hands and try to look into his eyes. After getting the trainee's eye-contact, smile at him. Make the trainee look at your facial movements. If he is a child, tickle his stomach and stimulate him to smile. If he is able to look at and smile, stimulate situations to laugh and let him see and listen to you.

AT HOME : When the family members smile and laugh, give the trainee chances to see and listen. Encourage family members to interact with him.





IN THE COMMUNITY : When you visit your friends and relatives, take the trainee also with you. Introduce him to your friends. Make the trainee also smile, while your friends/relatives smile at him.

## IV. 4. SKILL AREA : SOCIALIZATION

Specific Skill : When called by name, the trainee recognizes his name, and responds to his own name.

Prerequisites : - Responding to sounds.  
- Recognizing source of sound.

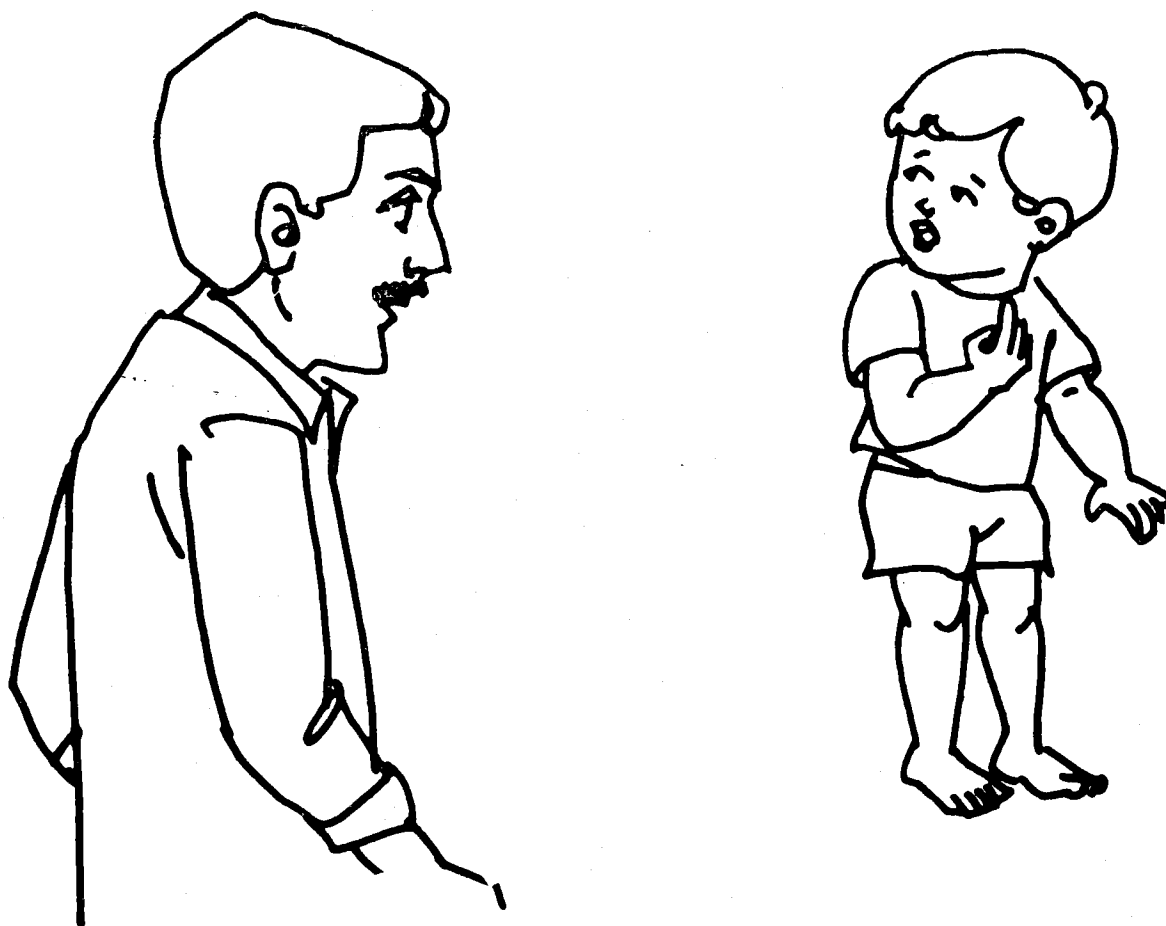
## SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Turns his head/responds to sounds.          |  |  |  |  |  |  |  |
| 2. Recognizes source of sound.                 |  |  |  |  |  |  |  |
| 3. Turns his head/responds to his name.        |  |  |  |  |  |  |  |
| 4. Looks at the face, when his name is called. |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Make the trainee sit/stand in front of a mirror. Touch the trainee's face and tell his name, 'this is Raju'. Touch your face and tell, 'this is \_\_\_\_\_'. Remove the mirror, and make him sit in front of you and call his name. While calling his name, hold his head and make him look at your face. While looking at you, give a toy in his hand. Repeat it many times. Gradually reduce the physical help. Change your position, sit at the trainee's left side, and repeat the steps. Again change your position to right, back, 3 feet to 5 feet far and so on.

AT HOME : See whether the trainee is able to respond to his name when his trainer/mother calls. Use the above steps to make him respond to his name when other family members call him. Call his name often. During meal time, and play time, call his name, feed and play with him. Take his objects and tell 'it is Raju's'.



IN THE COMMUNITY : When you take him out, call him by his name frequently and tell him to look at people and objects. Encourage your friends to call him by name.

MATERIALS : Mirror, food, trainee's belongings.

## IV. 5. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee plays with another person without disturbing.

Prerequisites : Holding and manipulating objects

## SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Holds and examines when an object is given.       |  |  |  |  |  |  |  |
| 2. Manipulates the object.                           |  |  |  |  |  |  |  |
| 3. Plays unattended for 5 minutes.                   |  |  |  |  |  |  |  |
| 4. Plays alone for 10 minutes sitting near an adult. |  |  |  |  |  |  |  |
| 5. Imitates adult in simple task (shakes a rattle).  |  |  |  |  |  |  |  |
| 6. Imitates movements of another child at play.      |  |  |  |  |  |  |  |
| 7. Plays with another person.                        |  |  |  |  |  |  |  |

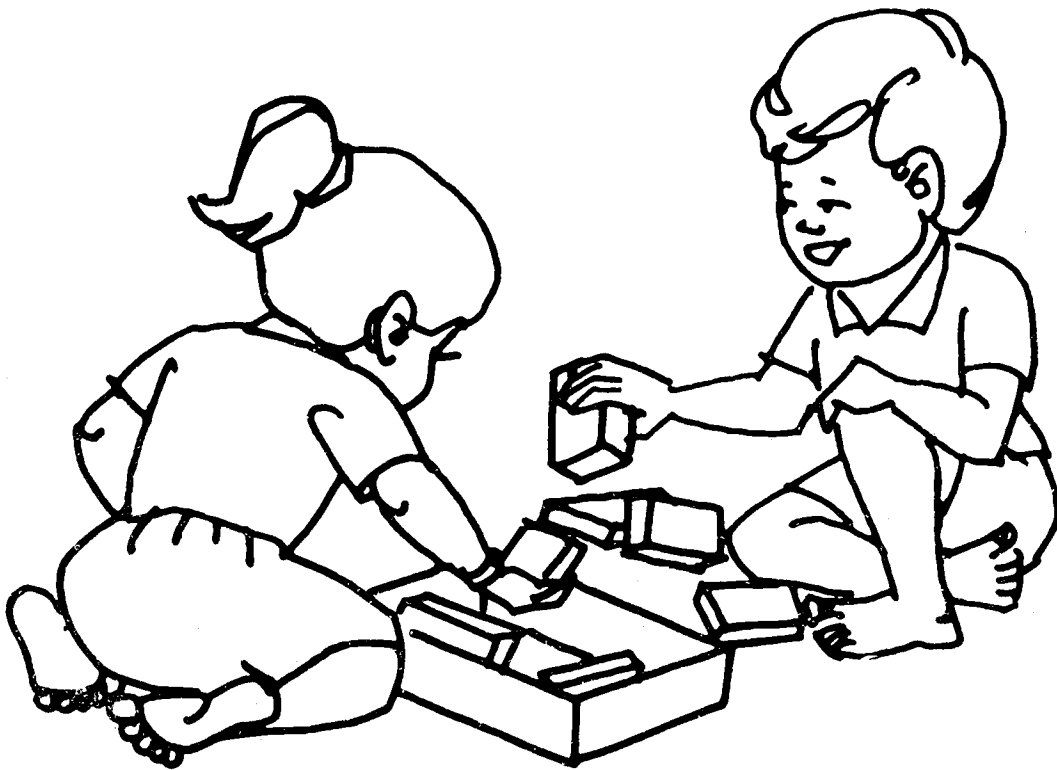
## SKILL TRAINING :

TRAINING AREA : Let the trainee sit with another person in a room/play area. Give both of them sufficient toys to play with. If needed, initially sit and play with them. Gradually withdraw your presence and let them play on their own, selecting toys as per their interest. Whenever he tries to snatch from the other child, say a firm 'no' and say that he can have the toy after the other child is finished with it. Direct him to play with his own and give him opportunity to wait for his turn.

AT HOME : Let the trainee sit with his brother/neighbour to play with toys. Gradually change the persons and places in order to get the trainee familiar with different persons and places.

COMMUNITY : While visiting your friends/relatives, find a person to play with the trainee. When other children play, make arrangements so that the trainee also could play with another person.

MATERIALS : Toys, car, train, blocks, beads etc.



## IV. 6. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee takes part in a game with another person Voluntarily.

Prerequisites : - Holding and manipulating objects  
- Sharing toys with another child

## SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Plays alone for 10 minutes.                             |  |  |  |  |  |  |  |
| 2. Plays with another child each with a separate activity. |  |  |  |  |  |  |  |
| 3. Offers toys/food when other person asks for it.         |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Arrange group play activities for the trainee with same age group of children. Start with one more child of the same age. Let the trainee sit/stand. Tell him to roll/throw the ball to the other person sitting/standing 5 feet away. Arrange activities such as building a house with blocks. Play in the sand with toys in which they can share toys and play together. Gradually reduce your involvement in their activities.

AT HOME : Once he is able to sit with another person, engaged in different activities, as a next step, he has to be trained to play with another person. During play time tell his brother/sister to play with him. When he is able to cooperate with one person, increase the number of persons. Observe them when the trainee plays with other persons and encourage the child to play and share with him. Give him chances to wait for his turn. Appreciate near success. Make him lose chance if he disturbs others by behaviour such as beating and shouting so that he learns that right behaviour only will retain him in the game. Similarly, if other children tease or bully him, counsel them. Tell them his condition, to adjust with him and to include him in the game.



COMMUNITY : Give the trainee chances to play with other persons in the neighbourhood and in the community.

MATERIALS : Play materials - balls, blocks.

## IV. 7. SKILL AREA : SOCIALIZATION

Specific Skill : While visiting a new place, the trainee looks at different objects in the surroundings.

Prerequisites : - Ability to follow instructions.

- Identification of familiar objects.

## SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Recognizes the familiar faces in the new environment.     |  |  |  |  |  |  |
| 2. Looks at the different objects in the new environment.    |  |  |  |  |  |  |
| 3. Identifies where toilet is.                               |  |  |  |  |  |  |
| 4. Identifies the articles of daily use - comb, soap, towel. |  |  |  |  |  |  |

## SKILL TRAINING :

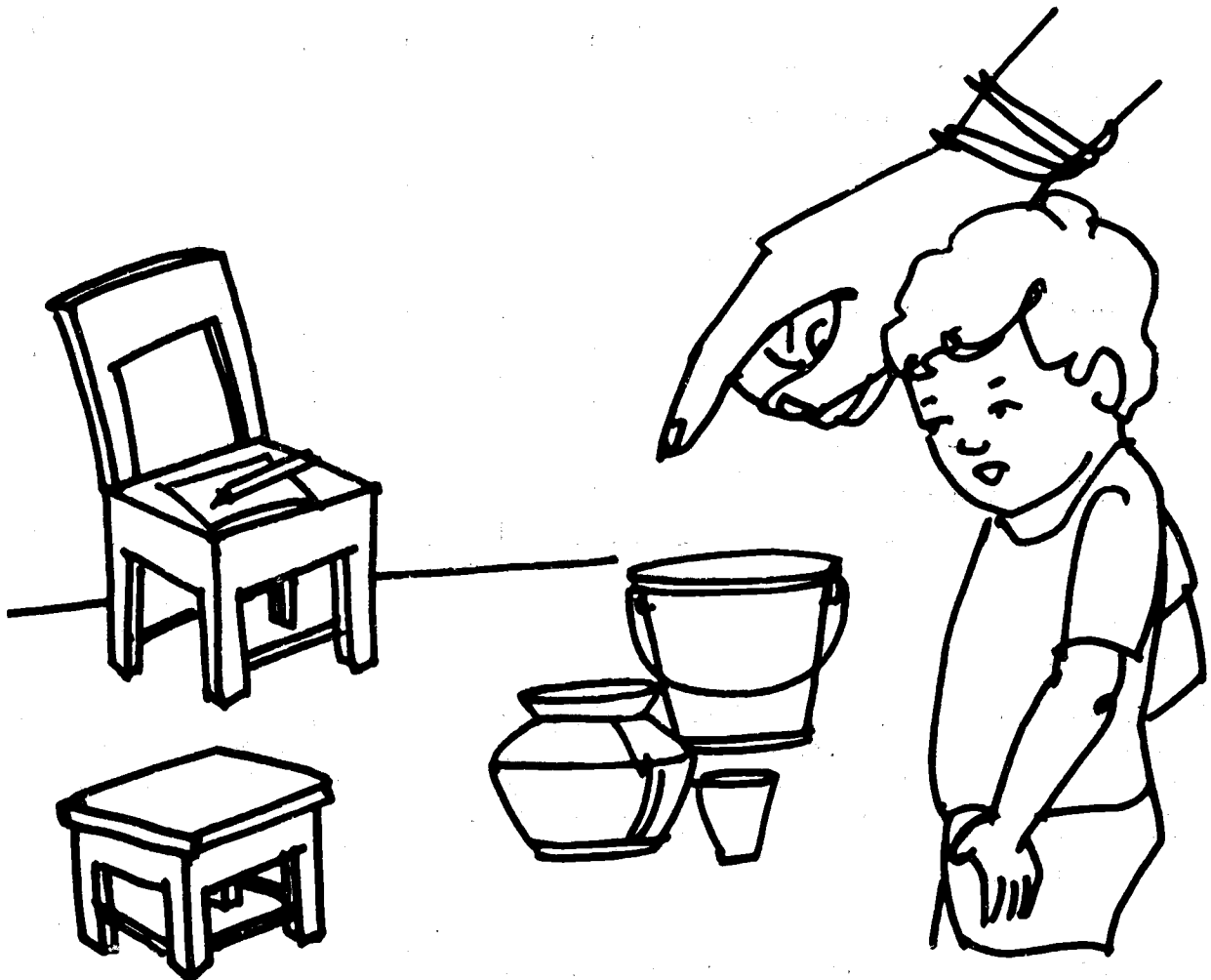
TRAINING AREA : Show the trainee different persons, places and objects in the familiar setting. For instance, the teachers, helpers, friends, class room, toilets, mirror, towel, toys etc., Create situations and organize activities to identify these persons, places and objects.

AT HOME : The skill training of 1 to 6 in the area of social skills helps the trainee to identify the familiar persons at home. Show him the different rooms and objects of daily use in the house. Let him identify where the toilet is, where he has to go to wash his hands, where to sit for eating etc.



**IN THE COMMUNITY :** When you take the trainee to a new place, show him the familiar persons. Show him the toilet and tell him when to use it. The same way make him familiar with the articles of daily use in the new environment. Relate the objects seen in the community to the ones at home. Give him opportunity under supervision to touch, explore and use things.

**MATERIALS :** Make use of the familiar persons, places and objects in the training area, at home and in the new environment as teaching materials.



## IV. 8. SKILL AREA : SOCIALIZATION

Specific Skill : When given an object, the trainee shows to another person when told.

Prerequisites : - Vision

- Identification of familiar objects.

- Ability to play with another person.

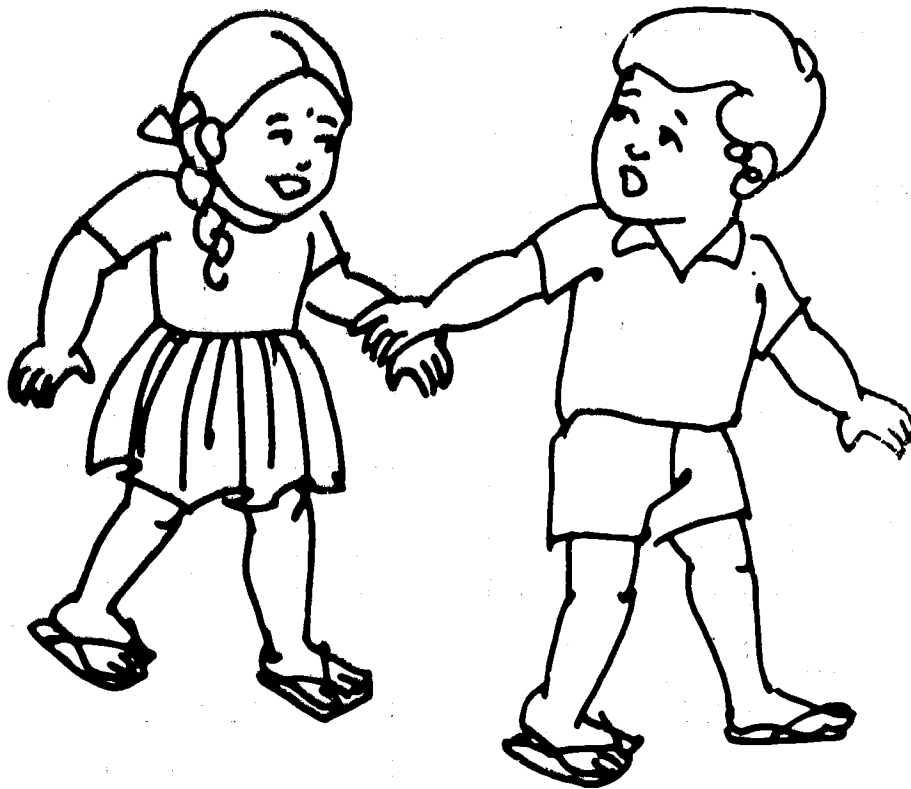
## SKILL ANALYSIS :

| Date :                        |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|
| 1. Shows interest in objects. |  |  |  |  |  |  |
| 2. Takes/looks at the object. |  |  |  |  |  |  |
| 3. Manipulates the object.    |  |  |  |  |  |  |
| 4. Calls another person.      |  |  |  |  |  |  |
| 5. Shows him the object.      |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Give the trainee a new toy/object which he likes. Tell him to show it to his friends and to other familiar persons in the training area. Create interest. Encourage the trainee to go and call one of his friends to see those articles. When the trainee's mother visits the training area, act that you have not seen her. Let the mother tell the trainee to pull/call you to show his mother.

AT HOME : Give the trainee a new toy/dress and tell him to call other family members to see it. If someone visits home, give chances for the trainee to call others and inform so and so has come and to show his new toys.



IN THE COMMUNITY : When he is taken out, show interest and appreciate if the trainee shows you something of his interest.

MATERIALS : Toys, new dress, articles which the trainee likes.

## IV. 9. SKILL AREA : SOCIALIZATION

Specific Skill : When needed, the trainee waits to take turn, to meet his needs.

Prerequisites : - Ability to indicate his needs.

- Ability to follow instructions.

## SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Tells indicates his needs.                           |  |  |  |  |  |  |
| 2. Pulls/calls/goes to the persons to meet the need.    |  |  |  |  |  |  |
| 3. Waits for 2 minutes to the need to be taken care of. |  |  |  |  |  |  |
| 4. Waits for 5 minutes.                                 |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Simulate situations in the training area for the trainee,, to ask for some objects which he wants. When he asks for water/some other need, explain that you are doing a work, and tell him to wait till you finish your task which you are doing. Appreciate him for waiting. During meal time, make him sit with other family members and wait for his turn to be served. In play situations, let him wait for his turn for specific toys.

AT HOME : When you attend to your household tasks, if the trainee asks for water/objects give chances for him to wait for water/objects, for a few seconds to 2 minutes, giving a suitable reason. If you are talking to someone/attending



a phone call, let him understand that he has to wait till you finish the task. When you satisfy his need praise him for waiting.

**MATERIALS :** Simulate situations for the trainee to wait in daily life situations.

## IV.10. SKILL AREA : SOCIALIZATION

Specific Skill : When requested the trainee shares his toys/food.

Prerequisites : - Ability to follow instructions.

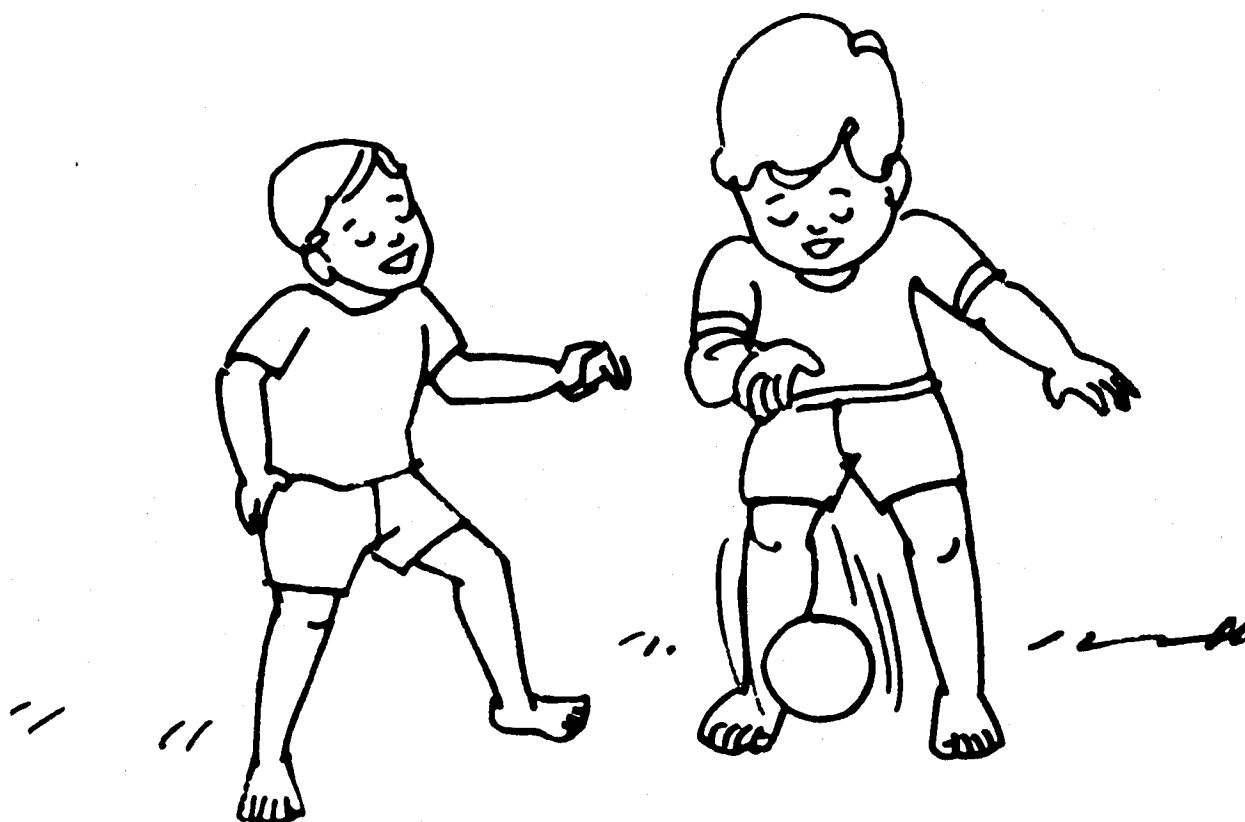
## SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Plays with toys with other person.              |  |  |  |  |  |  |  |
| 2. Comprehends when someone asks for his toy/food. |  |  |  |  |  |  |  |
| 3. Shares his toys/food with others when asked.    |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Keep two balls in front of the trainee and tell him to give one to the other person and take one for him. Let both of them play for 2 minutes with the ball. After explaining, take away the ball from the other person and tell the trainee, if you throw the ball to the other person, he would throw it back to you'. Give some blocks, tell the other person to join. Tell the trainee to give some blocks to the other person so that he too can build with him. Keep two toffees in front of the trainee and tell him to give one to the other person and take one for him. Select sharing activities to strengthen the skill of sharing.

AT HOME : When you go out, bring some toffees, give them to the trainee and tell him to share with the family members. Do this under supervision. Show in daily life situation how all of us share our belongings. Be cautious to see that he does not give away things and get cheated. Insist that he should share things only with known people after informing parent/care taker.



**COMMUNITY :** While going out make him aware of the situations where the trainee can share his toys/food items if given chances.

**MATERIALS :** Toys, toffee and other food items.

IV.11. SKILL AREA : SOCIALIZATION

Specific Skill : When reminded, the trainee greets familiar persons.

Prerequisites : - Ability to follow instructions.

- Recognition of familiar persons.

SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Identifies the familiar persons.                 |  |  |  |  |  |  |  |
| 2. Smiles when he/she sees familiar persons.        |  |  |  |  |  |  |  |
| 3. Greets familiar persons when shown how to greet. |  |  |  |  |  |  |  |
| 4. Greets familiar persons when reminded.           |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Let the trainee observe when you greet familiar persons. Tell him that when he sees a familiar person he should smile and greet the person. When a familiar person arrives, after you greet, tell the trainee to greet him "good morning/namaste" etc. As the next step, remind him to greet when familiar persons come. Use appropriate greetings with action such as namaste, salam, hello, bye etc. Once he has learnt, give him cues to initiate wishing such as 'look, who has come, what should you say to him' or 'look, he is leaving, what should you say to him' etc.





AT HOME : When you come home, encourage the trainee to greet you such as 'Hello Mummy/Daddy'. When a familiar person comes home, and when you open the door, let him observe what you are doing while greeting and tell him to greet him,

COMMUNITY : When you take the trainee for outing, encourage him to greet when he meets familiar persons.

## IV 12. SKILL AREA : SOCIALIZATION

Specific Skill : Given a chance, the trainee makes a choice from different toys/food items/dresses.

Prerequisites : - Identification of common objects  
- Ability to follow instructions

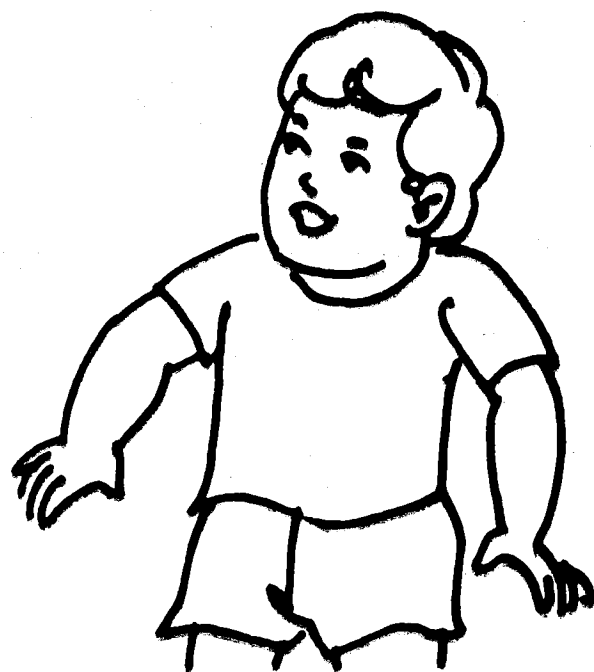
## SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date ;  |  |  |  |  |  |  |  |
| 1. Looks at the objects placed in front of him.       |  |  |  |  |  |  |  |
| 2. Identifies the objects.                            |  |  |  |  |  |  |  |
| 3. Makes a choice when given in two-choice situation. |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Keep a big and a small ball in front of the trainee. Tell him to pick up only one of the items which he likes to play with. Ask him to make a choice between a ball and a set of blocks. In the same manner tell him to make choice from food articles and dress. At the same time, make sure he does not demand or insist on the same item which is to be used by others. Explain to him that, he makes a choice and gets things, similarly, others also make choices for themselves and he has to oblige, like others do for him.

At Home: Give the trainee chances during play/meal time to make a choice when two objects are shown. Gradually train him to take one of the two items, both of which he equally likes. Insist on one item to pick. Be firm about it. Make him understand that he either gets one or none; and the choice has to be one only.



**MATERIALS:** Different objects like toys, balls, food items, dresses etc.,

IV 13, SKILL AREA : SOCIALIZATION

Specific Skill : The trainee complies with parental request.

Prerequisites : - Ability to follow instructions.

#### SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Understands what he is told,                    |  |  |  |  |  |  |  |
| 2. Co-operates three times out of ten times a day, |  |  |  |  |  |  |  |
| 3. Co-operates five times out of ten times a day,  |  |  |  |  |  |  |  |
| 4. Co-operates eight times out of ten times a day. |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : When you tell him to do something, use gentle words. At the same time do not forget to guide him firmly. Do not use two related commands. Initially give one step direction. "Ramesh, bring the tumbler", "close the door" etc. When you simulate situations, see whether it suits the daily life situation of the trainee. Tell the trainee to bring a chair, and keep the chair near the table. Keep the materials in different places. Ask him to collect the things and keep on the table. Ask him to see whether the door is closed. If not closed, tell him to close the door. While giving commands, note down how many times he cooperates.

AT HOME : During meal time/play time make some requests which he could follow and do. Such requests can include bringing plates, cups, glasses, spoons, throwing away vegetables peel and so on. If he does not follow the instructions, do it yourself and make him observe and do it after you.



**COMMUNITY :** While on outings, train him to cooperate with your requests. Make him carry small/light weight bags that you are carrying. When you buy things in shop, ask him to put the things in the bag and so on.

**MATERIALS:** Play materials, blocks/beads, materials appropriate to the situation.

## IV 14. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee attempts to help the parent with simple task.

Prerequisites : - Ability to follow instructions.

- Eye hand coordination to do simple tasks.

## SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Looks at the task the parent does.         |  |  |  |  |  |  |  |
| 2. Shows willingness to co operate.           |  |  |  |  |  |  |  |
| 3. Helps the parents in performing the tasks. |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Simulate situations to make him help you in simple tasks. Let him watch in the beginning when you pick up bits from the floor and put into the basket. Request him to join with you to pick up and finish the task. Thank and praise him when he helps you.

AT HOME : First train him to keep his toys and materials in proper place. As a next step you can train him to assist you in household tasks. While you dust the table, give the trainee a piece of cloth and tell him to assist you. Find out simple household tasks in which he could help you and get his cooperation to do those activities. Thank and praise him when he cooperates.

**COMMUNITY:** When visiting your friends/relatives house, get the trainee's co-operation in doing simple tasks, such as keeping glasses in the kitchen sink or suitable place after everyone finishes coffee/ tea and so on.

**MATERIALS:** Select materials for simple house hold task such as cleaning, dusting etc.



## IV 15. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee sings/dances to music.

Prerequisites : - Ability to follow instructions.

- Motor co-ordination to dance.

## SKILL ANALYSIS :

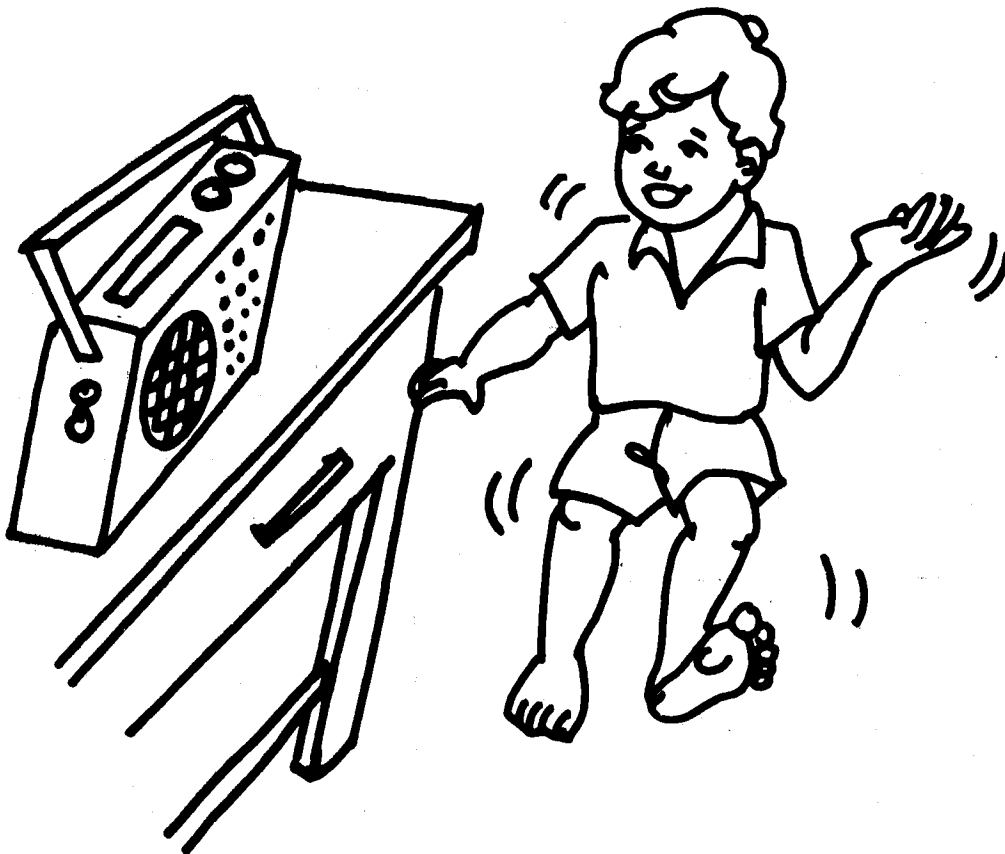
|                                     |  |  |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|--|--|
| Date :                              |  |  |  |  |  |  |  |
| 1. Listens to the music.            |  |  |  |  |  |  |  |
| 2. Claps with other people.         |  |  |  |  |  |  |  |
| 3. Sings with the music when heard. |  |  |  |  |  |  |  |
| 4. Dances when the music is on.     |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Let the trainee listen to the music and clap hands with you. Take the person's hand and make him clap. Hold his hands and dance with him, or do the appropriate action for the song. As far as possible, let the trainee be along with the other children. Children learn better by imitating children. Using a tape recorder or radio can be a variation and can sustain the child's interest.

AT HOME: During leisure time, let him listen to the music with you. Make him clap, dance and enjoy.





**COMMUNITY:** When the family members go out for cultural programmes, give him chances to attend and observe. Give him opportunities wherever possible to participate.

**MATERIALS:** Tape recorder, tapes, radio.

IV 16. SKILL AREA : SOCIALIZATION

Specific Skill : When led by an adult, the trainee follows the rules in a group game.

Prerequisites : - Ability to follow instructions.

- Sharing and playing.

**SKILL ANALYSIS :**

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Enjoys when he sees a group of children playing. |  |  |  |  |  |  |  |
| 2. Shows willingness to join in games.              |  |  |  |  |  |  |  |
| 3. Plays with two children.                         |  |  |  |  |  |  |  |
| 4. Follows instructions in group play.              |  |  |  |  |  |  |  |

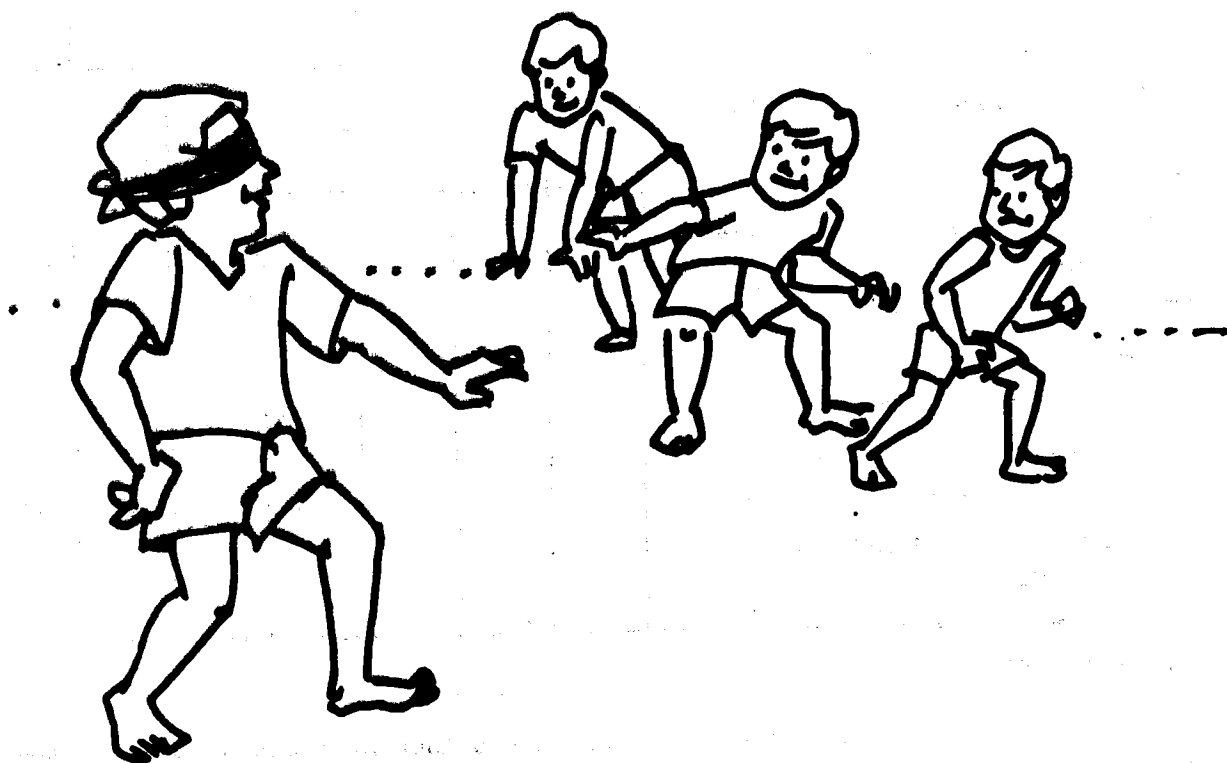
**SKILL TRAINING :**

**TRAINING AREA :** Form a small group of 3 to 5 children including the trainee. Explain to the other children how the trainee is different from them and request them to co operate. Select group games with simple rules and directions. Passing the parcel, breaking the castle, musical chair etc. could be played in small groups. First play along with the children. Gradually reduce the physical and verbal assistance.

**AT HOME:** Select some games in which you could include the trainee. For example, throwing a ball into a basket. Make the trainee to stand/ sit on a line, demonstrate what he has to do, let him watch other children doing. Tell him to wait for his turn. Appreciate his attempts.

**IN THE COMMUNITY:** Give the trainee chances to play with other persons in the neighbourhood. Explain the trainee's condition to the other persons with whom he plays and encourage them to include the trainee in play activities.

**MATERIALS:** MATERIALS like ball, bell, chairs, and small objects needed for group games.



IV 17. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee asks permission to use the toy that a peer is playing with.

Prerequisites : - Ability to follow instructions.  
- Identifies his belongings and common objects.

SKILL ANALYSIS :

Date :

| 1. Identifies his belongings.                    |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 2. Watches when another person plays with a toy. |  |  |  |  |  |  |  |
| 3. Asks the other person a toy which he likes.   |  |  |  |  |  |  |  |
| 4. Says/gestures "please" while asking.          |  |  |  |  |  |  |  |
| 5. Uses the toy.                                 |  |  |  |  |  |  |  |
| 6. Returns it after using.                       |  |  |  |  |  |  |  |
| 7. Says/gestures "thank you" while returning.    |  |  |  |  |  |  |  |

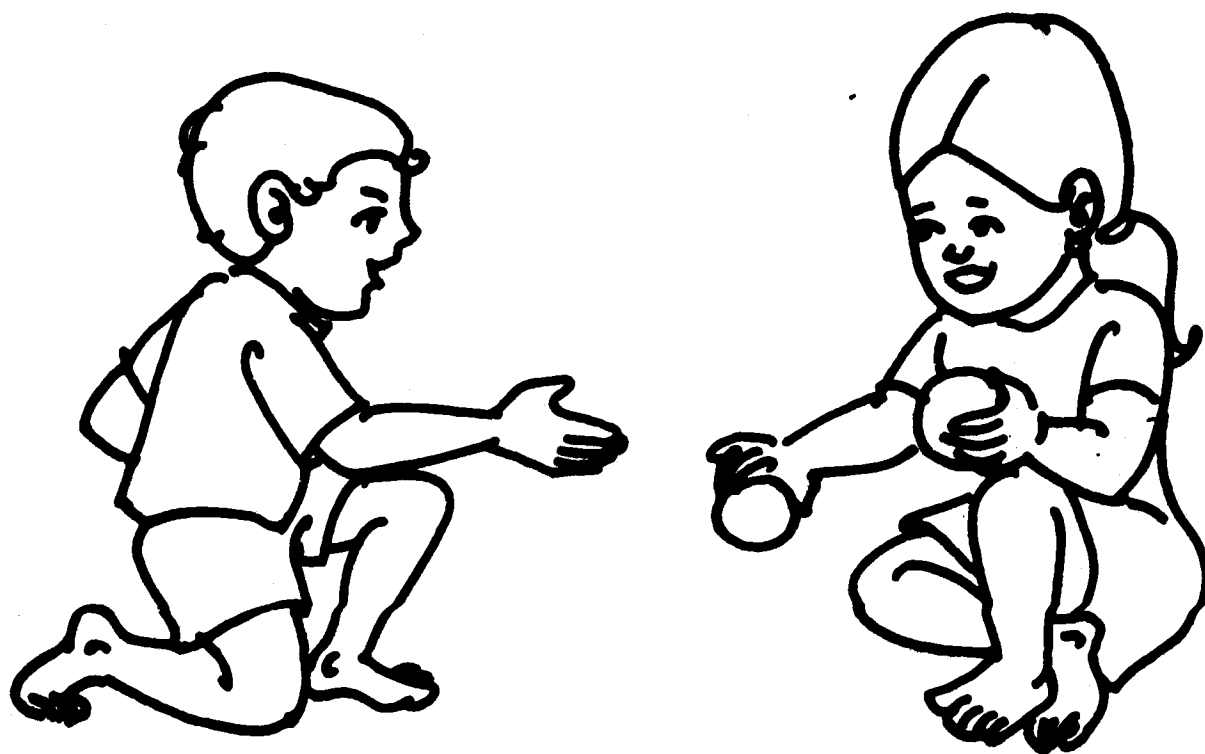
SKILL TRAINING :

TRAINING AREA : Ask the trainee to show his belongings- dress, bag, slippers etc. Let him sit near another person playing with some blocks. Give the trainee some blocks, sit with him and play. While playing, make the child observe, when you request for a block from other person and thank him for giving it. Ask the trainee whether he wants a block/toy from the person playing nearby. Tell him to request and when he gets it tell him to thank the other person. Simulate more situations for asking some objects, thanking and returning the object.

**AT HOME:** As a first step, teach the trainee to identify his own belongings. In daily routine when he needs to have materials from other family members teach him to ask for the materials, thank and return it. For example, if the trainee wants to take a pencil/picture book/toy/food article, tell him to ask for permission, say thanks and return after using it.

**IN THE COMMUNITY:** When visiting your friends/relative's house, encourage the trainee to ask permission when he wants to take any object. Praise him when he returns the object saying thanks.

**MATERIALS:** Play materials - block, the trainee's belongings, picture books, pencil, food items.



IV 18. SKILL AREA : SOCIALIZATION

Specific Skill : The person waits for his turn when he plays/engages in an activity.

Prerequisites : - Ability to follow instructions.

SKILL ANALYSIS :

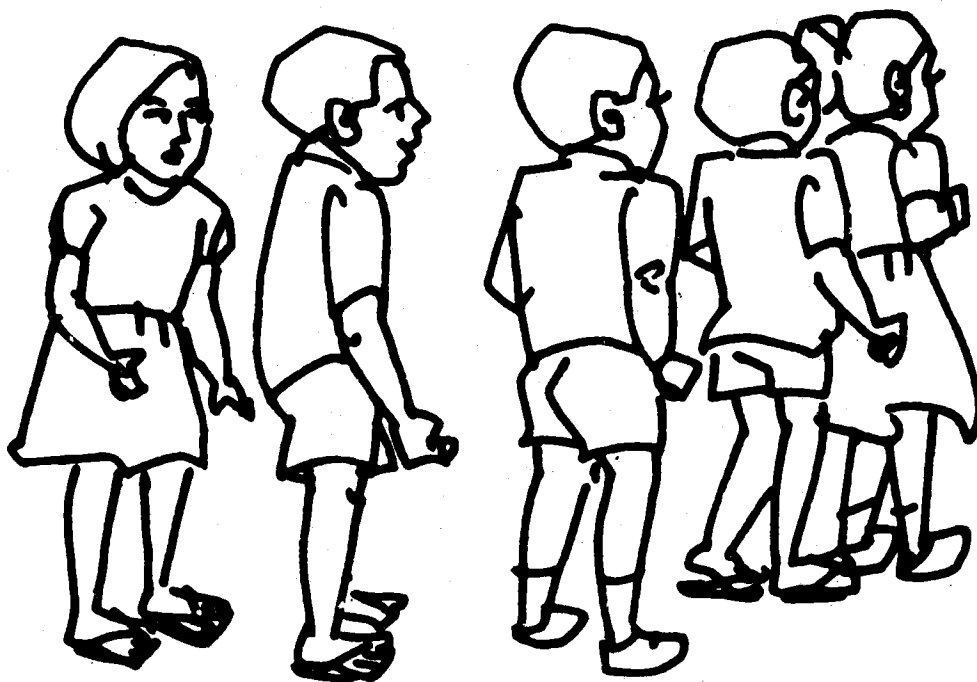
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Follows simple instructions.                    |  |  |  |  |  |  |  |
| 2. Waits for needs to be met.                      |  |  |  |  |  |  |  |
| 3. Waits for his turn when engaged in an activity. |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Organise group games for 3 to 5 children and include the trainee in the group activity. Take them to a slide, make them stand in a line and tell the trainee to wait for his turn to climb the steps. Make a tower with tins and tell the group to stand in a line to throw a ball at the tower. When the trainee waits to take his turn, praise him.

AT HOME: (Refer socialization skill No.9) Once he is able to wait for needs to be met, start training to wait for his turn. During meal time, make him wait till he is served food. While playing tell him to wait for his turn.

IN THE COMMUNITY: While going out, show him how people are waiting for their turns at a bus stand, Railway station for tickets and so on. Show him how people



take their turn while playing. Make him wait with you for turn in shops, banks, post office, bus stand and such places.

**MATERIALS:** Play materials.

## IV 19. SKILL AREA : SOCIALIZATION

Specific Skill : When heard, the trainee repeats rhymes and songs (two to four lines).

Prerequisites : - Listening to songs.

- Ability to speak in small sentences.

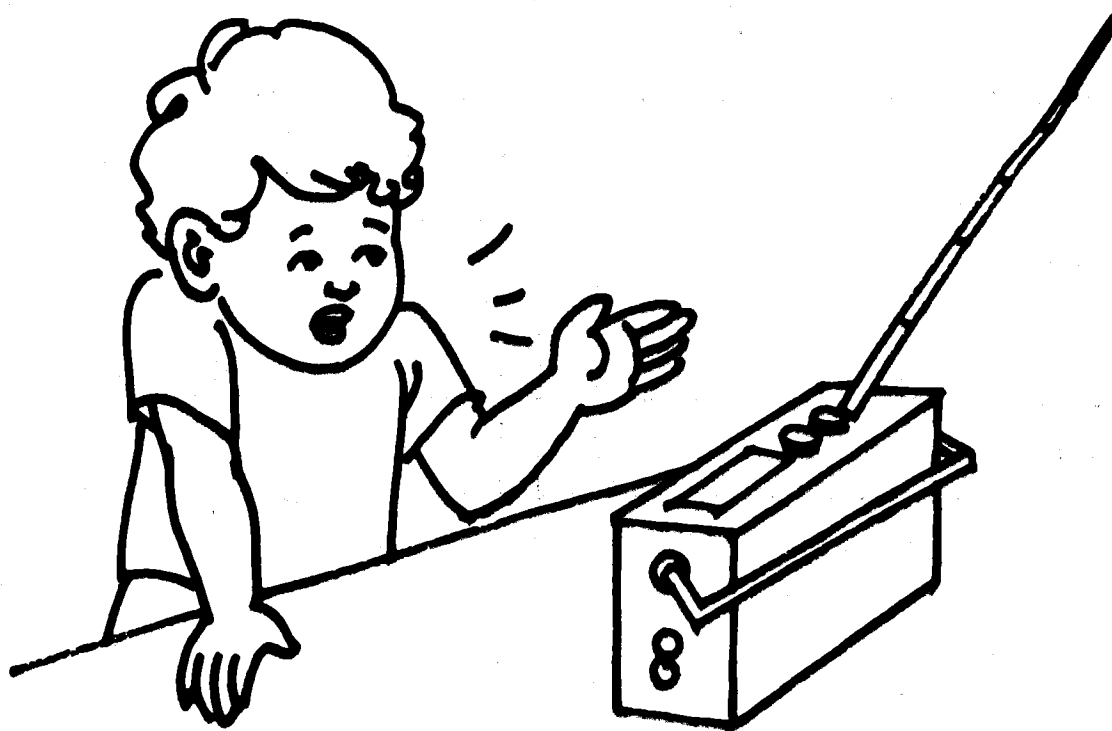
## SKILL ANALYSIS :

|                                       |  |  |  |  |  |  |  |
|---------------------------------------|--|--|--|--|--|--|--|
| Date :                                |  |  |  |  |  |  |  |
| 1. Listens to rhymes/songs.           |  |  |  |  |  |  |  |
| 2. Claps/dances with music.           |  |  |  |  |  |  |  |
| 3. Repeats when another person sings. |  |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Let the trainee listen to a rhyme/song. It could be a recorded rhyme/song which can be easily played repeatedly. When listening to the song, make him clap (Skill No. 15 - Socialization) with you. Repeat the words and lines one by one, and ask him to repeat and sing with you. Praise him for his attempts. The group instruction hours in class room should include one session everyday of songs and rhymes which gives opportunity for children to watch the teacher and learn to imitate action songs and rhymes. The family members also can sing and teach him to repeat simple rhymes.





**IN THE COMMUNITY:** Give chances to the trainee to participate in cultural programmes along with the family members.

**MATERIALS:** Tape recorder, cassettes for simple rhymes and songs.

## IV 20. SKILL AREA : SOCIALIZATION

Specific Skill : The trainee plays with a group of four to five children.

Prerequisites : - Ability to follow instructions.  
 - Ability to recognize family members and friends  
 - Interaction with another person.

## SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 1. Plays with another person.                                 |  |  |  |  |  |  |
| 2. Waits for needs to be met.                                 |  |  |  |  |  |  |
| 3. Takes his turn.  |  |  |  |  |  |  |
| 4. Shares his toys.   |  |  |  |  |  |  |
| 5. Asks permission to use the toys another person plays with. |  |  |  |  |  |  |
| 6. Understands instructions.                                  |  |  |  |  |  |  |
| 7. Follows rules.   |  |  |  |  |  |  |
| 8. Accepts defeat.  |  |  |  |  |  |  |
| 9. Defends when needed.                                       |  |  |  |  |  |  |
| 10. Co-operates while playing.                                |  |  |  |  |  |  |

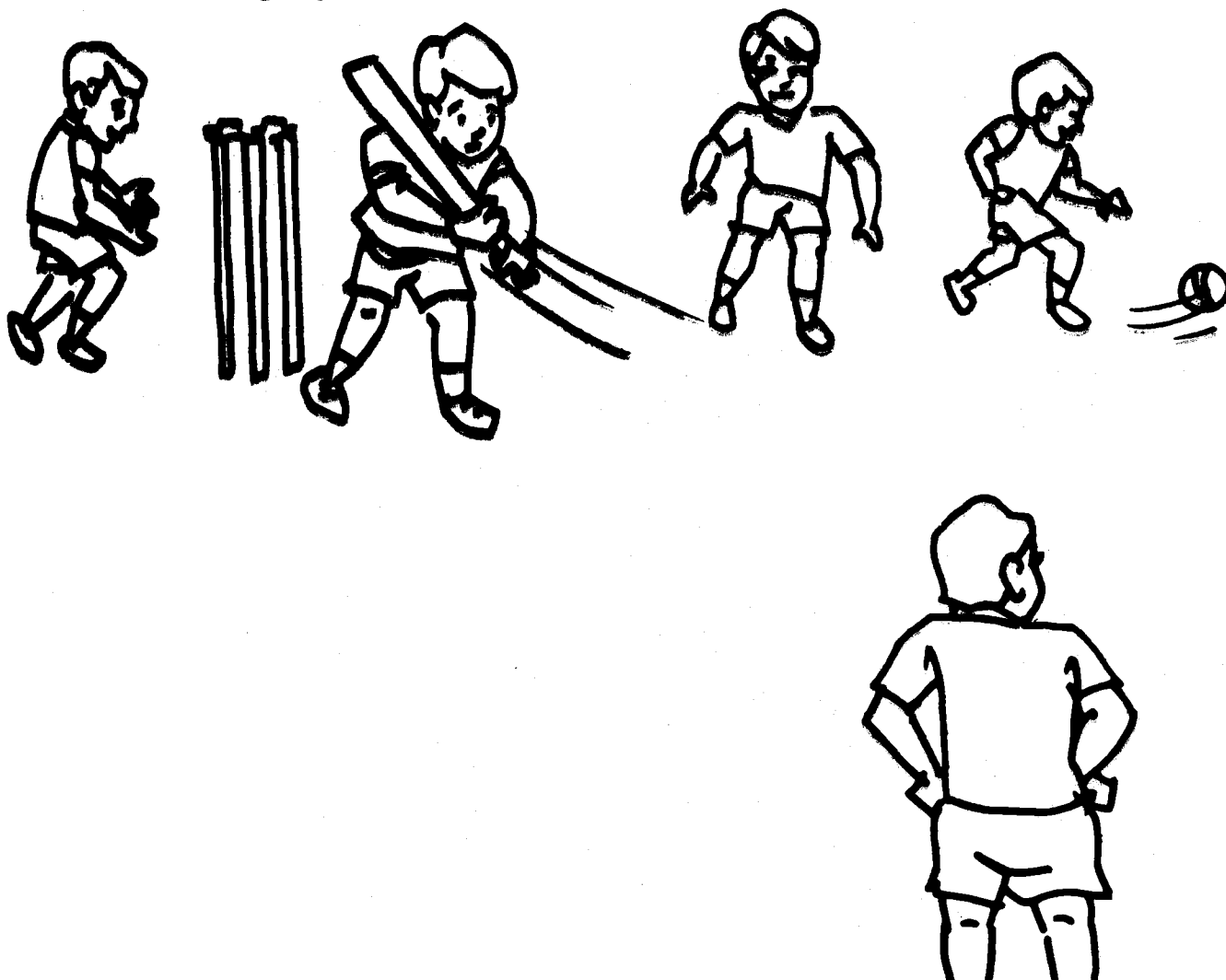
**TRAINING AREA :** Make a group of 4 to 5 children. Give them sufficient toys to play with. Encourage them to ask permission, to share and acknowledge with thanks. To sit and play together organize group games, in which the trainee can participate.

- Make other children understand the limitations of the trainee and request them to relax rules if needed.
- If he happens to get angry or cry if defeated, explain to him and show him that it happens with others also and that beating and crying will only throw him out of the play. Instruct him that if he is teased, beaten or bullied, to inform the adult/ caretaker at once.

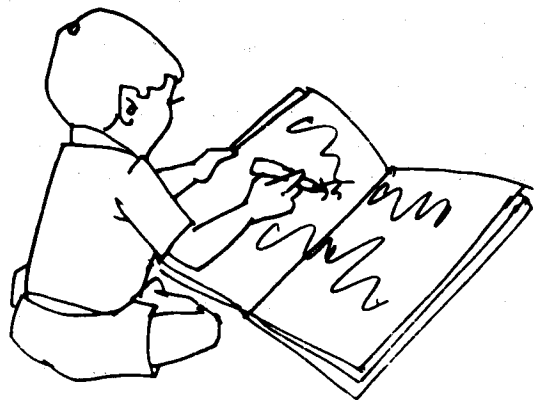
**AT HOME:** Refer Socialization skill Nos. 5,6,9,10,16,17,18 Which helps the trainee to play with a group of 4 to 5 children. Give him chances to play with other persons of his age.

**COMMUNITY:** Take him out to play grounds and show him how they cooperate while playing. Give him chances to play with other persons in the neighbourhood.

**MATERIALS:** Blocks, beads and other play and games materials which could be shared in a group.



# PRE ACADEMIC SKILLS



V. 1. SKILL AREA : PRE ACADEMIC

Specific Skill : When familiar objects (comb, ball etc) are given, the trainee matches with similar objects.

Prerequisites : - Recognition of his parents and familiar people, following instructions.

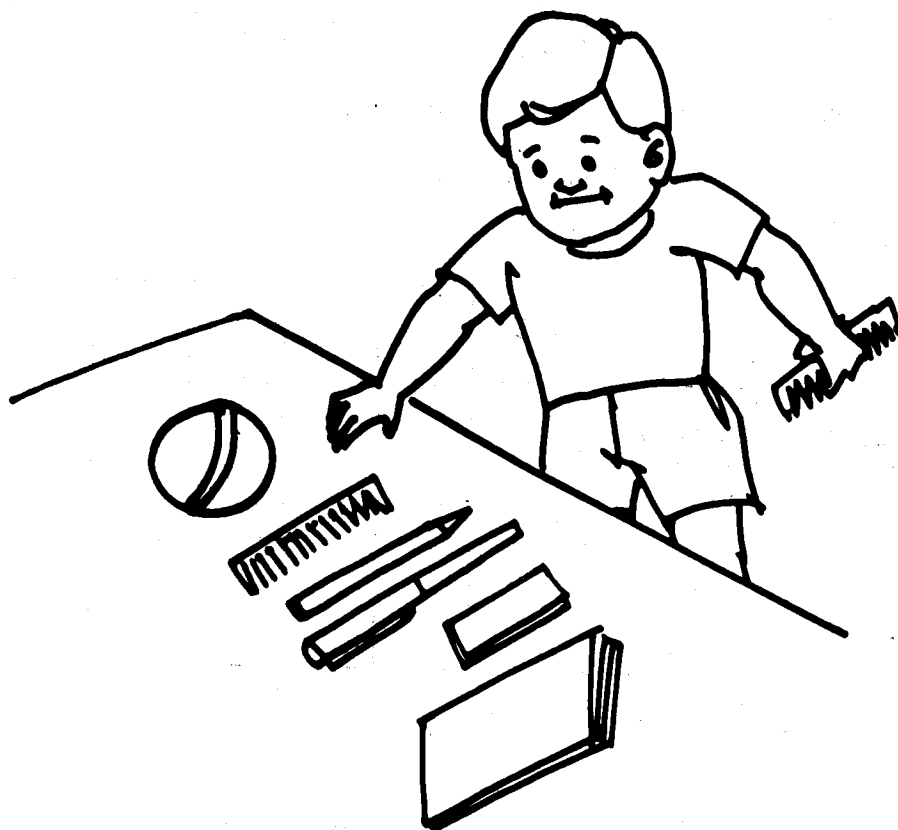
#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Looks at the familiar objects in front of him                     |  |  |  |  |  |  |  |
| 2. Takes one object (ball).  |  |  |  |  |  |  |  |
| 3. Follows the instruction when told to find the same object (ball). |  |  |  |  |  |  |  |
| 4. Matches with similar object (ball with ball).                     |  |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : A child learns to match similar objects before he names the object. Keep some familiar objects (comb, ball, brush, pencil, book etc.,). Give him one object - a ball and tell him to find a similar object from the group of familiar objects. If he fails to do it, show him by doing it yourself and ask him to try. To match from a large number of objects, start with matching of 2 to 3 and more objects later.

HOME : Use the familiar objects like plate, cup, spoon, tumbler etc. Give him a plate and tell him to pick up another plate. Repeat with other objects also.



**COMMUNITY:** If you want to buy a comb show a comb and tell him to show in the shop another one which he wants. In the same way number of matching activities can be done while buying objects of daily use.

**MATERIALS :** Objects of daily use- comb, balls, pencils, glasses, plates.

V. 2. SKILL AREA : PRE ACADEMIC

Specific Skill : On request, the trainee stacks 3 blocks/tins/containers/vessels.

Prerequisites : - Eye hand coordination.  
- Following instructions.

SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Keeps 2 to 3 inches square/cylindrical blocks/tins in front of him. |  |  |  |  |  |  |  |
| 2. Takes and keeps one block in front of him.                          |  |  |  |  |  |  |  |
| 3. Picks up the second block and keeps on the top of other block.      |  |  |  |  |  |  |  |
| 4. Picks up the third block and keeps on the second block.             |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Start with large blocks/tins, make him observe when you stack the blocks/tins. After 3 to 5 demonstrations help him to pick up the blocks one by one and stack, gradually reduce the help.

HOME : Get 3 tins/vessels which could be stacked. Demonstrate and tell him the use of stacking vessels/tins.



**COMMUNITY :** When you go for shopping, show him how tins/vessels are stacked and kept.

**MATERIALS :** Tins, blocks, vessels.



V. 3. SKILL AREA : PRE-ACADEMIC

Specific Skill : When named, the trainee identifies familiar objects (comb, brush, ball).

Prerequisites : - Matching familiar objects.

- Following instructions.

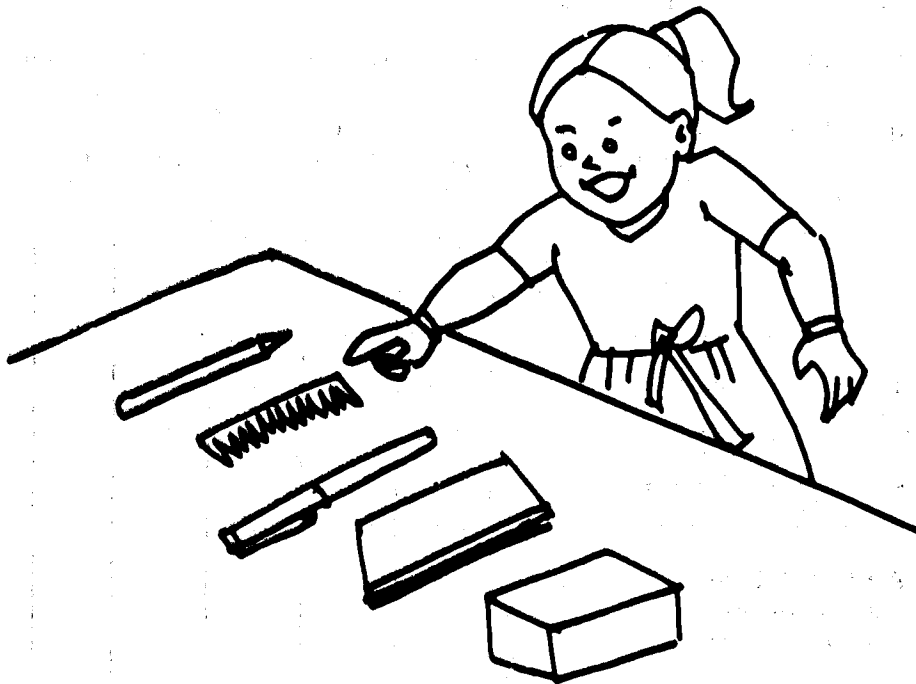
SKILL ANALYSIS :

| Date :                                       |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Identifies a comb when you show a comb.   |  |  |  |  |  |  |  |
| 2. Identifies comb from comb and brush.      |  |  |  |  |  |  |  |
| 3. Identifies comb from a number of objects. |  |  |  |  |  |  |  |
| 4. Shows the use of comb by combing.         |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Pick up some familiar objects like comb, ball pencil, book etc. Use steps as shown in the skill analysis for the identification of each object. Once he identifies an object correctly, proceed to the other object, one by one. Finally tell him to pick up the object when you name it.

HOME : Tell him to pick up and bring the familiar objects when he/you want them. For example before going out, tell him to bring comb to comb hair and dress to wear. While brushing teeth tell him to bring his brush. While eating ask him to take a plate and tumbler and so on.



COMMUNITY : While going out, tell him to identify the familiar objects which he has learned.

MATERIALS : Familiar objects of daily use.

V. 4. SKILL AREA : PRE-ACADEMIC

Specific Skill : The trainee scribbles with crayon/pen/pencil.

Prerequisites : - Fine motor coordination  
- Ability to hold the writing implement.

SKILL ANALYSIS :

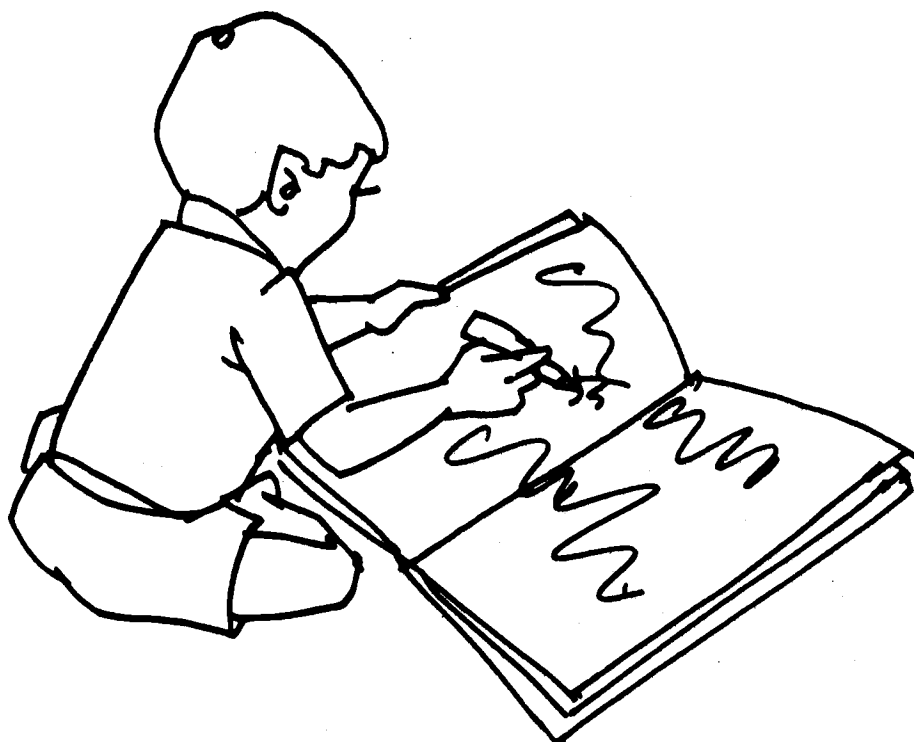
|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Sits in a suitable position.   |  |  |  |  |  |  |
| 2. Keeps the paper in front.  |  |  |  |  |  |  |
| 3. Holds the crayon/pencil between the thumb and fingers appropriately. |  |  |  |  |  |  |
| 4. Scribbles.   |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Make the trainee sit in a suitable position on the floor/at a table. Give him paper/slate and crayons /sketch pens/pencil/chalk. Let him watch how you hold the writing implement and scribble. Guide his hands to scribble. Let him enjoy looking at the coloured lines and marks which he takes. Reduce the physical assistance as he progresses to hold the writing implement and scribble.

NOTE : To make sure that he does not scribble anywhere, instruct him to write/scribble only on blank paper/slate. This will prevent him from spoiling walls, floor or any other important document.

HOME : During leisure time/study time, give him crayons/pencils to scribble.



**MATERIALS :** Crayons, sketch pens, pencils, chalk, papers, slate, chalkboard etc.,

**SUGGESTION :** Draw an outline of orange, apple, kite and such items and allow the child to fill/scribble the appropriate colour within it. This will sustain his interest in scribbling. Initially do not insist on perfection.

V. 5. SKILL AREA : PRE-ACADEMIC

Specific Skill : When named, the trainee will pick up the object and match with picture of the same object.

Prerequisites : - Identification of familiar objects.  
- Identification of pictures of familiar objects.  
- Ability to follow the instructions.

SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Identifies an apple.  |  |  |  |  |  |  |  |
| 2. Takes the apple from a number of other objects.   |  |  |  |  |  |  |  |
| 3. Identifies the picture of an apple.   |  |  |  |  |  |  |  |
| 4. Takes the picture of apple from a large number of pictures.   |  |  |  |  |  |  |  |
| 5. Matches apple with the picture of apple.  |  |  |  |  |  |  |  |
| 6. Repeats the same procedure with other objects-pen, ball, shirt, chair, with the pictures of the same objects. |  |  |  |  |  |  |  |

SKILL TRAINING : Teach him to identify an apple and the picture of an apple in a two choice and multi choice situation. Ask to take out apple from other objects and match with the picture of apple mixed with other pictures. The same way teach him, to match the objects with the picture of the same objects.



HOME : During study time, give him some familiar objects and pictures of the same objects to match with. You may make the same activity interesting by involving other children and playing as a game.

COMMUNITY : As the trainee is not able to read, give the pictures of vegetables instead of names and ask him to get it from shop.

V. 6. SKILL AREA : PRE-ACADEMIC

Specific Skill : When objects with different shapes are given, The trainee matches the objects according to shapes.

Prerequisites : - Matching of familiar objects with pictures.  
- Identification of familiar objects.  
- Following instructions.

SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Matches round objects in two choice situation.           |  |  |  |  |  |  |  |
| 2. Matches round objects in multiple choice situation.      |  |  |  |  |  |  |  |
| 3. Matches triangular objects in two choice situation.      |  |  |  |  |  |  |  |
| 4. Matches triangular objects in multiple choice situation. |  |  |  |  |  |  |  |
| 5. Matches square objects in two choice situation.          |  |  |  |  |  |  |  |
| 6. Matches square objects in multiple choice situation.     |  |  |  |  |  |  |  |
| 7. Sorts out objects by shape.                              |  |  |  |  |  |  |  |

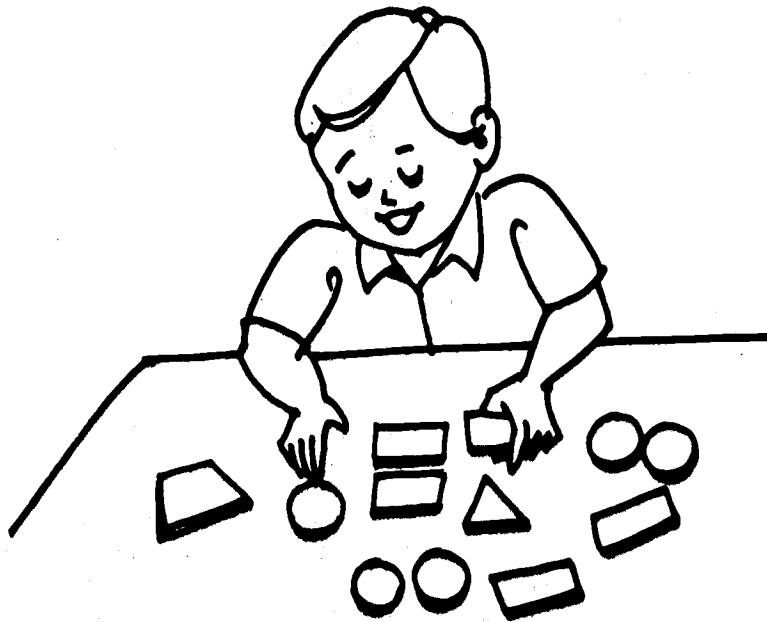
SKILL TRAINING :

TRAINING AREA : During training, cut outs of different shapes can be used for matching. Teach him to match one shape at a time. For example, show him a

round shape and tell him to show another round one. Mix a round shape with triangular or square shapes and ask him to identify. Give him a round shape and tell him to match round shape with other shapes. Once he is able to match round shapes, teach triangle and square one by one. To make the activity more function oriented and interesting, sorting coins according to shape, sorting different shaped biscuits and so on can be organized.

HOME : The objects of different shapes biscuits, plates, mirrors, lids etc. could be used to generalize the skill.

MATERIALS : Cut outs/blocks in different shapes, coins, different shaped biscuits.





V. 7. SKILL AREA : Pre-Academic.

Specific Skill : When a chalk/crayon/pencil is given the trainee draws lines on slate/paper.

Prerequisites : - Fine motor coordination.  
- Ability to follow instructions.

#### SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Sits in a suitable position.                       |  |  |  |  |  |  |
| 2. Keeps a paper/slate in front.                      |  |  |  |  |  |  |
| 3. Holds the pencil/crayon between thumb and fingers. |  |  |  |  |  |  |
| 4. Draws vertical lines.                              |  |  |  |  |  |  |
| 5. Draws horizontal lines.                            |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Make the trainee sit in a comfortable position. Give him a paper/slate/crayon/chalk piece. Initially hold his hands to draw the lines. Guide his hands to make vertical lines. Make dots and help him to join them with lines. As a next step you draw the line and ask him to copy. Finally let him draw by himself. If you use colour pens, the trainee will be motivated easily. After learning to draw vertical lines, use the same steps to draw horizontal lines.

HOME : While playing in the sand, guide his finger to make lines on the sand. Give him water paint, tell him to dip his index finger in the paint and guide

his finger to make lines on a white paper. That paper could be used for gift wrapping. During study time ask him to draw lines on a paper/slate with pencil/sketch pens/chalk.

**SUGGESTIONS :** Let the child fill in specific shapes like apple, tomato, ball, balloon etc., with appropriate colours. The strokes could be vertical, horizontal or diagonal, depending on what is being taught. By this, child's interest is sustained and at the completion of the colouring exercise, he will have the sense of achievement. Make sure apple and tomato have only red colour used and similarly other items that have definite colours.

**MATERIALS :** Paper, slate, sketch pens, pencil, crayon, sand, water paint.



V. 8. SKILL AREA : PRE-ACADEMIC.

Specific Skill : When given a pencil and paper, the trainee holds and controls the pencil to draw a circle.

Prerequisites : Appropriate holding of pencil.

SKILL ANALYSIS :

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |  |
| 1. Holds the pencil/pen properly.                   |  |  |  |  |  |  |  |
| 2. Controls the pen between thumb and index finger. |  |  |  |  |  |  |  |
| 3. Draws on a circle drawn without help.            |  |  |  |  |  |  |  |
| 4. Joins dots.                                      |  |  |  |  |  |  |  |
| 5. Draws a circle looking at the model.             |  |  |  |  |  |  |  |
| 6. Draws the circle by himself.                     |  |  |  |  |  |  |  |

SKILL TRAINING : Give him round objects to trace. If needed hold his hand, to draw on a circle and then to trace the dotted lines. Later, let him look at the model and draw. Tell him to draw a circle and name it 'circle'.

HOME : Show him round objects-bangle, ring, plate etc and tell him to draw circle using these objects. As a next step, ask him to draw a bangle and tell the bangle is round. Repeat it with other objects.



COMMUNITY - If he goes out to play in the sand, tell him to draw circle in the sand using finger/stick. Drawing circle with the foot (big toe) having the heel in the centre and turning the foot can be very interesting to children.

MATERIALS : Paper, pencil, pen, slate, chalk, sand, round objects.

V. 9. SKILL AREA : PRE ACADEMIC.

Specific Skill : When asked the trainee points to the big and small objects.

Prerequisites : - Ability to match objects.  
- Ability to point to common objects.

#### SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Points to the big objects from big and small objects.   |  |  |  |  |  |  |
| 2. Points to the small objects from big and small objects. |  |  |  |  |  |  |
| 3. Points big and small objects, when asked.               |  |  |  |  |  |  |

#### SKILL TRAINING :

TRAINING AREA : Show a big ball and a small ball and tell which is big. Tell the person to feel the big and small balls and ask him to give the big ball. Repeat this exercise with big book and small book, big fruit and small fruit. After strengthening the understanding big, introduce the concept of small using the same objects and methods. Finally mix up all big and small objects and ask the trainee to sort out big and small objects separately.

HOME : Tell the trainee to point out the big and small object at home, big chair, small chair, big plate, small plate, big shirt and small shirt etc., and also you can tell him that his father is big and his little sister/brother is small.

**COMMUNITY :** While going outside, point out and tell big and small objects. While marketing tell him to pick small/big vegetables and fruits.

**MATERIALS :** Familiar objects big and small sizes-big ball and small ball, big plate and small plate.

**SUGGESTIONS :** You can take his help in arranging tins, utensils, spoons etc. in place after washing. Help him to organize them according to size. By this, it would look nice, he will feel the sense of achievement and you would have trained him in a domestic activity.



V.10. SKILL AREA : PRE-ACADEMIC

Specific Skill : When given coloured objects (red, green, yellow) the trainee matches the objects according to colour.

Prerequisites : - Ability to match objects.  
- Ability to follow instructions.

SKILL ANALYSIS :

| Date :   |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| 1. Matches red coloured objects in two choice situation.         |  |  |  |  |  |  |  |
| 2. Matches red coloured objects in multiple choice situation.    |  |  |  |  |  |  |  |
| 3. Matches green coloured objects in two choice situation.       |  |  |  |  |  |  |  |
| 4. Matches green coloured objects in multiple choice situation.  |  |  |  |  |  |  |  |
| 5. Matches yellow coloured objects in two choice situation.      |  |  |  |  |  |  |  |
| 6. Matches yellow coloured objects in multiple choice situation. |  |  |  |  |  |  |  |
| 7. Sorts out red, green, yellow coloured objects separately.     |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Show the trainee a red flower and tell him to show another red flower kept near by. Give him the red flower and tell him to pick up the red flower kept with a yellow flower. As the third step, tell him to find out the

red flower from a group of red, yellow and other flowers. Repeat these steps using different objects of red, yellow and green to strengthen the skill. Once he is able to match red coloured objects follow the same steps to teach matching yellow and green coloured objects. Use variety of objects to sustain interest as well as to generalise.

HOME : Give him a red coloured comb and tell him to pick up other red coloured objects eg. red brush, red frock, red ribbon, red pencil etc., The same exercise can be used with green and yellow and other coloured objects. While dressing tell the trainee to pick up matching dresses.

COMMUNITY : Make it like a game while going out, by asking him to point to all the things he sees of a particular colour, as he goes.

MATERIALS : Red, green, yellow coloured objects.





- V.11. SKILL AREA : PRE-ACADEMIC
- Specific Skill : Matches objects one to one.
- Prerequisites : - Comprehension.  
 - Matching skill.  
 - Rote counting upto 3.

## SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Keeps 3 plates/bowls on a straight line.         |  |  |  |  |  |  |  |
| 2. Takes one object out of 5 objects kept.          |  |  |  |  |  |  |  |
| 3. Keeps one chapathi in the first plate.           |  |  |  |  |  |  |  |
| 4. Keeps the second in the second plate.            |  |  |  |  |  |  |  |
| 5. Keeps the third one in the third plate.          |  |  |  |  |  |  |  |
| 6. Keeps the rest of chapathis in the plate itself. |  |  |  |  |  |  |  |

## SKILL TRAINING

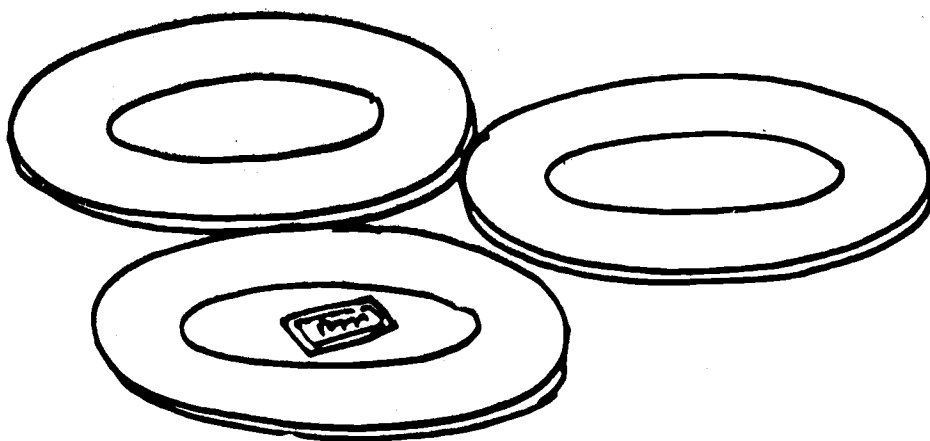
TRAINING AREA : In training area different materials could be used. For example - keep 3 containers and ask him to put one bead in each container. Tell him to give one pencil to each person sitting in the training area.

HOME : The steps shown in the skill analysis, can be followed during meals time. Give him sweets in a plate and tell him to give one to each person in

the family. Before meal time tell him to arrange plate and tumbler for each family member.

COMMUNITY : While buying tickets in the cinema theatre, give him opportunities to buy under your guidance. Give him chances to make one to one counting in every possible place.

MATERIALS : Plates, chapathis or any eatables, blocks, beads containers, biscuits, sweets etc.



V.12. SKILL AREA : PRE-ACADEMIC

Specific Skill : When 4 parts of a toy/object are given, the person puts the parts together appropriately.

Prerequisites : - Names and matches parts of body/objects.  
 - Ability to follow instructions.  
 - Eye hand coordination.

SKILL ANALYSIS :

| Date :                    |  |  |  |  |  |  |  |
|---------------------------|--|--|--|--|--|--|--|
| 1. Looks at the toy.      |  |  |  |  |  |  |  |
| 2. Names the parts.       |  |  |  |  |  |  |  |
| 3. Makes into two pieces. |  |  |  |  |  |  |  |
| 4. Puts together.         |  |  |  |  |  |  |  |
| 5. Makes into 3 pieces.   |  |  |  |  |  |  |  |
| 6. Puts together.         |  |  |  |  |  |  |  |
| 7. Makes into 4 pieces.   |  |  |  |  |  |  |  |
| 8. Puts together.         |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Give the trainee a toy/object, which could be separated into 4 pieces. Tell him to name/point to the different parts. Make into two pieces

and demonstrate to put together. Repeat the step for a few times. Demonstrate again after making into 3 pieces and let the trainee put together. Use the same steps to put together the 4 pieces of the toy/objects.

**HOME :** Select the different house hold objects which have 4 parts. You can give him a dabba/tray with 4 containers/spice box, with 4 parts, four ball pen which can be made into 4 pieces and put together, a picture of an animal/man which can be cut into 4 pieces and used for this purpose. Many bottles, tins and matching lids, also could be selected for the training.

**MATERIALS :** Any object/toy which can be made into pieces.



## V 13. SKILL AREA : PRE-ACADEMIC

Specific Skill : When long and short objects are mixed up, the trainee sorts out the long and short objects.

Prerequisites : - Identifying and matching common objects.

- Ability to follow instructions.

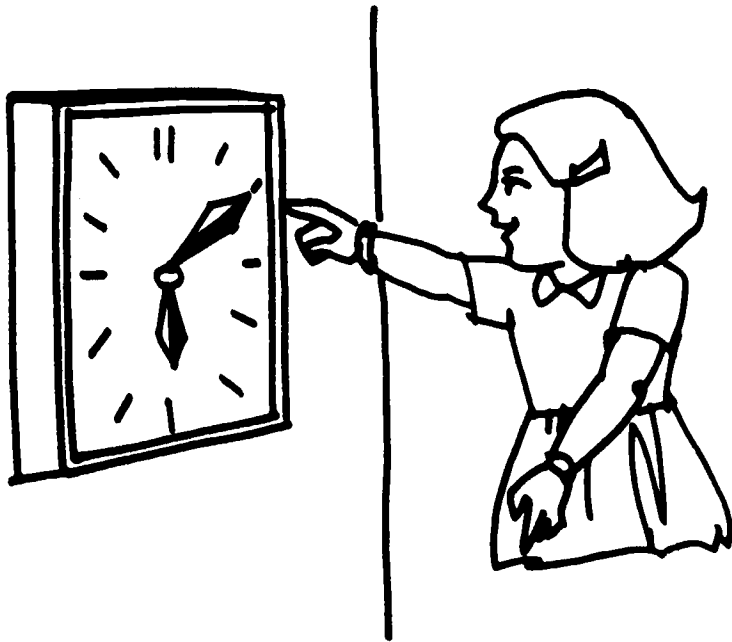
## SKILL ANALYSIS :

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |
| 1. Picks up long pencil when shown with a short pencil.    |  |  |  |  |  |  |
| 2. Points to a short pencil when shown with a long pencil. |  |  |  |  |  |  |
| 3. Sorts out long and short objects separately.            |  |  |  |  |  |  |

## SKILL TRAINING :

TRAINING AREA : Take a long and short pencil and show the trainee the long pencil. Change the position of pencils and ask him to show the long pencil. This could be repeated with long and short sticks, ribbons, long pant, short pant etc. Once he identifies the long objects correctly, the above methods can be used to teach short objects also. Finally mix up long and short objects together and tell him to separate long and short objects.

HOME: Mix up long and short objects of daily use and tell him to separate long and short objects. As he was already taught to draw lines, tell him to draw long and short lines on a paper. Show him the two hands on the clock and ask



him to identify which is long and short. Arranging tooth brushes, spoons, and so on as per the height can be an interesting and useful task for the child.

**MATERIALS:** Long and short objects-pens, pencils, ribbons, string, paper, clock etc.

V 14. SKILL AREA : PRE-ACADEMIC

Specific Skill : When different objects are mixed up, the trainee tells which objects go together.

Pre requisites : - Matching similar objects.

- Awareness of use of objects.

- Following instructions.

SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Identifies a pencil.  |  |  |  |  |  |  |  |
| 2. Identifies a paper.   |  |  |  |  |  |  |  |
| 3. Aware that a pencil is used to write on a paper.  |  |  |  |  |  |  |  |
| 4. Identifies a tooth brush.   |  |  |  |  |  |  |  |
| 5. Identifies tooth paste.   |  |  |  |  |  |  |  |
| 6. Aware that brush is used to clean teeth using tooth paste.                                  |  |  |  |  |  |  |  |
| 7. When mixed up pencil, paper, brush and tooth paste, picks up pencil and keeps on the paper. |  |  |  |  |  |  |  |
| 8. Puts brush and tooth paste together and so on.  |  |  |  |  |  |  |  |

# SKILL TRAINING :

TRAINING AREA : Show the trainee the objects one by one-pencil, paper, brush and paste-and explain the use of the objects. Put the objects together and ask him to tell which objects go together. Add more objects such as cup and saucer, shoe and socks, pant and shirt.

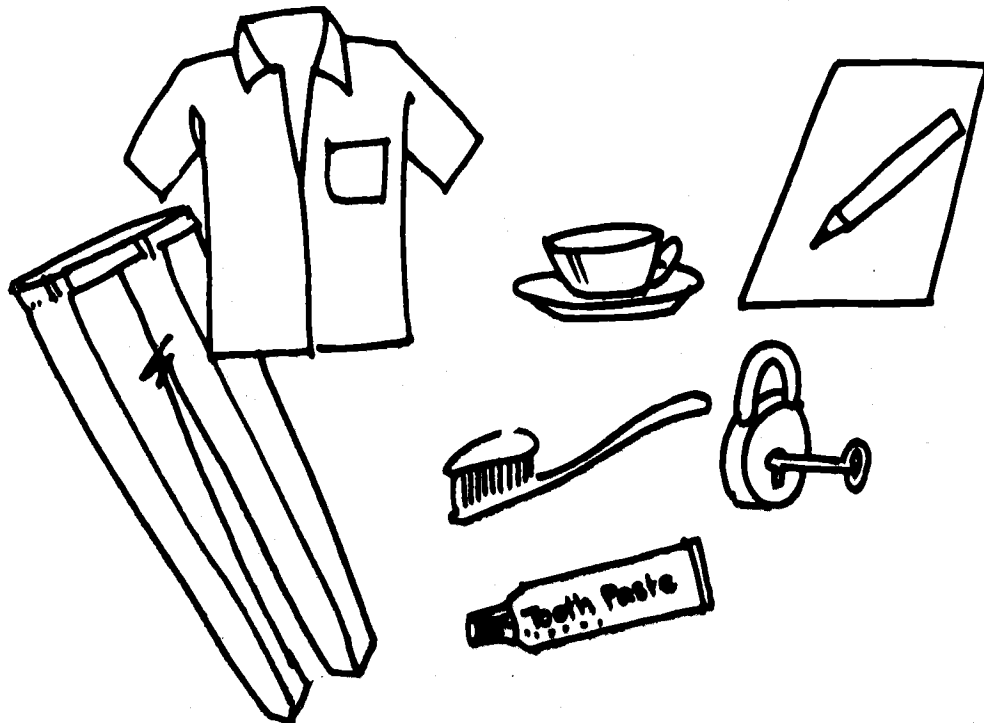
HOME: The objects and activities mentioned under training area could be repeated to strengthen the skill.

Water and tumbler/jug  
milk and sugar  
cup and saucer  
soap and soap dish

mug and bucket  
lock and key  
purse and money  
Audio cassette and a tape recorder

COMMUNITY: When you take him out point to him the pairs that go together, such as bus and driver, mail box and letters and so on.

MATERIALS: House hold objects and materials of daily use as mentioned.





V 15. SKILL AREA : PRE-ACADEMIC

Specific Skill : When 10 similar objects are given, the trainee counts the objects one by one upto 10.

Prerequisites : - Understanding one to one correspondence

- Ability to imitate and tell/point to

SKILL ANALYSIS :

|                          |  |  |  |  |  |  |  |
|--------------------------|--|--|--|--|--|--|--|
| Date :                   |  |  |  |  |  |  |  |
| 1. Can match one to one. |  |  |  |  |  |  |  |
| 2. Counts upto 3.        |  |  |  |  |  |  |  |
| 3. Counts upto 5.        |  |  |  |  |  |  |  |
| 4. Counts upto 10.       |  |  |  |  |  |  |  |

SKILL TRAINING :

TRAINING AREA : Keep 10 sticks/stones/blocks in a line. Touch each stick/stone and count 1 to 10. While counting tell the trainee also to count in imitation. Let him pick up each stone and drop in a cup/plate one each. Hold his hand, and make him touch the stick while counting 1 to 10. Initially count upto 3, gradually increase upto 5. If he is able to count upto 5, continue upto 10.

HOME: Give exercises to the trainee to count and find how many plates, tumblers, spoons etc., he has at home. Show his own dresses and tell him to count how many shirts/frocks he has. Ask him how many fingers he has on his two hands.

Similar exercises can be listed out and used for counting exercises.

COMMUNITY: While shopping tell him to count the materials which you buy.

MATERIALS: Sticks, stones, house hold materials, dresses items, blocks, flowers.

NOTE: While counting intially let him handle the item, simultaneously saying the number. Next step should be pointing with finger and counting without touching. Encourage counting from left to right the objects on straight line. Followed by this should be counting without pointing with finger. Now finally have the objects in clusters and allow him to count. Start with small quantity and Increase gradually.



V. 16. SKILL AREA : PRE-ACADEMIC

Specific Skill : The trainee copies a square.

Prerequisites : - Ability to match a square,  
- Holding and controlling the pencil.  
- Drawing vertical and horizontal lines.

SKILL ANALYSIS :

| Date :  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Holds and controls the pencil.                                 |  |  |  |  |  |  |  |
| 2. Draws over a square.   |  |  |  |  |  |  |  |
| 3. Traces over the dotted lines.                                  |  |  |  |  |  |  |  |
| 4. Draws a square looking at model.                               |  |  |  |  |  |  |  |
| 5. Draws vertical lines to join the horizontal lines in a square. |  |  |  |  |  |  |  |
| 6. Draws horizontal lines to join the vertical lines in a square. |  |  |  |  |  |  |  |
| 7. Draws a square from memory.                                    |  |  |  |  |  |  |  |

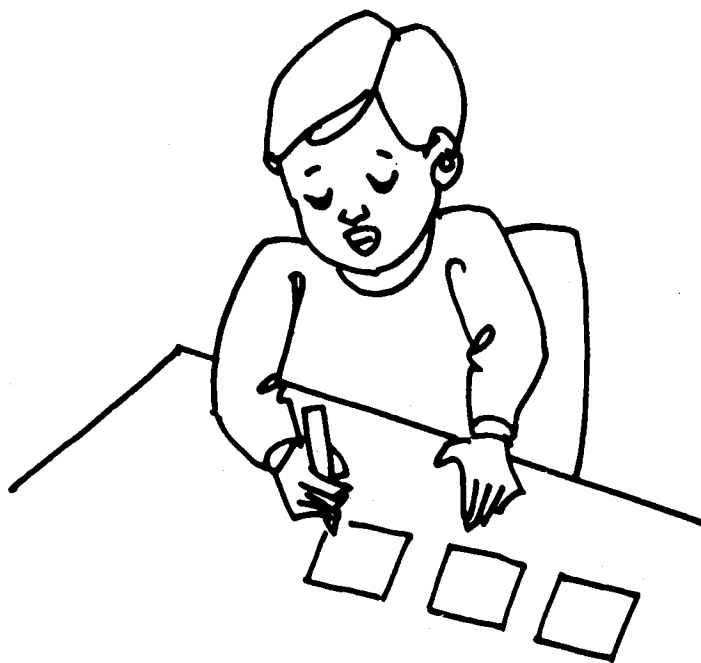
SKILL TRAINING :

TRAINING AREA : Draw a square and tell the trainee to draw over the four sides with index finger. Make square with dotted lines near the square and guide him to trace over the dotted lines. As the next step make the horizontal lines and guide him to join the corners with vertical lines. The same way give

vertical lines and ask him to join the corners with horizontal lines. Finally let him draw the square without cues.

HOME: Show the trainee objects with square shape. Ask him to trace the four sides of square objects. Give him paper and pencil to draw squares when he sits with other children to study. In play ground let him draw squares with foot.

MATERIALS: Paper, pencil, objects of square shape.



V 17. SKILL AREA : PRE-ACADEMIC

Specific Skill : When coloured objects are shown, the trainee identifies the colour named.

Prerequisites : - Identification of familiar objects.  
 - Matching coloured objects (red, green, yellow).  
 - Comprehension of instruction.

SKILL ANALYSIS :

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Date :  |  |  |  |  |  |  |
| 1. Names/identifies red coloured objects in two choice situation.         |  |  |  |  |  |  |
| 2. Names/identifies red coloured objects in multiple choice situation.    |  |  |  |  |  |  |
| 3. Names/identifies green coloured objects in two choice situation.       |  |  |  |  |  |  |
| 4. Names/identifies green coloured objects in multiple choice situation.  |  |  |  |  |  |  |
| 5. Names/identifies yellow coloured objects in two choice situation.      |  |  |  |  |  |  |
| 6. Names/identifies yellow coloured objects in multiple choice situation. |  |  |  |  |  |  |

**SKILL TRAINING :**

**TRAINING AREA :** Refer the skill training No. 10 in pre academic area. The difference in this skill is to name/identify the colour in two and multiple situations. Teach identifying one colour at a time. Use the steps as described in the skill analysis. Once he is able to identify red correctly, pass on to the next colour.

**HOME:** When the trainee is learning to identify red colour, stress only on red colour at home also. Ask him to show his red coloured dresses, vegetables, fruits and other red coloured house-hold materials. The same activities can be used when teaching to identify green and yellow.

**COMMUNITY:** While going out, let him identify the colours which he learned. Then show him red, yellow & green colours used as traffic signals , let him identify the cars of a particular colour in street. When you are teaching a new colour, check to make sure that he has not forgotten the colours already learnt.

**MATERIALS:** Red, green, yellow, coloured objects.



V 18. SKILL AREA : PRE-ACADEMIC

Specific Skill : When shown, the trainee names/identifies the shapes.

Prerequisites : - Matching shapes.  
- Following instructions.  
- Identifying/naming familiar objects.

SKILL ANALYSIS :

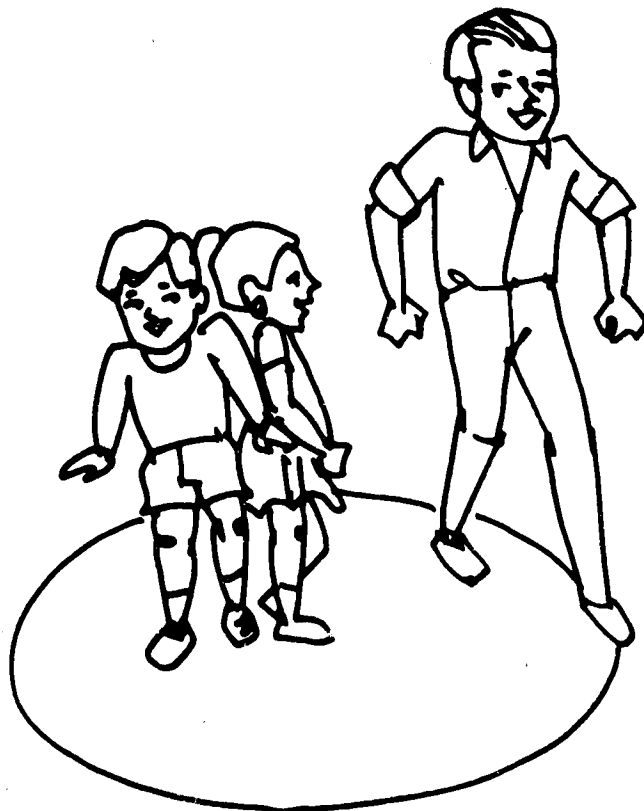
| Date :   |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Names/identifies the shape round in two choice situation.         |  |  |  |  |  |  |
| 2. Names/identifies the shape round in multiple choice situation.    |  |  |  |  |  |  |
| 3. Names/identifies the shape square in two choice situation.        |  |  |  |  |  |  |
| 4. Names/identifies the shape square in multiple choice situation.   |  |  |  |  |  |  |
| 5. Names/identifies the shape triangle in two choice situation.      |  |  |  |  |  |  |
| 6. Names/identifies the shape triangle in multiple choice situation. |  |  |  |  |  |  |

**SKILL TRAINING :**

**TRAINING AREA :** Refer skill No. 6 in pre-academic area-matches objects according to shape. Here the difference is to name/identify the shape when he matches. As you have done in the identification of colour, teach one shape at a time eg. round. Then proceed to the next, square and triangle. Refer skill No.8 and 16. These skills can be used as additional activities to strengthen the matching, drawing and naming skills. Encourage children who can speak to name the shape. Make sure that nonverbal children are able to identify if named.

**HOME:** While playing draw a circle and let the children stand on circle and play. Tell the trainee to run on the outer circle. The same way you can make them play standing on the corners of the square and triangle. As an additional activity let him name/identify the shapes of the different house hold articles, coins and so on.

**MATERIALS :** Objects of different shapes.





## V 19. SKILL AREA : PRE-ACADEMIC

**Specific Skill :** In a shop, the trainee gives money and buys an item.

**Prerequisites :** Identifying coins and rupee notes from other articles. Following the instructions.

**SKILL ANALYSIS :**

| Date :  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 1. Identifies coins from other metals.                |  |  |  |  |  |  |  |
| 2. Identifies rupee notes from other paper materials. |  |  |  |  |  |  |  |
| 3. Knows that things are bought from shops.           |  |  |  |  |  |  |  |
| 4. Knows that money has value.                        |  |  |  |  |  |  |  |
| 5. Aware that money can buy things.                   |  |  |  |  |  |  |  |

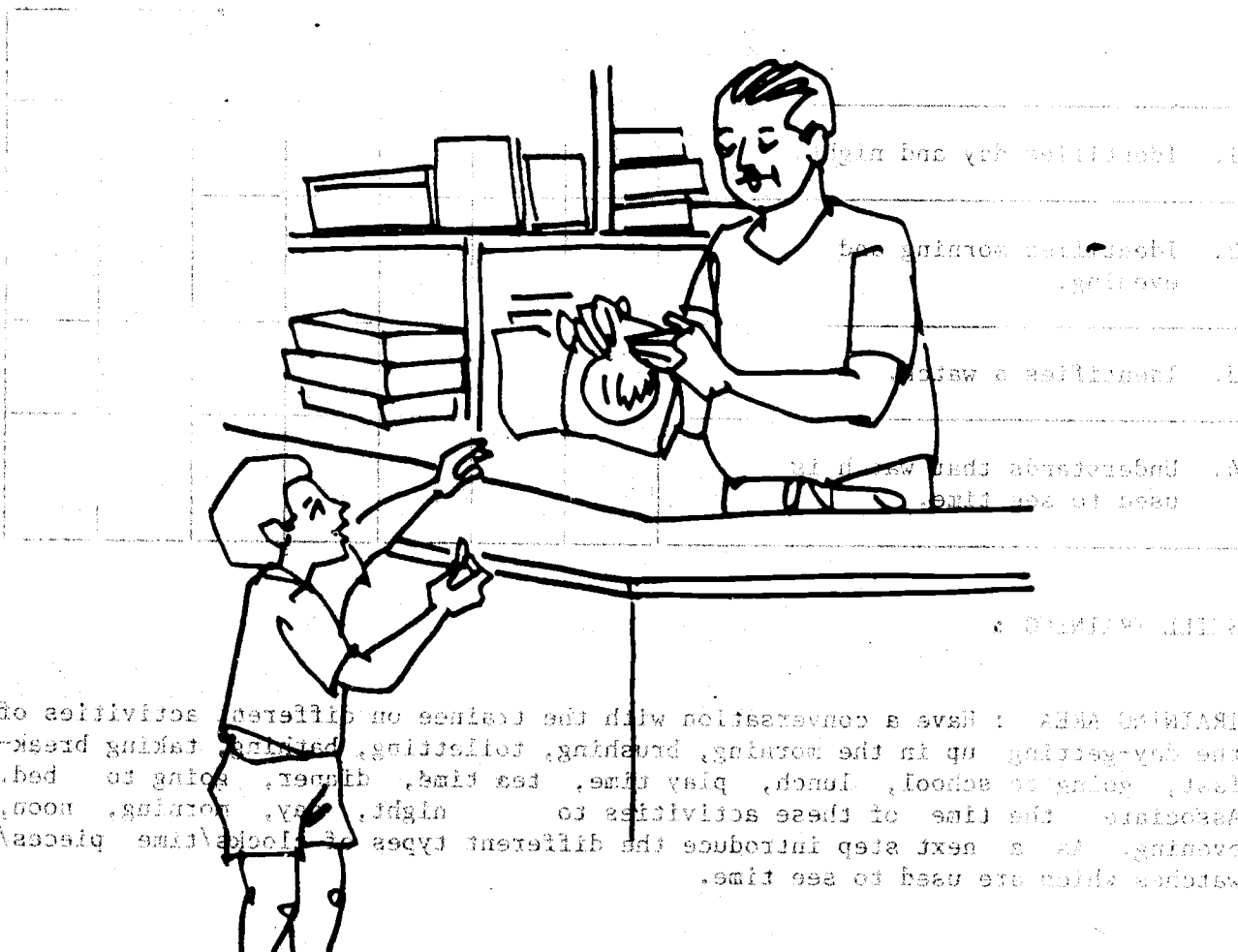
**SKILL TRAINING :**

**TRAINING AREA :** Shows him coins and rupee notes, and tell him that money has to be kept safely. Keep them in a purse and show it is kept in purse for safety and that we should not throw away. Carry out a conversation about the materials he has, where they are available, and how he gets them. Tell him that if he goes without money, the shop keeper will not give him things which he wants. Take him to the shop and give the experience of buying. Initially give the exact amount and make him buy a single small item. Gradually increase items with exact amount of money given to the trainee.

**HOME:** Give him a "Piggy bank" to save money he gets and tell him that he would be taken to the shop to buy things with the money he has. When vegetables/fruits are bought from the vendors on the street, let the trainee hand him the money and get the vegetables in return.

**COMMUNITY:** While shopping give him money and tell him to give the money to the shop keeper. Tell him to ask the shop keeper to give a soap.. Before giving soap tell the shop keeper to ask him money and to tell him that if he would not give money the soap will not be given to him. Similar activities could be used to strengthen the skill. Money skills are learnt better by experience. Give children as much opportunities as possible.

**MATERIALS:** Money, piggy bank, shop.



**HOME:** Show him the clock at home. Tell him to find out the family members who have watches. Explain to him that the watch is used to see time to do different activities. Let the alarm wake him up every morning at a particular time.

V 20. SKILL AREA : PRE-ACADEMIC

Specific Skill : When shown watch/clock the trainee associates it to time.

Prerequisites : - Identification of watch.

- Association of time to activities.

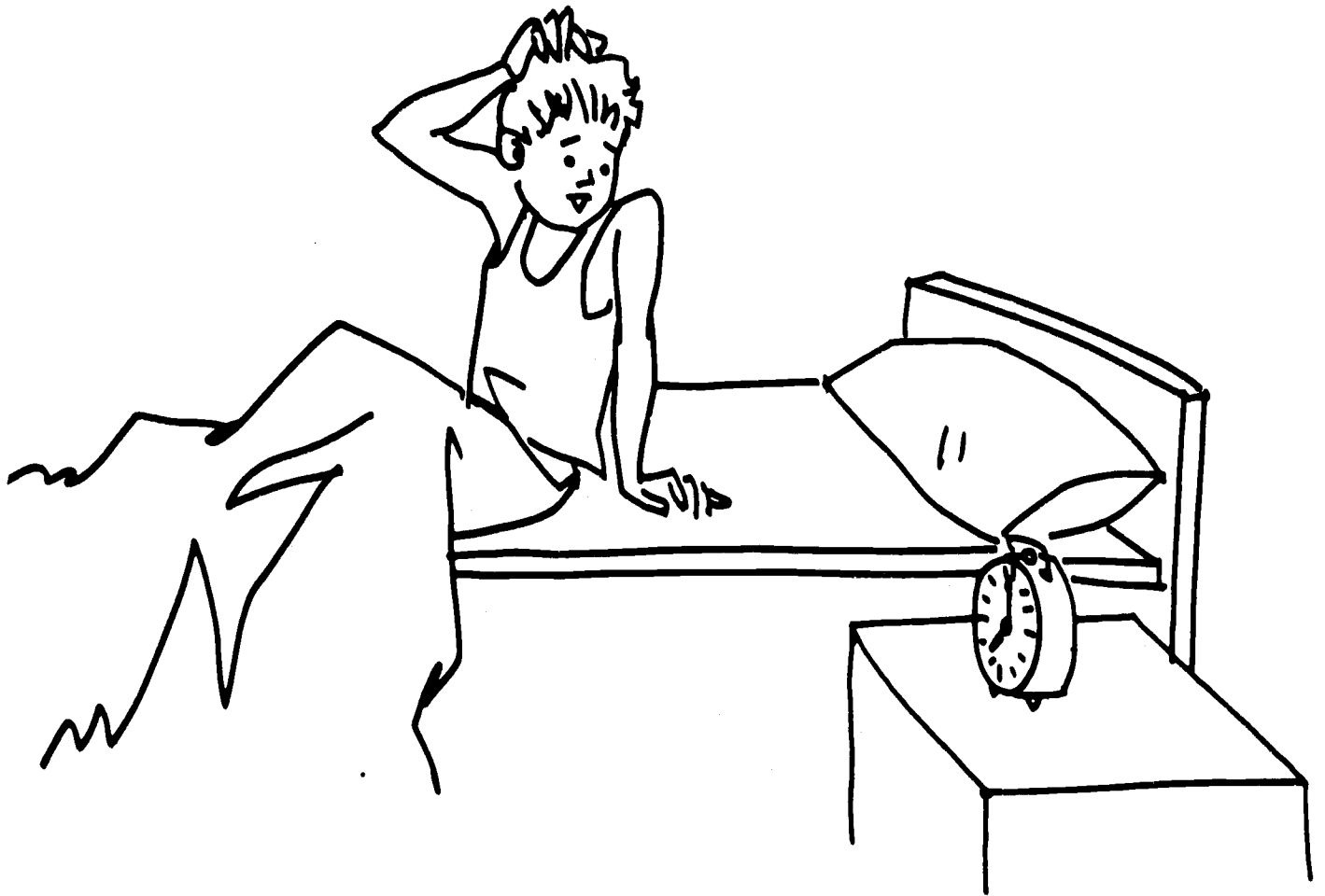
### SKILL ANALYSIS :

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Date :   |  |  |  |  |  |  |  |
| 1. Identifies day and night.                   |  |  |  |  |  |  |  |
| 2. Identifies morning and evening.             |  |  |  |  |  |  |  |
| 3. Identifies a watch.                         |  |  |  |  |  |  |  |
| 4. Understands that watch is used to see time. |  |  |  |  |  |  |  |

### SKILL TRAINING :

TRAINING AREA : Have a conversation with the trainee on different activities of the day-getting up in the morning, brushing, toileting, bathing, taking breakfast, going to school, lunch, play time, tea time, dinner, going to bed. Associate the time of these activities to night, day, morning, noon, evening. As a next step introduce the different types of clocks/time pieces/watches which are used to see time.

HOME: Show him the clock at home. Tell him to find out the family members who have watches. Explain to him that the watch is used to see time to do different activities. Let the alarm wake him up every morning at a particular time.



**COMMUNITY:** When you visit other places, show him the clock kept in shops/school/houses. Show him how people how they wear watches to see time, to go to office and change the activities as per time.

**MATERIALS:** Pictures of daily activities, watches/clocks.

# **APPENDIX**

# CHECK LIST FOR PRE-PRIMARY LEVEL

| Name of the child : S.L  | Entry Level | Formative Level |   |   |   | Summative Level | Remarks |
|--|-------------|-----------------|---|---|---|-----------------|---------|
| Date of Birth : 10.1.83  |             | 1               | 2 | 3 | 4 |                 |         |
| Date:  | 15.9.88     | 15.9.88         |   |   |   |                 |         |
| I. MOTOR SKILLS:   |             |                 |   |   |   |                 |         |
| 1. Reaches for objects held 3 inches in front.                 | I           | I               |   |   |   |                 |         |
| 2. Holds head erect in a sitting position.                     | I           | I               |   |   |   |                 |         |
| 3. Sits without support  | I           | I               |   |   |   |                 |         |
| 4. Crawls in a room to obtain an object.                       | I           | I               |   |   |   |                 |         |
| 5. Retains two, one inch cubes in one hand.                    | I           | I               |   |   |   |                 |         |
| 6. Uses thumb and index finger to pick up objects.             | I           | I               |   |   |   |                 |         |
| 7. Claps hands.  | I           | I               |   |   |   |                 |         |
| 8. Stands unsupported.   | I           | I               |   |   |   |                 |         |
| 9. Puts small objects in a container.                          | I           | I               |   |   |   |                 |         |
| 10. Lowers/self from standing to sitting position.             | I           | I               |   |   |   |                 |         |
| 11. Moves from sitting to standing position.                   | I           | I               |   |   |   |                 |         |
| 12. Walks independently.                                       | I           | I               |   |   |   |                 |         |
| 13. Lowers himself to a squat position and returns to standing | C           | I               |   |   |   |                 |         |
| 14. Strings large beads.                                       | PP          | VP              |   |   |   |                 |         |

| CHECK LIST FOR                                      |  |  |  | Entry Level |    |   |   | Formative Level |  |  |  | Summative Level | Remarks |
|---|--|--|--|-------------|----|---|---|-----------------|--|--|--|-----------------|---------|
|   |  |  |  | Level       | 1  | 2 | 3 | 4               |  |  |  |                 |         |
| Date:   |  |  |  |             |    |   |   |                 |  |  |  |                 |         |
| 15. Puts together 3 pieces of an object.            |  |  |  | PP          | PP |   |   |                 |  |  |  |                 |         |
| 16. Runs.   |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 17. Climbs up and down with help.                   |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 18. Walks upstairs and downstairs alternating feet. |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 19. Traces outline of objects.                      |  |  |  | VP          | VP |   |   |                 |  |  |  |                 |         |
| 20. Cuts with scissors.                             |  |  |  | PP          | VP |   |   |                 |  |  |  |                 |         |
| II. SELF-CARE SKILLS:                               |  |  |  |             |    |   |   |                 |  |  |  |                 |         |
| 1. Chews and swallows solid food.                   |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 2. Feeds self with fingers if mixed and given.      |  |  |  | VP          | VP |   |   |                 |  |  |  |                 |         |
| 3. Holds and drinks from cup/tumbler.               |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 4. Sits on potty toilet.                            |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 5. Takes off clothes when unbuttoned.               |  |  |  | VP          | C  |   |   |                 |  |  |  |                 |         |
| 6. Indicates need to go to the toilet.              |  |  |  | I           | I  |   |   |                 |  |  |  |                 |         |
| 7. Puts on slippers.                                |  |  |  | VP          | I  |   |   |                 |  |  |  |                 |         |
| 8. Pours from small pitcher into glass.             |  |  |  | PP          | VP |   |   |                 |  |  |  |                 |         |
| 9. Unbuttons clothing.                              |  |  |  | TD          | PP |   |   |                 |  |  |  |                 |         |

| Entry Level   | Formative Level |    |   |   | Summative Level | Remarks |
|---|-----------------|----|---|---|-----------------|---------|
|   | 1               | 2  | 3 | 4 |                 |         |
| Date: 15.9.88   |                 |    |   |   |                 |         |
| 10. Puts on shirt/frock except buttoning.                     | TD              | VP |   |   |                 |         |
| 11. Feeds self-entire meal.                                   | VP              | C  |   |   |                 |         |
| 12. Buttons own clothing.                                     | TD              | PP |   |   |                 |         |
| 13. Washes hands and face.                                    | PP              | C  |   |   |                 |         |
| 14. Blows nose with a hanky.                                  | TD              | PP |   |   |                 |         |
| 15. Brushes teeth.  | PP              | C  |   |   |                 |         |
| 16. Uses toilet independently.                                | PP              | VP |   |   |                 |         |
| 17. Combs hair.   | PP              | C  |   |   |                 |         |
| 18. Makes a knot.   | TD              | TD |   |   |                 |         |
| 19. Avoids dangers such as obstacles while walking, fire etc. | VP/C            | C  |   |   |                 |         |
| 20. Goes to the neighbouring house and comes back.            | I               | I  |   |   |                 |         |
| III. COMMUNICATION SKILLS:                                    |                 |    |   |   |                 |         |
| 1. Responds to the sounds.                                    | I               | I  |   |   |                 |         |
| 2. Responds to gestures with gestures.                        | I               | I  |   |   |                 |         |
| 3. Carries out simple instructions.                           | I               | I  |   |   |                 |         |
| 4. Uses "Yes" or "No" with appropriate nodding of head.       | VP              | I  |   |   |                 |         |
| 5. Responds to simple questions.                              | VP              | I  |   |   |                 |         |



|   | Entry Level | Formative Level |   |   |   | Summative Level | Remarks |
|---|-------------|-----------------|---|---|---|-----------------|---------|
|   |             | 1               | 2 | 3 | 4 |                 |         |
| Date:   | 15.9.88     | 15.12.88        |   |   |   |                 |         |
| 6. Points to 3 body parts self.                                       | VP          | I               |   |   |   |                 |         |
| 7. Points to familiar objects.  | VP          | C               |   |   |   |                 |         |
| 8. Uses single word meaningfully.                                     | I           | I               |   |   |   |                 |         |
| 9. Says own name.   | TD          | VP              |   |   |   |                 |         |
| 10. Uses appropriate word for toileting.                              | TD          | TD              |   |   |   |                 |         |
| 11. Tells the names of 3 belongings.                                  | TD          | TD              |   |   |   |                 |         |
| 12. Says the names of 5 common objects.                               | TD          | TD              |   |   |   |                 |         |
| 13. Combines use of words and gestures to make wants known.           | VP          | VP              |   |   |   |                 |         |
| 14. Names 10 actions of people by using verbs.                        | TD          | TD              |   |   |   |                 |         |
| 15. Indicates for some food items such as water, rice, milk.          | I           | I               |   |   |   |                 |         |
| 16. Combines noun and verb in two word phrases.                       | TD          | TD              |   |   |   |                 |         |
| 17. Responds to the question "what is this?"                          | VP          | VP              |   |   |   |                 |         |
| 18. Points to picture of 10 common objects when described by its use. | PP/VP       | PP/VP           |   |   |   |                 |         |
| 19. Tells/identifies sex when asked                                   | I           | I               |   |   |   |                 |         |
| 20. Asks questions "what is this (that)?"                             | VP          | VP              |   |   |   |                 |         |

|   | Entry Level | Formative Level |   |   |   | Summative Level | Remarks |
|---|-------------|-----------------|---|---|---|-----------------|---------|
|   |             | 1               | 2 | 3 | 4 |                 |         |
| Date:   | 15.9.86     | 15.12.86        |   |   |   |                 |         |
| SOCIAL SKILLS:  |             |                 |   |   |   |                 |         |
| 1. Watches a person moving directly in line of vision.        | I           | I               |   |   |   |                 |         |
| 2. Reaches/goes to the familiar person.                       | I           | I               |   |   |   |                 |         |
| 3. Responds to smile/laughter with similar behaviour.         | I           | I               |   |   |   |                 |         |
| 4. Responds to own name.                                      | I           | I               |   |   |   |                 |         |
| 5. Plays with one other child each doing separate activity.   | VP          | VP              |   |   |   |                 |         |
| 6. Takes part in a game with another child.                   | VP          | VP              |   |   |   |                 |         |
| 7. Actively explores his environment.                         | I           | I               |   |   |   |                 |         |
| 8. Pulls at another person to show him an object.             | I           | I               |   |   |   |                 |         |
| 9. Waits for needs to be met.                                 | VP          | VP              |   |   |   |                 |         |
| 10. Shares object or food when requested, with another child. | TD          | TD              |   |   |   |                 |         |
| 11. Greets others.  | PP/VP       | VP              |   |   |   |                 |         |
| 12. Makes a choice when asked (favourite toy/food/dress).     | VP          | I               |   |   |   |                 |         |
| 13. Cooperates with parental request (75% of the time).       | VP/C        | C               |   |   |   |                 |         |



| No. of skills achieved  |  |  |  | Entry Level | Formative Level |   |   |   | Summative Level | Remarks |
|---|--|--|--|-------------|-----------------|---|---|---|-----------------|---------|
|   |  |  |  |             | 1               | 2 | 3 | 4 |                 |         |
| Date:   |  |  |  |             |                 |   |   |   |                 |         |
| 11. Matches 1 to 1.   |  |  |  | TD          | I               |   |   |   |                 |         |
| 12. Puts together 4 parts of a toy/object.                                |  |  |  | TD          | PP              |   |   |   |                 |         |
| 13. Points to long and short  |  |  |  | TD          | TD              |   |   |   |                 |         |
| 14. Tells which objects go together (ex: lock and key, paper and pencil). |  |  |  | TD          | TD              |   |   |   |                 |         |
| 15. Counts 1 to 10.   |  |  |  | TD          | PP              |   |   |   |                 |         |
| 16. Copies a square   |  |  |  | TD          | TD              |   |   |   |                 |         |
| 17. Identifies/names 3 colours.   |  |  |  | TD          | VP              |   |   |   |                 |         |
| 18. Identifies/names 3 shapes.  |  |  |  | TD          | TD              |   |   |   |                 |         |
| 19. Aware that money can buy things.                                      |  |  |  | TD          | I               |   |   |   |                 |         |
| 20. Associates time with watch.   |  |  |  | TD          | VP              |   |   |   |                 |         |
| Total   |  |  |  |             |                 |   |   |   |                 |         |

| Sl.No. | Areas                | No. of Skills | No. of skills achieved |                   |   |   | Summative Level | Remarks |
|--------|----------------------|---------------|------------------------|-------------------|---|---|-----------------|---------|
|        |                      |               | Entry Level            | Formative Level 1 | 2 | 3 | 4               |         |
|        |                      |               | Date: 15.9.88          | 15.12.87          |   |   |                 |         |
| 1.     | Motor skills.        | 20            | 15                     | 16                |   |   |                 |         |
| 2.     | Self-Care skills     | 20            | 5                      | 6                 |   |   |                 |         |
| 3.     | Communication skills | 20            | 6                      | 9                 |   |   |                 |         |
| 4.     | Social skills        | 20            | 7                      | 9                 |   |   |                 |         |
| 5.     | Pre-Academic skills  | 20            | 0                      | 6                 |   |   |                 |         |
|        | Total                | 100           | 33                     | 46                |   |   |                 |         |

The Pre-Primary Level Mentally Retarded Children are expected to achieve 80% of the above skills for promotion to the primary level Group.