

*We dedicate this book
with love and respect
to children with
multiple disabilities and
their families
in India.*

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PREFACE

Dr. Bhushan Punani

We are delighted to be writing Preface to this very important and practical Publication. As rehabilitation professionals in the field, we have been decrying the lacuna in material for care givers and parents. For too long, our field has consisted of good publications dealing with rehabilitation theory and progress, principles of rehabilitation and many learned subjects which sometime mystify the reader more than providing a remedy. The field of multiple disabilities has been seen as being highly complex, requiring institutionalisation and intensive care. It is now that planners and parents alike have realised that children with multiple disabilities can be taught needed and meaningful skills through a careful skill-transfer process. The missing link has been a publication which is user-friendly to parents, which is simple, does not use technical jargons and which can be easily understood. With the arrival of Disability Act and the recognition of the needs of the right of persons with disabilities and their parents, it is essential that parents and care givers are recognized for their contribution in the development of people with disabilities. Parents and care givers have been partners in progress and every rehabilitation programme is in complete and inadequate with their meaningful support and cooperation. We are proud that due to a triangular partnership of a national institute, an International NGO and a national NGO, this publication has seen the light of day. The Hilton Perkins International Programme is to be commented for their rural in highlighting the problems of persons with multiple disabilities in India and helping India who have a cadre of trained personnel through the educational leadership programme. It was the Hilton Perkins International Programme who sent Charlotte Cushman a sensitive and intuitive Educator who helped to train several Educators in India and change the mindset of rehabilitation agencies. The National Institute for the Visually Handicapped, Dehradun deserves kudos and credit for taking upon themselves the responsibility of funding such a valuable publication. Dr. S.R. Shukla, Director, NIVH deserves to be complemented for enabling Blind People's Association to organise a core group of Educators who developed this Manual.

This is the first step for developing culturally appropriate reference material of institutional standard. Based on feedback and responses of the users of the Manual, BPA would like to revise, update and reprint the same on regular intervals. It would also like to publish it in Hindi and other regional languages depending upon the availability of funds and extent of demand.

I am confident hard work of Charlotte, Jasmine, Nandini, Vimal, Dr. Shukla, Director, NIVH would go a long way in promoting services for the persons with multiple disabilities.

General Introduction

Marianne Riggio, Beroz Vacha, Anusoya Sharma

Welcome to *Learning through Doing*. We hope that no matter whether you are a parent of a child with multiple disabilities, a CBR worker or anyone else who plays a significant role in the life of a child, that you will find this manual a helpful resource to you.

Children with Multiple Disabilities: The population of children who are visually impaired is very diverse. They encompass a wide span of ages and abilities. As a sample we may imagine any of the following children:

- ❖ A four year old child who was very prematurely born. He has retinopathy of prematurity (ROP) and has mental retardation and a weakened right side of his body due to prenatal brain hemorrhages. He also has a mild, high frequency hearing loss. He is learning to walk holding onto furniture, but hasn't learned to speak.
- ❖ An eleven year old boy who was born with congenital rubella syndrome. He has a profound hearing loss and has congenital cataracts. He also has a heart defect, but he is very active. He climbs to reach for any source of light in his home. He loves swinging but does not socially interact with other people. He communicates by bringing a person who is known to him over to show them what he wants.
- ❖ A sixteen year old girl with low vision because of glaucoma. She has moderate mental retardation. She can read simple sentences about familiar topics. She is quite shy around adults. She will respond when asked a question, but she will seldom initiate conversation. She can help with routine household tasks.
- ❖ This is just a sample, to give you a few images of the children who are the subjects of this book. The population of children with visual and multiple disabilities includes children who are blind or visually impaired and may have any of the following additional challenges:
 - Varying degrees of mental retardation
 - Physical Disabilities including cerebral palsy, partial paralysis, delayed motor development, etc.
 - Varying types and Degrees of Learning Disabilities
 - Deafness or hearing loss
 - Emotional Disorders
 - Neurological Impairments such as sensory integration difficulties
 - Communication disorders

Just as every child is unique, so too is every child with multiple disabilities. However, there are some things that every person who is significantly visually impaired has in common.

Impact of Vision Loss and additional disabilities : A great many people have studied the impact of a visual impairment on learning. I have read estimates ranging from 75-90% of all conceptual learning comes through the visual sense. Children with intact sight and hearing, from the moment they are born are observing, overhearing and interacting with the world that surrounds them. A young infant who is sitting in his high chair, watching his mother prepare rice each day is learning many valuable concepts. She sees her go to cabinet where the pots are kept, get the pot, fill it with water, place it on the stove, turn the stove on, go to the bin of rice, open it, scoop the rice and add it to the water. Then when it is cooked, she sees her get the bowls, scoop the rice into the bowl and bring it to the table.

Without moving from this spot and without his mother having to speak to him, he is developing object permanence skills (i.e., he is learning that the rice exists even if it is not visible to him) he is building sequential memory. (I.e., he is starting to remember the order of each of the steps that go into making the rice). He is learning that those hard grains become the soft food that he eats and many other skills.

Gradually, as this young child becomes a toddler, her mother will come to find him in the kitchen, attempting to prepare rice by himself. He may at first make a big mess, but he will be attempting to imitate what she has seen her mother do every day. People will think it is cute or mischievous, but seldom will anyone think of this as a remarkable achievement. They will think that is it just how children play!

Selma Freiberg, a noted psychologist who studied the development of children who are blind referred to their world as one of magic. Objects appear and disappear without the child knowing where it came from.

Imagine the child who is blind and has multiple disabilities who is sitting in his high chair as his mother prepares rice. He may hear his mother rustling about in the kitchen. However, if he is unable to understand his mothers language as she speaks with him about what she is doing, he may not know that she has prepared rice until she places a spoon of rice into his mouth. He has not had the opportunity to watch her go through all of the steps as did his sighted friend.

For the child who is blind and has difficulties cognitively processing of information because they live in somewhat of a magical world, this doesn't happen without being carefully and thoughtfully taught.

Throughout this manual you will learn ways to interact with your child in a way that will help not only in building their understanding of the world that surrounds them but also to make them feel that they are contributing members of their families; that they have friends; and that they have something to offer other people.

Effect of blindness on early attachment and bonding: Many people once believed that the newborn child cannot see. We have since learned that yes; there are some visual skills that the child has yet to develop at birth, but that indeed the newborn infant sees. However, everything in front of him in this new world has yet to have meaning

Isolation : The child who is severely visually impaired and has additional disabilities often perceives the world as a place that is unsafe for him to move about. He may fall, he may encounter objects that inflict harm upon him.

Likewise, the world can become a place where people do not let him know who they are, but merely take him by the arm, not telling him where they are going. This is why many children become very withdrawn and would prefer to stay alone and rock on the floor or to "flick" a small object in front of their eye. This is safe and they are in control.

For the child who is deafblind, he has very little opportunity to piece together what is happening by using his senses of vision and hearing, so the isolating effects are even much more dramatic.

Because of the child's sense of isolation we may also see some behaviors that are either self injurious or aggressive to others. He may have no other way of saying "I don't know what I am suppose to do." -or- "I really want to be with my mother right now, but I don't know where she is." There are some simple ways that we can help a child to feel more relaxed and secure.

Helping your child learn and grow: The child who is visually impaired or blind and has additional disabilities, or who may be deafblind can learn. However all of the people who interact with him must think carefully about how they can create a safe and trustful environment for him. An environment where he will feel that he can take initiative to reach out to his physical and social surroundings. A place where he can feel competent.

There are several ways to ensure that your child will develop these feelings of competence, mastery and self esteem.

Developing routines. In our lives, we all need to anticipate to some degree the events that will happen in our day. If we were to wake up in the morning and not know whether we were going to work, to the hospital or to a party, we would feel very uneasy. So, it is very important that we think about ways to help the child to know what will be happening. We may use objects that represent an activity (e.g., a towel to represent bathing, a spoon to represent mealtime).

We can organize major activities of the day by using objects, pictures and words. But, we can also use simple touch cues that help the child identify who we are (e.g., maybe have the child touch your hair or a piece of jewelry that you always wear as your way of greeting him). Remember always to use means of communication that are understandable to the child.

Always share in activities: Children with multiple disabilities often do not understand that we all do the same things. For example, a young child who watches her mother brush her own hair begins to identify with her, because she too brushes her hair. In order for the child who is visually impaired to understand this concept, it is important to share in these routine activities. You may each take turns brushing one another's hair.

This can easily be repeated in many activities such as eating, putting on clothes, shoes, etc. Showing a child what you are doing and that he can do the same will become a very motivating activity for him.

Use hand under hand technique to guide a child. Often, we think that by manipulating the hand of the child that we can show her how to do a task. Again, we must think about the sighted child who is able to observe with her eyes the properties of an object or learn a skill. Remember that the child's hands are his eyes. If we hold them tight, we are cutting her off from "seeing" the world.

So, to show something to a child, or to demonstrate how to perform a task, it is important to invite the child to join you by placing your hands under his and carefully share with him what you are doing.

For the child who is deafblind, it is critical to remember not to force a child's hand into the shape of the sign, but to allow his hands to rest on yours as you sign to him. After he has experienced these tactile signs over a long period of time (just as a hearing child hears thousands and thousands of words before he is able to speak) he will then begin to use them to share his thoughts with you.

Invite full participation in tasks. As we have seen in the example of the child who is in the high chair, watching his mother prepare rice. We can see how important it is for the child who is multihandicapped or deafblind to fully participate in the task in order for him to gain the same knowledge as the child who can see. So, one of the simple things you can do is to merely, keep your child near you as much as you can, as you go about your routine daily tasks. Physically show him what you are doing, and communicate with him in ways that he can understand.

Allow your child to make choices. We all make many choices in our daily life-what we will wear, what we will eat, etc. Often children with multiple disabilities are not allowed to make choices. They are "told" what to do. It is important in the child's development of self esteem and communication that he be allowed to make choices. This builds his sense of individuality as well as his desire to initiate conversation and other interactions.

Take time for conversations. Most people enjoy conversing with family members and friends about topics that we find interesting. Likewise, it is important that we also allow the child with multiple disabilities to engage in dialogues with others about those topics that are interesting to him. These conversations may not have words, but they involve turn-taking in a pleasurable exchange with another person. It can be as simple as playing a tapping game where you repeat the rhythm of what the child taps on the table or looking closely at a shiny object that the child enjoys.

Enjoy and have fun with your child. Always take time to play with your child in any way that is fun. Learning can be fun. It all depends upon how we think about our children. If we think of them only as a combination of many disabilities and that our work is to somehow rehabilitate them, then chances are that neither of you will have fun. However, if you think of your child as a child first, and someone who just perceives the world a little differently you will be able to relax and enjoy helping him learn.

We hope that the information that follows will provide you with many creative ideas as well as comfort in your interactions with the children that you know and care about.

General Guidelines

- ◆ Accept the child as she is and treat her with dignity and respect.
- ◆ Encourage every attempt of the child. Do not laugh at her or scold her if she is trying her best.
- ◆ Show appreciation of her efforts through praise and reinforcement.
- ◆ Give her time to make choices and decisions for herself.
- ◆ Do not hurry her or force your decision on her.
- ◆ Encourage the child to take turns when interacting. Remember too that the caregiver or parent should take turns and wait patiently for the child to finish what she is trying to do or communicate.
- ◆ Use a multi-sensory approach that includes visual, auditory, and tactile modes, as well as smell and taste, when possible.
- ◆ Use a total communication approach that includes speech, signs, gestures, objects, touch, pictures, print, and Braille, communication boards.
- ◆ Identify each child's interest and begin interacting and teaching through those activities.
- ◆ Make sure the child is comfortable in the environment before starting a task. Proper positioning is an essential starting point to be sure that a child is ready to learn. This is necessary for all children, but especially important for children with cerebral palsy and motor difficulties.
- ◆ Teach in the natural setting using real materials from the environment.
- ◆ Encourage the child to explore the materials and environment around her. Make the environment safe so that she will feel free to reach out and discover.
- ◆ If Hearing aid is prescribed make sure the child uses it

Social Skills

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Social Skills

Introduction

Social skills are one of the first steps towards independent living. Enhancement of communications skills, motor skills and personal skills occurs through socialization. Social skills can be taught to the child throughout the day through all activities. Games, toys, recreation and throughout leisure activities are some of the suitable media through which social skills can be taught.

For the smooth integration of a child with a disability in the community, social competency is absolutely essential. It is generally observed that such children are not easily accepted because of certain mannerisms or problem behaviours they exhibit. Imparting social skills helps to reduce these problems. In fact, often such behaviours occur because the child is not provided with suitable activities or the people around him do not understand him. Behaviors can thus be one form of communicating needs. It is, thus, very important to be observant of the child's expressions and to help him to use suitable words and gestures for making himself understood.

Social skills are assumed here as necessary competencies to develop in the person with disabilities in order to live independently in his environment. Social skills are necessary at all stages of life, from babies through elders. The activities are arranged in developmental sequence (that is, from most basic to more complex) so that the parent and caregiver can decide what the priorities are for a child at a given time.

A list of suggested recreational activities are included in this section, but the list is not exhaustive. The user is encouraged to add other activities, according to individual preferences and circumstances, to encourage the child to participate in social and recreational activities.

Social Skills Checklist

- Responds to interaction (social smile)
- Extends hands when lifted
- Turns head or stops when called
- Looks at, listens to, plays with toys or objects hung above the cradle or bed
- Reaches for sound-producing toys
- Manipulates toys or any preferred object
- Indicates desire to continue when rocking routine with caregiver is interrupted
- Wears bangles and anklets and moves his arms or legs to produce sound
- Engages in physical rhythmic activities along with rhyme when done by the adults, such as finger play (e.g. "This Little Piggy") or songs with movements
- Plays "peek a- boo" by removing cloth from the face of adults or siblings. Take turns by having child "hide" under cloth
- Finds hidden objects when hidden in front of him (using a sound-producing toy if child is blind)
- Differentiates familiar people from strangers
- Chooses among toys or activities when options are given
- Explores his choices on his own
- Explores immediate environment
- Explores within home
- Participates in outings (to the market, place of worship, the fields, a friend or relative's house)
- Expresses needs which are understood by familiar people (may not be through words)
- Follows simple commands, such as "come", "go", "yes", "no", "bye"
- Imitates sounds (reciprocal vocal play)
- Imitates gestures or actions
- Uses single word expressions
 - To address familiar people
 - To request desired items
 - To respond to simple questions (e.g. "Do you want...?")
- Expresses emotions, such as anger, happiness, sadness, and distress.
- Expressions will vary from child to child.)
- Differentiates between sounds related to basic needs, such as spoon, plate, mother's voice, familiar household sounds
- Carries out simple instructions
- Expresses needs in two words/gestures
- Plays alone with toys
- Plays with other children
- Takes turns with others
- Says/gestures greetings, such as "Hello", "Bye-bye", "Namaste"

Social Skills

- Locates people and places within the house, such as where parents are or where sleeping area is
- Locates places and certain items within the home
- Participates in outings
- Expresses enjoyment when taken out
- Demonstrates awareness of privacy for toileting, bathing and changing clothes
- Interacts with peer group in the neighborhood
- Shows awareness of personal belongings and differentiates between "mine" and "yours"
- Exhibits acceptable behavior
- Locates places in familiar environments outside the home, such as school or relative's house
- Relates activities to time of the day
- Differentiates between male and female
- Uses correct pronoun for male /female
- Uses correct forms of respect and social greeting
- Uses suitable postures in various situations, e.g. place of worship/home/leisure/restaurant
- Listens quietly to stories or poems
- Retells simple story or poem
- Demonstrates appropriate mealtime manners, such as passing and serving food
- Expresses likes and dislikes appropriately
- Moves independently in immediate neighborhood
- Plays games with rules and follows the rules
- Selects appropriate dress for the occasion
- Exhibits acceptable reactions and participates appropriately in social gatherings, such as party, marriage, death, illness
- Expresses individual choices in eating, dressing, leisure time activity
- Responds to the moods of others, such as anger, sadness, happiness
- Demonstrates awareness of obstacles and avoids them
- Uses appropriate greetings and gestures, such as "Happy Birthday", "Thank you", and "Sorry"
- Observes acceptable social manners with opposite sex
- Maintains conversation in a group and observes good manners (talks with peer group, elders, teachers)
- Makes decisions about work, recreation, leisure
- Makes choices for vocational activities

Activities for Social Skills

1. Responding to Interaction
2. Responding to Sound, Light, Touch and Movement
3. Visual Attention
4. Requesting More
5. Imitation of Body Movements
6. Greeting Others
7. Expressing Needs
8. Vocal Play
9. Turn Taking
10. Using Single Words
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17. Developing and Awareness of Personal Belonging
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19. Personal Information
20. Using Suitable Behavior in Various Situations
21. Dressing Appropriately to the Occasion
22. Observing Acceptable Social Manners with Members of the Opposite Sex



Many of the activities in this section overlap with other sections, especially in the area of communication. Learning how to express oneself and to understand others is indeed one of the keys to development and, thus, these skills are woven throughout this manual. It is hoped that the caregiver or parent will recognize the common foundation of many of the skills included here and work to integrate the development of effective communication skills into the child's natural routine.

Social Skills

Activity 1: Responding to Interaction

- ❖ Hold the child in your arms or place him on your lap, so that both of you are comfortable.
- ❖ Establish eye contact with him. Encourage him to turn toward your face by making sounds or calling his name.
- ❖ Imitate the sounds he is making. Talk to him and when he tries to respond, repeat the sound he makes.
- ❖ Allow his peers or siblings to talk to him and get a response.
- ❖ Tickle him on the palm of his hand, feet, and stomach to make him smile. Note that some children do not like soft touches. Observe your child to see whether or not he enjoys being tickled.



Mother holding a child and putting the child's palm on her cheek.

Adaptations:

- For children who are deaf, help the child to feel the vibration on the throat and cheek when you speak or hum.
- If a child is totally blind, it is still important to sit close to him and interact through sounds and touch, even if he is unable to make eye contact.
- Use squeeze toys or sound-producing toys. Use brightly colored toys if the child has some vision.
- If the child enjoys light touch, tickle him with different textures, such as feathers and various types of cloth.

General Guidelines:

- ✓ The child's face should be facing the mother's face. Even if the child cannot see the mother, he can feel her face and her breath and hear her voice.

Activity 2: Responds to Sound, Light, Touch, Movement

- ❖ Call out the name of the child.
- ❖ Use toys or bells or cooking pots to make sounds.
- ❖ Encourage the child to turn towards or reach towards the sound.
- ❖ Bring the sound maker in close to the child and allow her to touch and play with it. Slowly move it away from her while encouraging her to reach out and find it.
- ❖ Slowly move the sound maker to the left and then to the right. Move it above her head and below her head, each time encouraging her to reach for it.
- ❖ This activity can also be done with lights or bright colored toys and objects.
- ❖ Cover the child in a familiar cloth with a distinct texture.
- ❖ Hold the child in your lap while rocking gently in a rhythmic manner.
- ❖ Place the child in the cradle and rock it gently.

Materials:

- Soft toys, such as rattles, squeezers, etc.
- Lights (torch) and brightly colored toys
- Cloth with a distinct texture to cover the child



Mother shaking rattle near child's head

Adaptations:

- If the child has some vision, use lights and colorful toys.
- If the child has some vision, use a colorful cloth when covering her.

General Guidelines:

- ✓ Use the same cloth to familiarize the child with the texture.
- ✓ Rock the child in a gentle, rhythmic fashion while singing a soft lullaby so as not to startle or frighten her.

Social Skills

Activity 3: Visual Attention

- ❖ Bring yourself to the front of the child and encourage her to make eye contact. Call her name to attract her attention.
- ❖ Hold a colorful object or light and bring it into the child's field of vision. Be careful not to shine a bright light directly into the child's eye as this may be painful to the child.
- ❖ Slowly move the light or colorful object to the side and encourage the child to watch it as you move it.
- ❖ Stop the movement of the object in front of your face and call out the child's name.

Materials:

- Colorful object or light



Father shining a small torch (flashlight) towards the girl's face

Adaptations:

- If the child has difficulty turning her head, gently help her turn her head towards your face to encourage her to make eye contact.
- Use sound producing toys to attract the child.

General Guidelines:

- ✓ Begin by using a torch in a darkened room and encourage the child to follow it with her eyes.
- ✓ This activity will help the child learn how to track (follow people and objects with her eyes) and ultimately to fix her gaze on the face of the parent or caregiver.
- ✓ At mealtime encourage the child to watch the spoon or cup and track it with her eyes. Stopping the object in front of your face will encourage the child to look at you.

Activity 4: Requesting More

- ❖ Identify a rhythmic movement or activity that the child enjoys, such as rocking, clapping, swinging, jumping.
- ❖ Slowly follow a rhythmic pattern with the child, such as rocking, while holding the child and counting to yourself from 1 - 10.
- ❖ Pause without saying anything and observe the child to see if he indicates any desire to continue the activity. He may vocalize or attempt to rock or change his breathing or facial expression in some way to let you know that he would like more. Allow plenty of time for the child to react.
- ❖ Say, "Oh, you want more!" and continue the activity for another period of time. Pause and repeat.
- ❖ Other activities may include dancing, singing, blowing on parts of the body or anything that the child enjoys.
- ❖ Select age appropriate items for older persons



Mother sitting on the floor holding small child on her lap and rocking.

General Guidelines:

- ✓ Respect the child's wish when he would like more or when he is finished.
- ✓ Provide the child with choices throughout the day during the natural routine. Offer the child choices in what to wear, what to eat, what to play with, etc.
- ✓ Allow the child plenty of time to respond. Remember that even when children do not respond immediately, they may still be thinking and processing what is happening or what has been said.
- ✓ Observe the child carefully to note how he communicates. There are many ways to communicate besides speaking!

Activity 5 *Imitation of Body Movements*

- ❖ Begin by imitating the child's movements or sounds. For example, if the child pats her knees, you pat your knees too. Gradually introduce small changes in the rhythm or sound and encourage the child to imitate you.
- ❖ Clap the child's hand and encourage her to pat yours.
- ❖ Take the child's hand and pat it on your own lips while making a simple sound (such as "ba, ba, ba"). Help the child to bring her hand to her lips and make the same sound..
- ❖ This activity can be structured like a conversation where you both take turns making simple movements and sounds and imitating each other.



Mother sitting in front of the child bringing child's hand to her lips

General Guidelines:

- ✓ Expand the activity by introducing new movements or gestures, such as waving, touching your nose, etc.

Activity 6: Greeting Others

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Greet the child every morning when you first see him.
- ❖ Help him to bring his hands together in the gesture of "Namaste".
- ❖ Encourage the child to say and gesture "Namaste" to greet you and others he meets throughout the day, as appropriate.
- ❖ Wave "Bye-Bye" to the child when you leave and encourage him to do the same.
- ❖ If the child is able to see, and/or lip-read allow him to practice bringing his hands together to say "Namaste" while looking at his and your reflection in the mirror.



Child facing adult, both with hands together saying "Namaste".

Adaptations:

- If the child is blind, help him to feel your hands making the gesture of "Namaste" as you greet him and others.

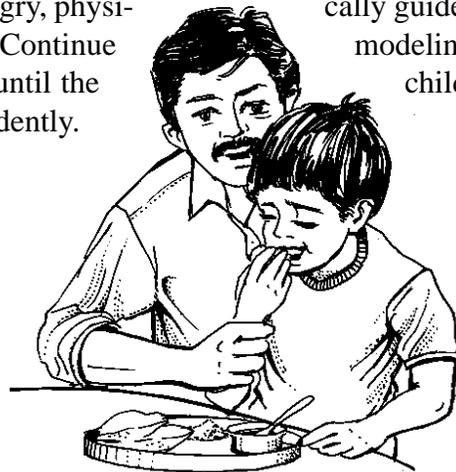
General Guidelines:

- ✓ Be sure to greet the child each day and tell him when you are entering the room or leaving.
- ✓ Encourage him to greet others and others to greet him, as would be expected for other children of his age.

Activity 7: Expressing Needs

- ❖ Observe the child and note how he is communicating basic needs, such as the desire to eat or drink, sleep or use the toilet.
- ❖ Respond immediately to these attempts to communicate so as to strengthen the child's expressive abilities.
- ❖ Help the child to build upon ways that he is already communicating by introducing gestures or objects, as well as words, to indicate what he would like. For example, if he needs to use the toilet, condition him to touch his pants or if he is hungry, show him how to touch his lips to indicate what he wants. Before taking him to the toilet, physically guide him to touch his pants, or when he is hungry, physically guide him to touch his lips before he eats. Continue these words, gestures, and signs until the child is able to express his needs independently.

Adult guiding child's hand to touch his own (child's) lips. The plate of food is next to them on the table.



Adaptations:

- Show the child the objects that are associated with each activity before the activity, such as spoon or dish for eating, cup for drinking, etc. If the child does not speak or sign, encourage him to touch the cup and to pick it up to indicate that he would like something to drink.

General Guidelines:

- ✓ All behavior is communication and it is important to remember that children have ways they communicate, even if they do not yet speak. Observe your child carefully to see how he is already letting you know what he needs or wants. He may be using a combination of sounds or vocalizations, crying, laughing, smiling, reaching, pointing, picking up or throwing objects or more formal types of communication, such as speaking or using sign language.
- ✓ It is important to speak to the child and provide him with verbal models or signs, even if he is not yet speaking. Label the child's attempts to communicate with formal sign or speech. For example, at mealtime, after guiding the child's hands to touch his lips, say, "Eat. It's time to eat."
- ✓ Reinforce the child's attempts to communicate by responding quickly.

Activity 8: Vocal Play

- ❖ While playing with the child, imitate the sounds he makes. For example, if he says "Ba, ba, ba" or hums or clicks his tongue, repeat these sounds.
- ❖ Encourage this activity throughout the day. The child may be especially vocal at certain times of the day and it is important to take advantage of the moments when the child is most interested in vocalizing.
- ❖ The child may enjoy making sounds inside buckets, tubs, or items that produce an echo.



Child sitting on floor next to father. Child is sitting on left side and says "Ba, ba, ba." Father says "Ba, ba, ba."

Adaptations:

- If the child is deafblind, allow him to feel your throat and lips. He may also enjoy it you make the sound right next to his ear.
- Engage in reciprocal play using motor movements, such as banging, clapping, stomping feet.

General Guidelines:

- ✓ Allow the child to lead and be in control.
- ✓ Encourage other people at home to interact with the child during various activities.

Activity 9: Turn Taking

- ❖ During mealtime, have members of the family eat food with the child. Let the child observe the mother serving food to each person. Initially she should narrate "Now I am serving food to Papa. Now to brother, now to _____ (child's name)".
- ❖ Play situations are ideal for developing turn taking skills. Begin with one toy and ask the child to share it with one sibling or peer. They can each take turns for several minutes and pass it back and forth.

Materials:

- Toy for sharing (preferably one that makes sound)



Child with father and brother/sisters sitting on the floor taking meals. The child passes a dish to another person, saying, "Now it's your turn for some rice."

Adaptations:

- Allow the child to feel the materials as they are being passed to the next person. Provide narration so that he will know whose turn it is.
- Use more of facial expression and allow him to look at you and lip read, if he is deaf

General Guidelines:

- ✓ Any social interaction requires waiting for a turn (sharing, waiting for a turn to speak, etc.) Each opportunity should be used to develop the child's ability to take turns within the natural context.

Activity 10: Using Single Words

- ❖ Provide verbal labels for the child throughout the day. For example, if the child points at the cup, say "cup" and ask the child to repeat it.
- ❖ Reinforce the child's attempts to use words by responding to his requests, even if he does not ask perfectly. Repeat this in the natural context throughout the child's daily routine.
- ❖ Create a game with others in the family where people take turns naming objects and the child attempts to imitate the words used.
- ❖ Ask questions requiring a yes/no response, such as "Do you want milk?" or "Would you like to play?" Have the child observe others and respond using a yes/no response. Provide an immediate reward for a suitable response, such as giving him milk or playing with him.



Child holding cup and saying "cup"

Adaptations:

- If the child is deaf or is not able to speak, introduce signs. Provide opportunities for him to practice.

General Guidelines:

- ✓ If the child is already using gestures, encourage him to pair the words with the gestures by providing an appropriate verbal model.

Activity 11: Exploring the Immediate Environment

- ❖ Place preferred toys and materials within the child's reach. Allow him to explore these objects.
- ❖ Slowly move the items a short distance from the child so that he will need to reach a bit further and then, gradually, to move to obtain these items.
- ❖ If the child is in the kitchen while his mother is cooking, let him have the opportunity to manipulate and explore various items in the kitchen, such as spoons, cups, plates, and utensils.



Mother in kitchen working. Child near her playing with kitchen items.

Adaptations:

- If the child is blind or visually impaired, use sound making devices, lights, fans and other multi-sensory input to encourage the child to explore.
- Explore items co-actively so that the child also feels your hands exploring the item with him.

General Guidelines:

- ✓ Create an environment where the child will feel safe. Make sure that items that will hurt the child or that will get broken or be spoiled are out of reach.

Activity 12: Expressing Individual Preferences

- ❖ Encourage the child to express his own preferences whenever possible.
- ❖ Include the child whenever possible when decisions are made.
- ❖ Maintain an open dialogue about the child's preferences and dislikes and provide options.
- ❖ Encourage him to try new things, but respect his choice at the same time.



Child pointing to and naming food item in a mealtime situation.

Adaptations:

- If the child is not easily able to express his choice, provide other ways to let the child know what the options are, such as allowing him to touch or taste the choices.
- Allow the child plenty of time to express his preference.

General Guidelines:

- ✓ Give the child choices whenever possible throughout the day in clothing, food, activities, people.

Activity 13: Carrying out Simple Instructions

- ❖ Give the child simple instructions within the context of the natural routine. For example, "Please give me the ..." or "Please pick up the ..." Provide physical assistance, as needed to carry out the request.
- ❖ Begin with simple requests where the child is asked to do just one thing. When the child is able to do this, make the request slightly more difficult by adding another step. For example, "Please take this plate and give it to Daddy."



Mother saying to the child "Take it" with a toy in her hand. Child extends his hands.

Adaptations:

- Use gestures or signs for children who do not hear. Use the gesture or sign consistently so that he learns the meaning of these signs or gestures.
- For children with difficulty in mobility, restrict the commands that require him to move.
- Do not keep changing objects and positions of materials in the room of blind child as it will hinder his independent mobility

General Guidelines:

- ✓ Give instructions within the natural context, such as "Take off your shoes", "Come with me," "Give me."

Activity 14: Expressing Needs in Two Word Phrases

- ❖ If the child tries to grab an item, do not let him. Ask him, "What do you want?" Act as though you have not understood him until he tries to verbalize or make a gesture. Once he has attempted to express his wants, give him the object while providing a verbal model.
- ❖ If the child needs help with a task, such as opening a bottle, ask him "What do you want?" or "Do you need help?" Wait for him to respond and then reward his attempt to communicate by giving him the help that he needs.
- ❖ Create situations in which the child must request more or ask for help. For example, pause during a preferred activity and let him ask for it so that you can continue



An adult and a child in conversation. The child has a bottle to be opened. The child extends the bottle towards the adult, saying, "Need help".

Adaptations:

- If the child is deaf or is not able to speak, encourage him to use signs and gestures to express his wants and needs. Use the same signs and gestures when communicating with him so that he will learn them more easily.

General Guidelines:

- ✓ Create the need to communicate by arranging the environment in such a way that the child will need to ask for things. For example, give him small portions at mealtime so that he will request more or place items just out of his reach so that he will request assistance.

Activity 15: Developing an Awareness of Privacy

- ❖ The child who is blind or visually impaired may not be aware that other people are in the area and, thus, it is important that he learn the importance of privacy, especially when bathing, using the toilet, and getting dressed.
- ❖ Orient the child to the door of the room.
- ❖ Provide a verbal model telling others what he intends to do so that they will leave. For example, excuse me, but I need to change my clothes now."
- ❖ Help him to close the door. Stay with him while he is learning to do these activities and gradually let him carry out the activity alone. Remain outside the room, while letting the child know that you are there, in case he needs assistance. Allow the child to perform the activity independently so as to ensure privacy.



A child half visible is closing the door. "Toilet" written on the door.

Adaptations:

- Since the child will be alone while doing the activity, teach him to ask for help if needed. Discuss potential safety hazards, such as falling on a slippery wet floor.
- As far as possible, see that the room is free of hazards or make the child aware of the hazards, e.g. show him a ladder in the corner of the bathroom or a piece of furniture that he may trip over by mistake.

General Guidelines:

- ✓ Show respect for the child's privacy. The caregiver should provide privacy from a very young age.
- ✓ Take the opportunity to show the child that others close the door or draw the screen for such activities.

Activity 16: Interacting with Peers

- ❖ Give the child the opportunity to observe the children in the neighborhood playing and doing activities.
- ❖ Take the child out, and stay with him while explaining what is happening around him in a running commentary. For example, "Ashok and Rajesh are playing ball. Do you hear them laughing? Malika is riding her bicycle. I heard her ring the bell."
- ❖ Encourage the peer group and the child to interact. Do not force them, but give them time to accept each other.
- ❖ Allow the child to share a special toy or item of interest with other children in the neighborhood.
- ❖ Arrange activities where the children will feel comfortable playing together, such as simple activities where all children do the same thing. Action songs, such as "Ring Around the Rosie" or the regional equivalent allow children to participate at different levels.
- ❖ As the child starts to feel comfortable with the group fade your presence and assistance.



Children standing in a circle singing "Ring Around the Rosie"

Adaptations:

- Sibling can be encouraged to take the child along for the activities in the neighborhood. Orient the sibling regarding any special precautions or strategies.
- Organize seasonal celebrations, games, and activities that will include the child.
- Arrange for a picnic or special outing and invite a few other children to join you.
- Use learning aid for a deaf child.

General Guidelines:

- ✓ Use every opportunity to encourage the child to interact with others in the environment.
- ✓ Create opportunities for interactions in the neighborhood.
- ✓ Take the child with you to all social gatherings.

Activity 17: Developing an Awareness of Personal Belongings

- ❖ Begin with an object that belongs to the child that he likes to keep, such as a preferred toy or an article of clothing. Model use of the word "mine". Allow him to repeat the word and gesture pointing to himself.
- ❖ Introduce items that definitely belonging to the child such as shoes, clothes, school bags, and tiffin box. Let other children refer to their belongings and let the child refer to his.



Child sitting with two other children holding his chappal in the air, saying "mine".

Adaptations:

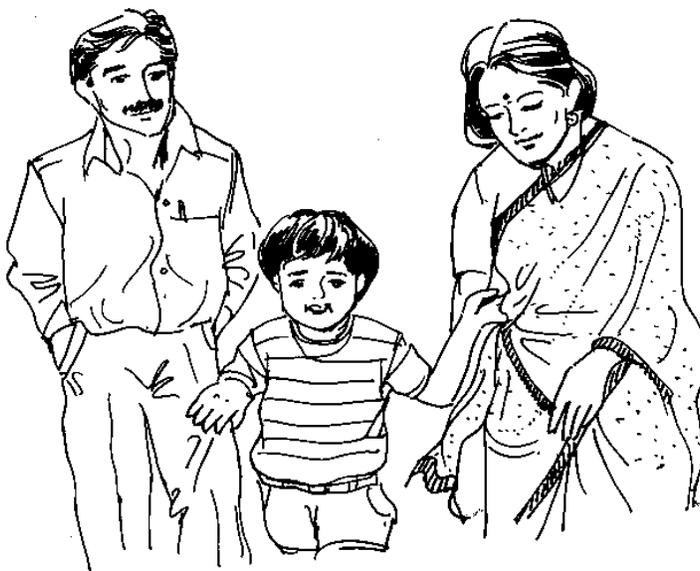
- If the child does not speak, use suitable gestures for mine/yours.
- If it is difficult for the child to differentiate, provide tactile cues by helping him to pat his chest.

General Guidelines:

- ✓ Make use of all opportunities to help the child to identify his own belongings and those that are not his. Always do it from the child's perspective.
- ✓ Help the child to put his belongings in a safe location where he will be able to find them again. It is very difficult for a blind child to learn to find his own things if someone takes them from him and puts them away without his help.

Activity 18: Differentiating Between Male and Female

- ❖ Let the child feel and touch the clothing of family members and note the difference in the clothing of father, mother, and others.
- ❖ Tell the child that the clothes of father, uncle, grandfather, and brother are alike, while mother, auntie, grandmother, and sister have the same type of clothing.
- ❖ Discuss the differences between the types of clothing (e.g. men in pajama or shirt and trousers versus women in sarees or salwar kameez)
- ❖ Note differences in the pitch of the voices (men with low voices, women with high voices).
- ❖ Let them touch the faces of adults and note the difference between men with short hair and moustache and women with long hair and jewelry.
- ❖ Teach the child the correct pronouns (he/she) for referring to men and women.



Child standing between a man with a moustache dressed in pajama and a woman dressed in saree wearing jewelry. Child is touching the edges of their clothing.

Adaptations:

- Allow children who are blind to touch the clothing and faces of adults in order to understand these differences.

General Guidelines:

- As you encounter people throughout the day with the child, discuss whether the person is a man or a woman and note their dress and other differences.

Activity 19: Personal Information

- ❖ Ask the child questions, such as:
 - What is your name?
 - What is your father's/mother's name?
 - Where do you live?
 - Who lives with you?
- ❖ Encourage the child to introduce herself and to tell about herself to guests and appropriate outsiders.

Materials:

- ❑ Picture or word cards sharing information about the individual, as well as other family members
- ❑ Card with child's address on it



Blind girl standing in front of small group of relatives saying, "My name is Amrita."

Adaptations:

- Use picture cards or photographs with various family members on them and ask, "Who is this?" while pointing to different people.
- If the child is able to learn print or Braille, give her practice reading and writing her name and address and basic information about herself.

General Guidelines:

- ✓ If the child appears to be confused about naming particular people, it may be helpful to use the same names to refer to people in the family, including the child herself.
- ✓ Give the child repeated opportunities to introduce her in various locations in different contexts.
- ✓ Discuss the importance of safety issues in giving information about oneself.

Activity 20: Using Suitable Behavior in Various Situations

- ❖ Where possible allow him to touch and feel the posture of a peer in a given situation (kneeling, standing, sitting, folding hands).
- ❖ Call his attention to differences in posture and behavior in different occasions, such as at a place of worship, at a social gathering, at a restaurant, relaxing with family and friends, etc.
- ❖ Encourage him to imitate the posture and behavior of others using verbal reminders and physical assistance initially.
- ❖ Let him know when he is correct.



*Child sitting in adapted seat
(chair without legs, but with back and side support) on floor.*

Adaptations:

- Note that it may be difficult for children with certain types of motor difficulties to assume certain positions. Provide adapted seating, when possible, so that the child can be in the same position as others. For example, if everyone is sitting on the floor for a given occasion, but the child is in a wheelchair, make a chair without legs so that the child can sit on the floor with support.

General Guidelines:

- ✓ Give the child ample opportunity to participate in various activities and social occasions.

Activity 21: Dressing Appropriately to the Occasion

- ❖ Let the child touch and feel the differences between clothing for daily home use and for special occasions. Call the child's attention to special features, such as the fine texture of the cloth, the embroidery or decoration, etc.
- ❖ Explain the occasion and in reference show what you have chosen for yourself to wear for that occasion. Show the child several options for his own dress and allow him to make a choice.

Materials:

- Clothing for daily use
- Clothing for special occasions



Child selecting clothing from a box or alimarah.

Adaptations:

- Keep sets of clothing separate according to their function of daily use at home, going into town, or special occasions. This will help the child to choose clothing that is suitable to the occasion with greater ease.

General Guidelines:

- ✓ Call the child's attention to the way that other people are dressed during routine activities and special events.

Activity 22: Observing Acceptable Social Manners with Members of the Opposite Sex

- ❖ Give the young person the opportunity to observe that people of opposite sexes maintain certain social norms for interaction.
- ❖ Let him observe and then discuss with him the social norms of a given place and the gestures used for interaction.
- ❖ Call his attention to the fact that behavior and gestures may vary depending who the other person is (e.g. stranger, sibling, friend) and according to the situation (e.g. at a formal occasion, in places of worship, at a relaxed social gathering).
- ❖ Encourage use of appropriate terms of respect (such as "Thim" or "Aap" in Hindi) and norms of gestures.
- ❖ Explain that behaviors such as hugging, touching, or sitting too close are not acceptable.
- ❖ Discuss where men and women sit and what their roles are in given situations.



Male adolescent saying " Namaste" to female adolescent.

General Guidelines:

- ✓ As you and the young adult move through different settings, call his attention to the behavior between members of the opposite sex. Note that people of the opposite sex maintain a distance while interacting.

Recreational Activities

When choosing a recreational activity for a child or a young adult, it is important to begin by thinking about his preferences; that is, what does he like and what does he not like? How old is the child and what are appropriate activities for others of his age? What is the environment like where the child spends most of his time? These questions will help to guide you as you think about recreational options for the child. In general, try to choose materials and games that will be enjoyable or meaningful to someone with limited vision and other challenges. Sounds, lights and brightly colored objects, and tactile materials are often interesting to children who are blind and visually impaired. Provide ample opportunities and exposures to varied activities and allow him to make choices, this would help the child to learn to use his leisure time effectively.

Below is a list of recreational activities that may be appropriate for children who are blind or visually impaired with additional disabilities. The activities are arranged from the most simple to the more complex. It is not meant to be a complete list, but rather some suggestions. Be creative, allow him to be creative too!

Games and Play Skills

- Playing with sand and water
- Joining in finger play or circle games (such as Ring Around the Rosie, A Tisket, A Tasket, etc.)
- Participating in games with simple rules (such as Musical Chairs or games with a ball)
- Playing games with complex rules (such as cards, cricket chess, braivita, badminton)

Stories

- Listening to stories with simple repetitive content (such as "Crow asking for Shelter" with various birds)
- Retelling a story
- Acting out a poem or story

Movement Activities

- Swinging (on tires, sarees, banyan tree branch, root)
- Climbing on logs
- Passing through hoops, tires, card board boxes
- Using playground equipment

Social Skills

Craft Activities

- Finger painting
- Painting within a stencil
- Clay activities
- Paper rolling or folding
- Vegetable printing

Musical Activities

- Musical games (such as Musical chairs, songs with actions)
- Antakshri
- Listening to music or television
- Singing
- Playing musical instruments, such as Casio, Harmonium, Drums

Community Activities

- Going on a picnic or recreational outing to restaurant, cinema, visit friends or relatives, etc.
- Participating in routine outings, such as shopping, errands
- Attending social functions, such as dances, marriages, religious functions, Bhajans, or dramas
- Participating in seasonal festivals, such as kite flying, Holi, Janmashtami, Diwali, Christmas

Personal Care

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Personal Care Skills

Introduction

We must all learn to care for our basic personal needs, regardless of where we live or what we plan to do in the future. Personal care skills refer to the areas of eating, bathing, dressing, toileting, grooming, and hygiene. Children with visual impairments and additional disabilities will need specific instruction in these areas, but given patience and encouragement, many children can learn to take care of their own personal needs with little or no assistance.

It is important to establish a consistent routine of personal care activities, such as using the toilet, bathing, combing hair, brushing teeth, and getting dressed after waking up in the morning. This will help the child to know what to expect and will help her to move along the road toward independence.

These activities should take place in the natural setting following a natural routine, with the same expectations for this child as for other family members. For example, if the rest of the family goes to a certain place to bathe or to get dressed or to use the toilet, then everyone should follow the same pattern. Each child should be treated with dignity and respect.

While each child may not be able to do every activity alone, it is important to include the child in the whole process and to encourage her to participate in each step. This means, for example, that the child should help to gather the materials needed for a given activity, such as collecting the towel, soap, and mug at bath time. Even if the child is not able to carry these things herself, she will learn where these items are kept, as well as developing an understanding of what is needed at bath time.

All of the activities included at this section begin at a simple level and should be continued with expectations increased as the child learns to do parts of the task. For example, when brushing teeth at first the caregiver may just wish for the child to tolerate having her teeth brushed. Later, the caregiver should begin to expect the child to hold the toothbrush or neem twig herself and then to begin to brush back and forth.

At first, children will need a great deal of assistance with various personal care tasks. You may need to demonstrate a skill to the child using a hand-over-hand or hand-under-hand technique. From there, try to decrease the amount of help you are giving to a small amount of physical assistance, and then a verbal prompt or reminder. The goal is that each child will learn to do as much as possible independently.

Some children may have difficulty doing various activities because of motor problems. For these children, various devices can be made that will make the process easier. For example, making a handle bigger and easier to hold onto may make it possible for some children to use a spoon, comb, toothbrush, etc. Similarly, if a plate moves while a child is trying to eat, it can be attached to the table. Be creative in finding ways to make your child more independent!

Give the child choices, whenever possible, during the daily routine. For example, allow the child to choose what she will wear or what she will eat. Giving a child choices will help her to feel some sense of control over the world around her and will increase her interest and motivation.

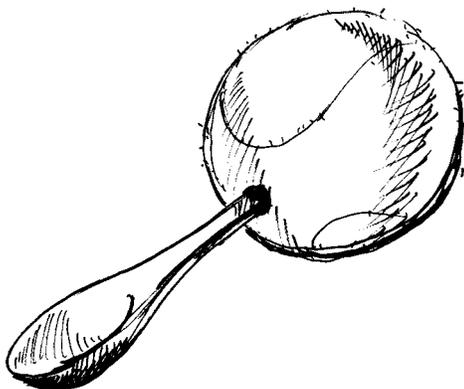
Sample Adaptive Equipment

Many children with motor difficulties benefit from special equipment that enables them to achieve a higher level of independence. These adaptations need not be complicated or expensive; simple solutions are often the best! The important thing is to look at the needs of the child and then to think about how a piece of equipment or materials could be added or changed to make it easier for the children to do something.

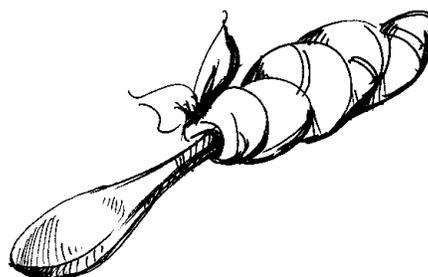
Here are some sample items that can easily be made from local materials:



A coconut shell used as a bowl with the bottom of it stabilized with another coconut shell. This helps a child with motor difficulties to scoop food without spilling.



A spoon inserted into a rubber ball for a child who has difficulty holding a spoon.



A piece of cloth could also be wrapped around the handle.

Personal Care Skills Checklist

- Sucks
- Swallows
- Chews
- Grasps
- Localizes sounds
- Indicates basic needs
- Recognizes familiar voices
- Associates stimulation with touch and smell
- Accepts different tastes and consistency of foods
- Bites
- Drinks from a container
- Holds a container
- Eats finger foods
- Puts food into the mouth
- Shows preferences
- Uses basic gestures
- Indicates toilet needs
- Co-operates during dressing and undressing
- Carries related objects like towel, tooth brush etc.
- Holds the toothbrush and follows the brushing movement
- Shows awareness of being dirty or clean in toilet
- Identifies own belongings
- Identifies preferences and expresses them
- Eats a whole meal independently
- Approximates dressing and undressing skills
- Removes and wears shoes and socks
- Combs hair appropriately
- Demonstrates awareness of tidiness and untidiness
- Demonstrates understanding of the concept of privacy and modesty
- Uses the telephone
- Participates in social gatherings
- Indicates when in danger
- Serves food to others
- Demonstrates appropriate mealtime habits
- Demonstrates awareness of changes in bodies development during puberty
- Cares for own personal hygiene at puberty (shaving for young men and menstruation for young women)

Personal Care Activities

1. Eating Different Food Combinations
2. Brushing Teeth
3. Toileting
4. Bathing
5. Dressing
6. Wearing Shoes or Chappals
7. Grooming
8. Serving food
9. Sex Education
10. Clothing Care and Selection



Please note that each of these activities can be addressed at the most basic level and then made continually more complex until the child achieves full independence. The important point is to encourage the child to do as much as possible for herself while providing support and encouragement.

Activity 1: Eating Different Food Combinations

- ❖ Once the child accepts a variety of foods when fed by a parent or caregiver, show the child how to form the food into small bite size pieces using rice or bread (chapati) to feed herself. Food should be very soft (semi-solid) at this stage.

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Tear the bread into small pieces
- ❖ Form small balls using the rice or bread and dahl or vegetables.
- ❖ Bring the food to the mouth.

If the child is not able to do all of these steps herself, be sure that she at least participates in each step, so that she will learn the proper sequence.

Materials:

- ❑ Chapati, rice, dahl, etc.



*Small blind girl forming food into bite-size pieces.
Mother sitting next to her watching.*

Adaptations:

- If the child is physically unable to form the balls or tear the bread because of motor difficulties, but is able to bring her hand to her mouth, consider using an adapted eating apparatus, such as a spoon that can be strapped to the child's hand.

General Guidelines:

- ✓ The child should be able to discriminate between a finger and a spoon at this stage.
- ✓ Encourage the child to eat as independently as possible. Neatness is not the most important thing, at first, but rather focus on the child's ability to feed herself.

Personal Care

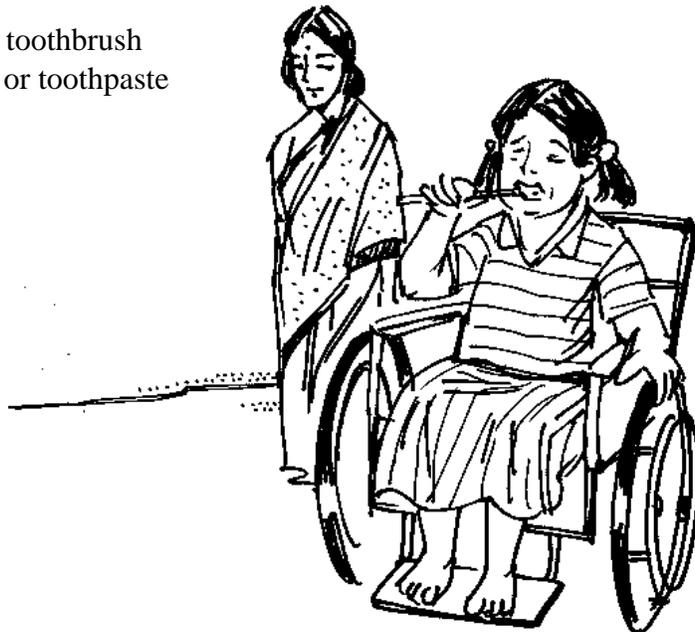
Activity 2: Brushing Teeth

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Using a finger, twig, or toothbrush, apply toothpaste or powder.
- ❖ Brush teeth with appropriate back and forth, up and down movements.
- ❖ Rinse mouth with water.
- ❖ Wipe mouth.

Materials:

- Twig or toothbrush
- Powder or toothpaste
- Water
- Towel



Blind child in wheelchair brushing her teeth with a brush with a built-up handle while mother observes.

Adaptations:

- Broad twig or brush
- Brush with a big handle
- Container for taking water for rinsing her mouth

General Guidelines:

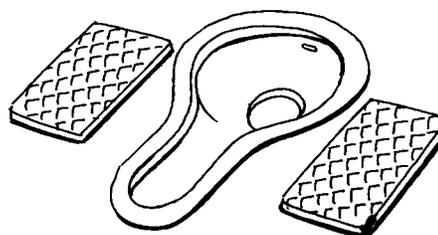
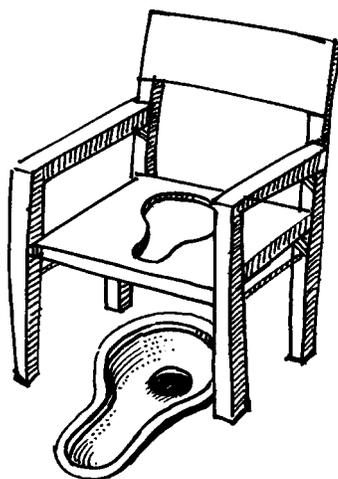
- ✓ Encourage the child to do as much as she can herself, according to her own motor abilities.
- ✓ Ask the child to help younger siblings with brushing.

Activity 3: Toileting

- ❖ Take the child to a familiar area for the toilet at regular intervals.
- ❖ If the child is wet or soiled, try to take her more often.
- ❖ If the child has difficulty squatting, make a seat or pot with enough support on the back and sides that she can sit comfortably and relax.
- ❖ Help the child to clean herself after using the toilet.

Materials:

- ❑ Toilet seat or pot, as needed



Raised marker for feet for totally blind children.

An adapted seat in a pit latrine with back and arms and an opening over the latrine hole.

Adaptations:

- Provide a seat or pot for children with motor difficulties to sit on.
- Make a tactile marker around the latrine hole so that totally blind children will know where the hole is. This can be done by building up foot-shaped steps on either side of the hole for a child to place her feet on.

General Guidelines:

- ✓ A child must be relaxed in order to be able to void on the toilet. This means that she must be comfortable and secure in her positioning, whether seated or squatting.
- ✓ If teaching the child outside of the home environment, be aware of what type of toilet the child has at home and try to provide one that is similar.
- ✓ Being taken to the toilet at regular intervals is an important part of the toilet training process, even if the child does not initially understand the purpose of the toilet.
- ✓ Once the child is able to use the toilet independently, teach her to be sure that the toilet area is clean after use.

Activity 4: *Bathing*

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Gather items that will be needed for bathing (e.g. soap, mug, towel).
- ❖ Locate the appropriate area for bathing.
- ❖ Remove clothing.
- ❖ Pour water over body.
- ❖ Rub soap over parts of the body.
- ❖ Recognize materials related to bathing, such as soap, tub, mug, towel.
- ❖ Identify body parts while washing and drying.
- ❖ Dry body thoroughly with towel.

Materials:

- ❑ Related materials from the natural environment, such as soap, towel, mug, tub.



Small child bathing with a caregiver

Adaptations:

- If the child has difficulty standing, attach a bar to the wall for the child to hold onto or provide a bench or chair that can get wet.

General Guidelines:

- ✓ Label parts of the child's body during the bathing and drying activity.
- ✓ As the child gets older, help her to understand concepts of privacy and modesty. This is particularly important for children who are totally blind and have difficulty grasping the idea of privacy.
- ✓ At first, have the child bathe with supervision to ensure that skills in personal hygiene are developed.

Personal Care

Activity 5: Dressing

Ask the child to do the following steps during the natural routine and provide assistance, as needed:

- ❖ Go to designated area for dressing/undressing
- ❖ Remove shirt, knickers, dress, panties, socks, etc.
- ❖ Put on shirt, knickers, dress, panties, socks, etc.

Materials:

- Clothing



Small boy pulling up his knickers (shorts or half pants)

Adaptations:

- Use simple clothing with minimal fasteners.
- Avoid buttons or zippers or other fasteners in the back

General Guidelines:

- Be sure that the child is dressed the same way that other children of her age in her family would be dressed. Just because the child has a disability does not mean that she should be dressed any differently.
- The child may become confused or frustrated to practice dressing and undressing skills outside of the normal routine. If she needs additional practice, have her wear a "smock" or special shirt for certain activities, such as cooking or crafts, so that she will have additional practice, but not be getting fully undressed and dressed during the middle of the day.

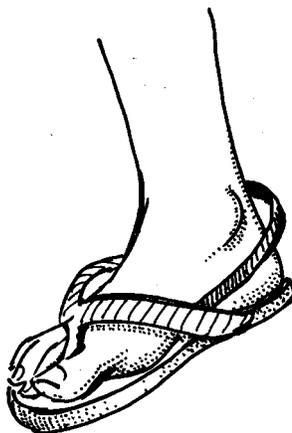
Activity 6: Wearing Shoes or Chappals

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Identify correct sides of footwear (top/bottom, left/right)
- ❖ Wear footwear correctly
- ❖ Remove footwear at appropriate times

Materials:

- Natural footwear



Child's foot with elastic band attached to the back of the chappal to hold it in place.

Adaptations:

- Attach an elastic band to the back of the chappal if it does not stay on the child's foot.
- Use Velcro instead of shoelaces if the child has difficulty tying her shoes.
- If the child has difficulty walking due to motor problems, consult a physical therapist or CBR worker to determine if an orthotic device, such as braces or special shoes, may be helpful.
- For children with mental retardation, have specific marks made to indicate left/right in the footwear. The instruction to the child will be 'see make sure that both dots (marks) are next to each other before you wear'

Personal Care

Activity 7: Grooming

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Oil hair
- ❖ Comb hair
- ❖ Apply powder over face

Materials:

- Natural materials, such as oil, comb, and powder



Child combing hair

Adaptations:

- Store articles that are used regularly, such as comb, oil, and powder, in a special box so that the child will have easy access to them.
- Use adapted comb suitable for children with motor difficulties.

General Guidelines:

- ✓ This activity should be done at the usual time during the natural routine.
- ✓ Encourage the child to oil and comb the caregiver's hair as well.

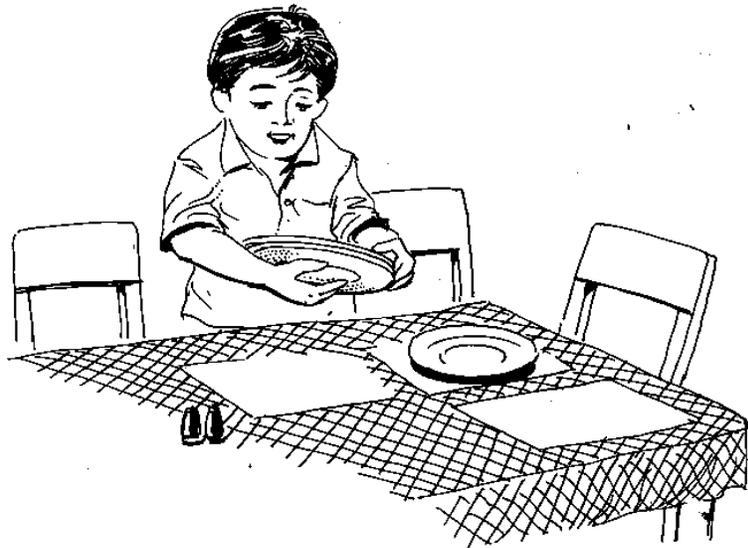
Activity 8: Serving Food

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Serve food for herself from the dish.
- ❖ Serve a few items, such as water, to others.
- ❖ Set the table or lay out the dishes for family members.

Materials:

- Natural items from the environment, such as food, water, dishes, and utensils



Child setting the table for family members



Child serving herself food from the main dish

Personal Care

Adaptations:

- Use a broad spoon or a plate with an edge, if necessary.

General Guidelines:

- ✓ Mealtimes can be an opportunity to create a lot of spontaneous communication related to food, turn taking, social manners, counting, etc.
- ✓ Teach the child the position of the food on the plate by referring to the hands on a clock; for example, tell the child that her vegetables are at 12:00, the dahl at 3:00, and the rice at 6:00. In order to use this system, the child must be very familiar with the hands on a clock and their positions.
- ✓ Teach the child to pour liquids by putting the index finger of the hand that is holding the cup or glass and placing it inside the cup to feel when there is enough liquid.

Activity 9: Sex Education

Provide an introduction to the child's own sexuality through the following steps:

- ❖ Discuss changes of the body during puberty.
- ❖ Teach the child to take care of personal needs at puberty (e.g. menstrual needs and shaving).
- ❖ Discuss roles of women and men and social expectations.
- ❖ Discuss appropriate behavior with members of the opposite sex.
- ❖ Discuss concepts of modesty and privacy in terms of dress and behavior.
- ❖ Discuss self-protective techniques, such as requesting to be left alone or asking trusted person for help.

Materials:

- ❑ No special materials are required, although anatomically correct models may be helpful in teaching differences between the sexes.



Teen-age boy learning to shave.

General Guidelines:

- ✓ Preparation for menstruation should be introduced well before the girl reaches puberty so that she will be well prepared.
- ✓ Principles of sexuality should be introduced through real concepts related to the self. Give concrete examples and role-play actual examples of appropriate behavior in various situations.

Activity 10: Clothing Care and Selection

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Select clothing appropriate to the weather and the occasion, such as warm clothing during cold weather and special dress for ceremonies or festivals.
- ❖ Identify her own clothes among others. Sort clothing while doing laundry and putting clothing away.
- ❖ Manage different types of fasteners.
- ❖ Identify when clothing needs to be washed or mended.

Materials:

- Natural materials



Child taking clothing from wardrobe.

Adaptations:

- Clothing can be marked with safety pins or some small tactile marker so that people who are totally blind can identify certain items.

General Guidelines:

- ✓ Teach the child from an early age to place dirty clothing in a particular area.
- ✓ Give the child as much choice as possible in deciding what to wear each day.

*Orientation and
Mobility*

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- *Orientation and Mobility Skills Checklist, 62*
- *Activities for Orientation and Mobility, 47-57*
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Orientation and Mobility

Introduction

One important step towards independence is the ability to move about freely in the environment. For children with visual impairment and additional disabilities, this is sometimes more difficult and they may need special instruction in this area.

"Orientation" refers to the ability to be aware of oneself and of the surrounding environment. . The child must first have an understanding of his own body and its position in space, as well as an awareness of sensory information in the environment (sights, sounds, smells, textures).

Many children with visual impairment and additional disabilities may not readily explore the environment around them. This may be due to lack of awareness of what is out there, rather than lack of interest. For example, if a child cannot see a toy on the other side of the room, he needs encouragement from someone near the toy, shaking it or calling the child's name. It is important to create a safe atmosphere, free from hazards, so that child can feel comfortable exploring the space around him. It is also helpful to keep things in consistent locations so that he will know where to find things. It is also important to help the child to be comfortable in various positions and to move him frequently (at least every hour) into new positions, such as lying on his stomach, lying on his back, lying on his side, sitting up, standing, being held and carried. If a child is not able to hold these positions independently, use pillows to support him. Always let him know before you move him, as he may not see you approaching and may be startled. Remember to talk to him about the environment around him, telling him where you are and labeling what is around you.

"Mobility" refers to the skills needed to move safely from one place to another. In order to travel independently, individuals need to be aware of safety issues and common hazards. At first the child will learn to move safely in and around his house and later he will travel in his neighborhood and then in unfamiliar areas.

It is important to remember that individuals with motor difficulties may also learn to travel independently, using assistive devices such as braces, crutches, or a wheelchair.

Orientation and Mobility Checklist

Orientation of Self to Immediate Environment

- Holds head up while in sitting position
- Moves arms and legs
- Rolls over
- Rolls over objects, e.g. pillows, bed covers, soft toys
- Sits without support
- Crawls
- Stands with support
- Localizes to sound
- Reaches towards objects

Moving in the Home Environment

- Demonstrates good balance
- Stands without support
- Walks with support
- Walks without support
- Demonstrates good postural control
- Explores immediate environment through tactile and olfactory senses
- Climbs steps with support
- Climbs without support
- Kicks a ball
- Jumps with both feet
- Moves limbs in water
- Moves towards sound and smell
- Runs
- Maneuvers around obstacles
- Explores environment beyond the immediate
- Uses play equipment

Body Awareness

- Touches own major body parts upon request (e.g. head, arms, legs)
- Touches minor body parts on self upon request (e.g. fingers, shoulder, ankle)
- Names own major body parts
- Names own minor body parts
- Locates body parts on a model or another person
- Moves named body parts upon request

Orientation and Mobility

Basic Concepts

- Demonstrates an understanding of:
- Up/down
- In/out
- Front/back
- Top/bottom
- Forward/backward
- Left/right
- Sideways
- Above/under
- Before/after
- Behind/in front
- Now /afterwards
- Identifies different textures
- Identifies own belongings

Travel Skills

- Trails a surface
- Holds cane
- Uses upper and lower protective techniques
- Uses sighted guide technique
- Uses appropriate diagonal cane technique
- Explores outside environment
- Climbs in and out of public transport, finding a seat with support
- Uses public transport with support
- Uses public transport with increasing independence
- Shops with assistance
- Travels independently within the neighbourhood
- Demonstrates awareness of safety hazards, such as traffic, fire, emergency vehicles
- Crosses roads with support
- Demonstrates awareness of road hazards, such as potholes
- Asks passers by for help
- Uses communication cards as a support
- Demonstrates a concept of buildings
- Creates mental maps of immediate environment

Activities for Orientation and Mobility

1. Awareness Immediate Environment
2. Orientation to Body Parts
3. Neck and Head Control
4. Sitting
5. Moving Towards Sound
6. Walking
7. Positional Concepts
8. Left and Right
9. Auditory Discrimination
10. Using Sighted Guide

Activity1: Awareness of Immediate Environment

- ❖ The parent or caregiver should hold and pat the child in their lap while speaking to the child.
- ❖ Someone else should hold and pat the child.
- ❖ Place the child in the cradle and make her comfortable while letting her know that you are near.

Materials:

- ❑ Cradle, baby cot, mattress, etc.



Mother holding small blind child

Adaptations:

- For children who cannot hear, establish a sign or touch cue by touching the child consistently in the same place to let her know who you are. For example, touch her under the chin or on the shoulder.
- If you cannot easily hold the child, let the child know you are there by being close to her and patting her or holding her hand.

General Guidelines:

- ✓ Be sure to hold or position the child properly so that she feels comfortable, especially if she has cerebral palsy or motor difficulties.
- ✓ Talk to the child throughout the activity and explain what you are doing.
- ✓ Keep in mind that it is important to hold and touch the child even if there is no visible response from her.

Activity 2: Orientation to Body Parts

- ❖ During the bathing, dressing, and feeding routines, label parts of the child's body within the context of the routine. For example, ask him to wash his face and hands, put his arms through the sleeves, or bring the spoon to his mouth.
- ❖ Play simple games with the child, moving different parts of your body (e.g. clapping hands, tapping knees) and naming the body parts as you go.

Materials:

- ❑ Routine items from the natural environment



Woman bathing the child and saying "let's wash your chest"

Adaptations:

- Bangles, bells, bracelets, or anklets to increase awareness of arm and leg movement

General Guidelines:

- Label the child's body parts in the natural routine throughout the day

Activity3: Neck and Head Control

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Encourage the child to hold his head up during simple play and interactive times. If the child is lying on his stomach, place a rounded raised pillow under his chest to help him to keep his head raised. Be sure never to leave a child without supervision in this position if he is not yet able to hold up his head independently.
- ❖ The Mother/Caregiver can be encouraged to do the following:
Sit crossed legged, have the child prone on the on the lap with head sticking out. Have toys on the floor, which the child attempts to reach. Move the toy backward, forward up or down while talking drawing his attention and motivation. By looking for the object, he will move his head in various direction thus working towards neck control.
- ❖ Lie or sit in front of the child while talking to him and making eye contact.
- ❖ Hold lights or brightly colored or sound-producing toys and objects in front of the child's face and encourage him to look at them.
- ❖ Suspend items near where the child is lying so that he will have something to watch and reach for.

Materials:

- Sound producing toys or objects (bells, keys, rattle)
- Brightly colored toys or objects
- Small torch or penlight



*Child is lying over bolster (bolster goes across chest and under his arms).
Woman is holding keys in front of child's face.*

General Guidelines:

- ✓ Avoid curved hammocks for children with motor difficulties.

Orientation and Mobility

Activity 4: Sitting

- ❖ Provide appropriate support for the child, such as pillows behind and next to him, or a small chair with support for his feet if they do not reach the floor.
- ❖ Provide the child with brightly colored toys with smooth edges and toys or objects that make sounds.

Materials:

- Rounded pillows or bolsters
- Brightly colored toys or lights
- Sound-producing toys or objects



Child sitting in corner propped up with pillows behind him and on both sides holding a small toy

Adaptations:

- If the child is not able to sit up without falling forward, tie a piece of cloth across his chest under his arms to help to hold him up. Be sure that the cloth is wide and does not dig into the child.
- Seat the child at a small table or attach a tray to his chair so that he will have a surface on which to explore toys and other objects.

General Guidelines:

- ✓ Be sure to vary the child's position so that he is not always in the same place.
- ✓ Provide adequate support for a child who is learning to sit or who has difficulties holding himself up.
- ✓ Slowly let the child sit without support for short periods of time.
- ✓ Once the child is comfortable sitting without support, allow him to sit on a charpoy, rocking horse, and locations that require him to develop his balance skills.

Activity 5: Moving Towards Sound

- ❖ The parent or caregiver calls the child's name and encourages the child to crawl or move towards her.
- ❖ Encourage the child to move towards clapping and other voices.
- ❖ Shake or play sound producing toys near the child and ask him to reach out or move and "find" them.

Materials:

- ❑ Sound producing toys and materials from the environment



Man bending over near child calling him: "Rajesh, come find me!" Child is reaching towards with one arm outstretched as he crawls.

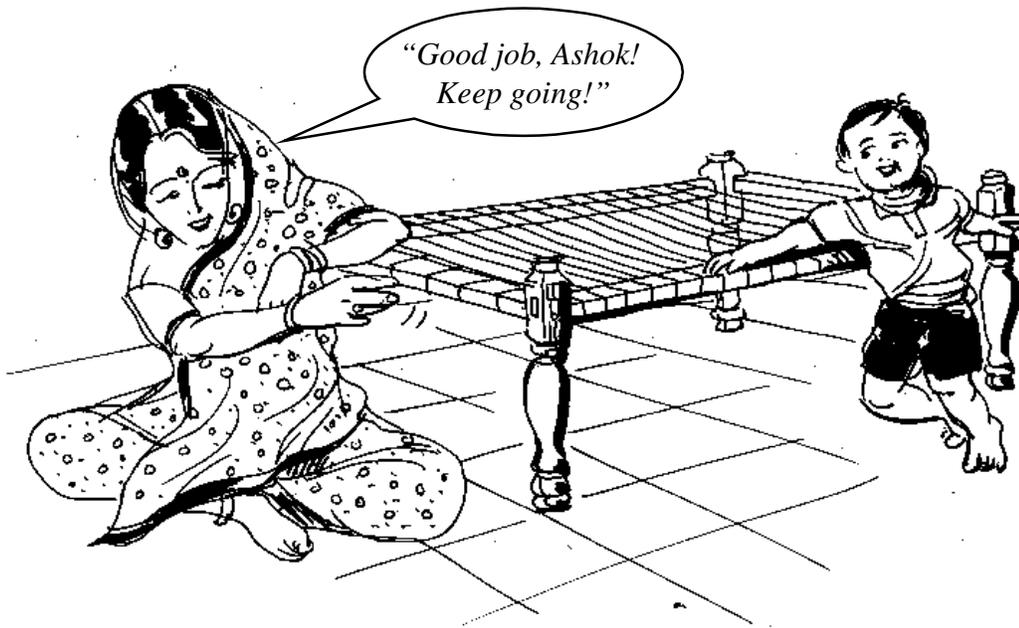
General Guidelines:

- ✓ Provide sufficient auditory stimulation for the child to explore his surroundings on a regular basis.
- ✓ Make the environment safe, so that child will feel secure as he moves about.
- ✓ Reduce other distractions (e.g. people talking, radio, dog barking) so that the child will be able to concentrate on the sounds.

Activity 6: Walking

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Walk with support (one or two hands held) by caregiver or parent.
- ❖ Walk with support of furniture, walls, or fixed items towards sound or voice calling his name.



Child walking next to charpoy while holding onto the side, moving towards a woman who is calling his name "Good job, Ashok! Keep going!"

Adaptations:

- Assistive devices, as needed, for children with motor difficulties.

General Guidelines:

- ✓ Make the environment safe, so that the child will feel secure as he moves about.
- ✓ Give verbal encouragement and praise to the child.

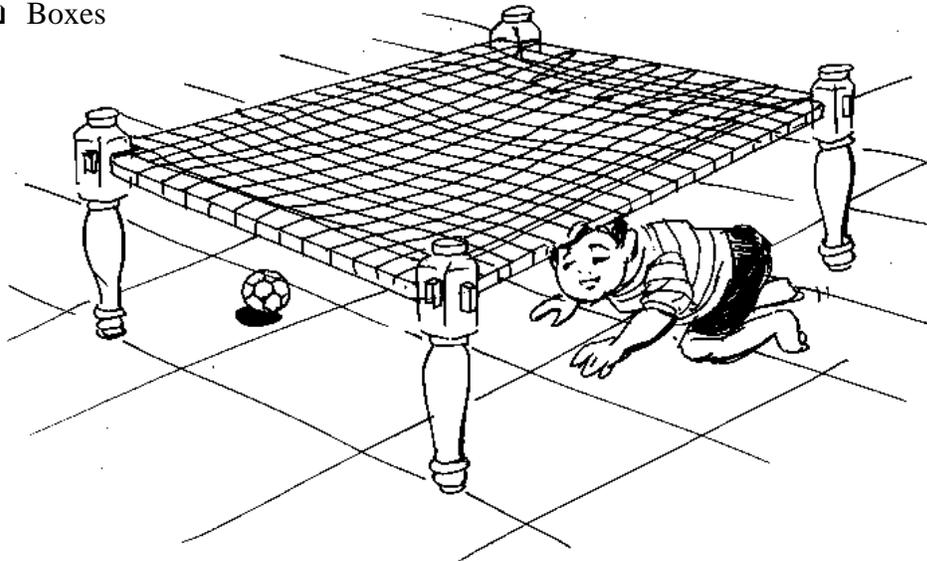
Activity 7: Positional Concepts

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Crawl under
- ❖ Get in/out
- ❖ Climb up, down, over
- ❖ Walk through
- ❖ Swing back and forth
- ❖ Ask the child to practice these within the natural routine (climb up onto the charpoy, get in the car or bus, etc.)
- ❖ Set up an obstacle course with a series of items to climb over, under, around, etc.

Materials:

- Furniture
- Swing
- Cloth
- Boxes



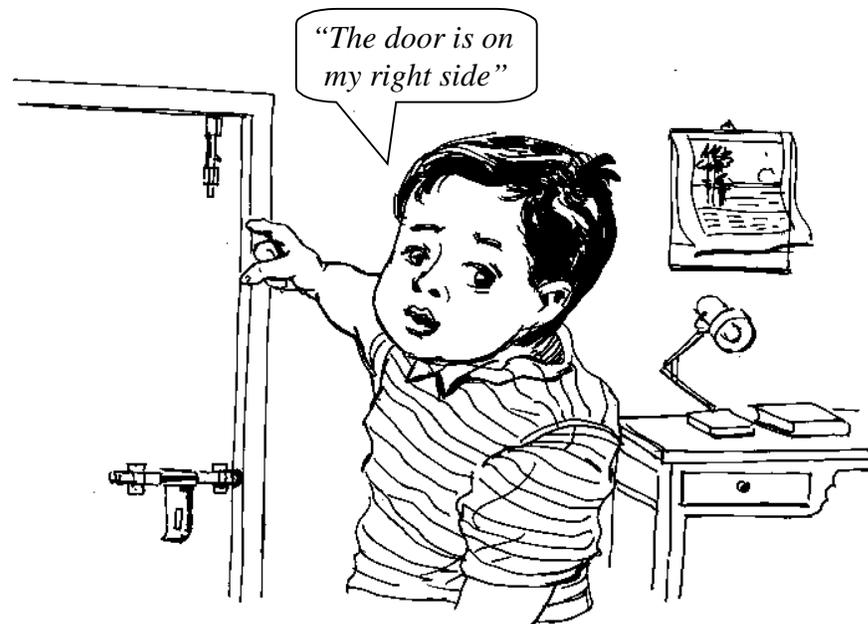
child crawling under charpoy

General Guidelines:

- ✓ If there are sharp edges on furniture or a chance that the child will bump his head, put padding on edges and corners.
- ✓ At first ask the child to move himself in relation to objects or furniture (e.g. under the table). Later ask the child to place objects in relation to other objects (e.g. put the cup in the bucket)

Activity 8: *Left and Right*

- ❖ Begin by teaching the child left and right on his own body. Within the routine of dressing and bathing, help the child to label his left and right sides.
- ❖ Talk about which hand is used for what, such as eating with the right hand.
- ❖ Help the child to identify left and right on objects, such as the left side of a table or a book.
- ❖ Ask the child to identify what is to his left and to his right (furniture, people, animals, etc.)
- ❖ Go outside with the child and talk about what is on his left and what is on his right. As he moves in the neighborhood or village, discuss what landmarks are found on the left and the right, e.g. whose house, which shop, what tree or river. (Landmarks are things in the environment that have a fixed position and can always be found in the same location.)
- ❖ Sing rhymes of left and right in regional languages with action.



*Child in house with door on his left and table on his right.
Child says, "The door is on my right side."*

Adaptations:

- A small bell can be attached to the left wrist as a reminder

General Guidelines:

- ✓ Begin by teaching the child left and right on his own body, then on objects, then fixed landmarks in the environment.
- ✓ Discuss sounds, smells, and tactile cues or markers as you travel with the child.

Activity 9: Auditory Discrimination

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Label various sounds in the environment as they occur naturally throughout the day, for example, "Listen, I hear the dog barking." Or "I hear the bell ringing in the temple."
- ❖ Ask the child to identify various sounds in the environment and discriminate between them as they naturally occur.
- ❖ Discuss sounds such as the doorbell or knocking on the door, water running into a bucket, a cooker, vehicles, animals, hawkers, the radio, etc.

Materials:

- No special materials required



Blind child standing near a tap with water running, saying, "I hear the water".



*Someone standing outside of the house knocking on the door.
The child is inside and says, "Someone is knocking at the door."*

Adaptations:

- If the child has limited hearing, help her to associate sounds with visual cues, such as a lorry passing or a dog barking.

General Guidelines:

- Label sounds as they occur throughout the day.

Activity 10: Using Sighted Guide

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Once the child is able to walk comfortably on his own, it is time to introduce sighted guide technique for travel outside the home or in unfamiliar areas. In this technique, the child faces the same direction as the adult and stands a half pace behind the adult or guide. The person with the visual impairment holds the arm of the sighted person just above the elbow. This enables the child to feel the movements of the guide's body and to know whether they are going to the left or right, up or down stairs or a curb, stopping, etc. The person with a visual impairment is able to gain much more information using this technique than he would be just by holding the sighted person's hand.
- ❖ Practice walking around the neighborhood and then in unfamiliar places.



*Show a child standing next to an adult woman a half pace behind her.
Child is using his left hand to hold the woman's right arm just above the elbow.*

Adaptations:

- If the child is very small, he can hold the guide's wrist instead of the elbow.

General Guidelines:

- ❑ As you are walking with the child, talk about what you are passing. Call the child's attention to various landmarks and environmental clues about where you are.

*Functional
Academics*

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Functional Academics

Introduction

Every child starts learning and interacting with the environment from the time he is born, but for a child having sensory losses, the learning is affected. We have to keep in mind the remaining sensory abilities of the child and develop skills by utilising those remaining senses to help the child's overall development. This chapter is designed for children who are visually impaired with learning difficulties due to limited experience and environmental factors, as well as those with limited cognitive ability. These children may not be able to follow a traditional academic curriculum so the main objective of this chapter is to help the child learn functional skills, which he/she will be able to use throughout his life. One has to keep in mind that a child with visual impairment and additional disabilities takes a long time to learn skills and generalise them. In this chapter we have identified some important and basic skill areas that will help the parent or caregiver in preparing the child to lead his life as independently as possible.

We would like to clarify here that teaching or following a functional academic approach does not eliminate structured teaching. Every child, regardless of his disabilities, can be taught something. This means shifting our focus from the usual textbooks to the teaching of skills in the natural surroundings. Although a student may not be able to follow a traditional curriculum, he may be able to learn important skills such as telling information about himself, saying, reading, or writing a few crucial words, rote counting, and money concepts. A child who is unable to read a lesson, poem, or story from a traditional textbook may still be able to read simple directions or identify money and all these skills can help the child to lead a more independent life.

Keeping in mind the needs of such children, we have included some basic skills, such as awareness of the immediate environment and self, making eye contact, expressing needs, imitation and learning of movement and speech, following directions, counting and money concepts. Concepts such as shape, size, weight, height, texture can be taught in the natural environment, such as looking at vegetables in the market or comparing size of coins.

A child with visual impairment and additional disabilities may not make rapid progress and development may seem very slow which may lead to the need of doing the same activity again and again. The caregiver or parent must keep in mind that this repetition and slower progress may lead to frustration and boredom in the child. Often such children develop behavioural problems or appear to lack motivation doing the activities. The repeated failure will most likely result in low self-esteem so the mother or caregiver should help the child to "achieve" some of the skills or give the sense of success to the child in order to keep him motivated to do more. As stated earlier, the child with visual impairment and additional disabilities takes a long time in learning new skills, so the parent or caregiver must prioritise and select the most important skill to teach first depending upon the areas that are most likely to increase his ability to function in the world.

We would like to suggest that the parent or caregiver refer the child to an appropriate educational programme if the child shows a higher level of skills in terms of language development, counting and mathematical ability, logic and comprehension.

Functional Academics Skills Checklist

Environmental Awareness

- Shows awareness of immediate environment (cradle & bed)
- Shows awareness of self
- Makes eye contact (if the child has vision)
- Responds to stimulus in the environment: sound, sight, smell, taste, touch, and movement.
- Expresses self through body movements (such as reaching towards sound or person)
- Smiles or gestures meaningfully
- Makes different sounds to express happiness and discomfort
- Shows recognition of people and objects in the environment
- Imitates body movements and gestures
- Identifies familiar people
- Demonstrates recognition of familiar objects used in daily routine
- Imitates sounds and words
- Identifies items from the surroundings, such as vehicles, animals, birds, fruits, flower, vegetables, grains, toys, family members, and neighbours

Basic Concepts

- Matches by attributes of colour, size, texture, shape, weight, height, thickness, volume
- Demonstrates understanding of in and out, up and down
- Uses simple one and two word phrases or signs to express immediate wants and needs
- Follows simple commands, such as "come", "stop", "sit down"
- Uses "yes" and "no" correctly
- Gives objects upon request
- Identifies objects by name or functions involved
- Sorts groups of familiar objects (e.g. soap and combs)
- Matches picture to object
- Matches picture to picture
- Names feelings or emotions, e.g. happy, sad, angry
- Answers simple "who", "what", "where" questions
- Repeats simple poem or song
- Tells about events from own experience

Personal Information

- States name
- States names of family members
- Tells address
- Tells age

Functional Academics

Number Concepts

- Counts by rote 1 - 10
- Matches one cup to each saucer, one chair to each person
- Counts items in a given set (1 - 3)
- Gives "just one" from a larger set
- Counts by rote 10 - 20
- Counts items in a given set (1 -10)
- Identifies coins
- Identifies rupee notes
- Sorts coins
- Adds single digit numbers with sums to 10
- Subtracts single digit numbers

Money Skills

- Identifies coins
- Identifies rupee notes
- Sorts coins
- Combines coins to make correct amount
- Calculates change

Time Concepts

- Sequences of daily events (meal time, teeth brushing time, toilet time, bed time)
- Demonstrates understanding of before and after
- Demonstrates understanding of time of day (morning, noon, night)
- Names days of the week
- Names months of the year
- Names seasons and festivals
- Tells the date
- Tells what date comes next

Reading and Writing

- Demonstrates understanding of positional concepts (in, on, under, behind, next to)
- Identifies right and left
- Matches sight (whole) words (in print and braille)
- Identifies sight words (in print and braille)
- Right sight words (in print and braille)

If the child is able to achieve all skills to this level, then it is time for the child to be referred to a regular school programme.

Activities for Functional Academics

1. Identification of Objects
2. Sequencing of Daily Events
3. Matching, Sorting and Categorizing Items from the Environment
4. Number concept and counting
5. Money concepts
6. Reading and Writing



Please note that there are many opportunities to develop Functional Academic skills throughout the natural routine in addition to the activities listed in this section. Related activities are included in the "Independent Living" section and in "Acquiring Skills Through Routine Activities". Take advantage of daily events to work with your child on money skills, arithmetic, reading and writing. Trips to the market, cooking, and general household management are a few of the opportunities that present themselves on a regular basis. Be creative!

Activity 1: Identification of Objects

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Present the child with two different familiar objects (such as a cup and a comb).
- ❖ Present the objects on a tray or defined space so that she can easily feel them. Be sure that she has looked at both of them.
- ❖ Ask her to give you one, e.g. "Please give me the cup."
- ❖ Vary the position of the objects so that the one you request is sometimes on the left and sometimes on the right.
- ❖ After the child is able to select the named object from a choice of two, present her with a choice of three, while again changing the position of the objects.
- ❖ Once the child is able to give you an object upon request, change the activity by giving her one item and asking her to tell you the name of it. For example, give her a bowl and say "What's this?"

Materials:

- ❑ Familiar objects from the child's routine, such as spoons, cups, plates, soap, comb, toothbrush or neem stick, clothing, toys, etc.



Girl wearing eyeglasses sitting in a wheelchair with two objects on the tray of the wheelchair (a cup and a comb).

Adaptations:

- Introduce signs for objects the child encounters throughout the day.

General Guidelines:

- ✓ Label objects and events repeatedly during the context of the daily routine. For example, during mealtime, ask the child to name the cup and the spoon.

Activity 2: Sequencing of Daily Events

- ❖ The parent or caregiver should discuss with the child about various activities that are associated with particular times of day (morning, noon and night) as the child is going through her daily routine.
- ❖ Talk to the child about what she does everyday after waking up, i.e. going to the toilet, brushing teeth, bathing, getting dressed, eating breakfast. It is important to be sure that the child has some routine that is followed each day so that she will be more able to predict what will happen next.
- ❖ The caregiver can then ask the child what is done at various times throughout the day, e.g. "What do you do when you wake up in the morning?"
- ❖ Ask the child when different activities and events occur. For example, "When do you eat dinner? When does Daddy come home?"

Materials:

- ❑ Use objects that are associated with various events to help the child to predict what will happen next, such as spoon for mealtime, soap for washing, shoes for going outside
- ❑ Photographs or drawings of the child doing various activities throughout the day can also be used



Mother is showing child and a cup and saying, "Here's the cup. It's time for breakfast."

Adaptations:

- If the child has difficulty predicting or sequencing events in her daily routine, consider using an object calendar or calendar box. In this system, one object is selected to represent each activity in the child's routine. It is important that the objects be selected from the child's perspective. Generally, it is helpful if the object selected closely resembles the actual object used during the activity, such as a real spoon or cup, a real towel, etc. The objects should then be shown to the child before the activity occurs so that she will be able to anticipate what will happen next. The objects can be kept in a consistent location so that the child can find them and refer to them. When the activity has been completed, the child can place the object symbol into a special box to indicate that it is finished.
- If the child is able to recognize familiar objects from her daily routine and if she has adequate vision, introduce picture cards using drawings or photographs of events and activities in her daily routine.

General Guidelines:

- ✓ Explain to the child that it is morning when the father and mother go to work. It is noontime when she gets food. It is evening when the father and mother return from work.
- ✓ The child should be asked throughout the day about the activity being performed, e.g. "Show the child the toothbrush or neem stick and ask "What is it time for now?"
- ✓ Take the child out of the house at different times of the day to give her an idea about differences in temperature at various times of the day.

Examples of Object Symbols



Objects used in child's daily routine with labels

Activity 3: Matching, Sorting, and Categorizing Items from the Environment

- ❖ Collect a variety of vegetables and introduce them to the child
- ❖ Ask the child to point to or pick up various vegetables, such as onion, cauliflower, tomatoes, ladyfingers, and chilies. For example, given a tomato and brinjal in front of her, ask her to give you the tomato.
- ❖ Ask the child to name various vegetables, by handing her one and saying, "What's this?"
- ❖ Ask the child to match and sort various groups of vegetables.
- ❖ Ask the child to identify different vegetables while cooking, eating, and shopping in the market.
- ❖ Take the child outside of the house to the main road, and explain to her about various types of transport, such as scooters, ox cart, bicycle, rickshaw, bus, car, lorry, train, airplane.

Materials:

- ❑ Various items from the natural environment, such as different vegetables and vehicles
- ❑ Photos or drawings of items



Child standing in the road with her father next to an ox cart saying, "There's an ox cart"

Adaptations:

- Encourage to identify items using remaining senses, such as by touching, smelling or tasting the vegetables

General Guidelines:

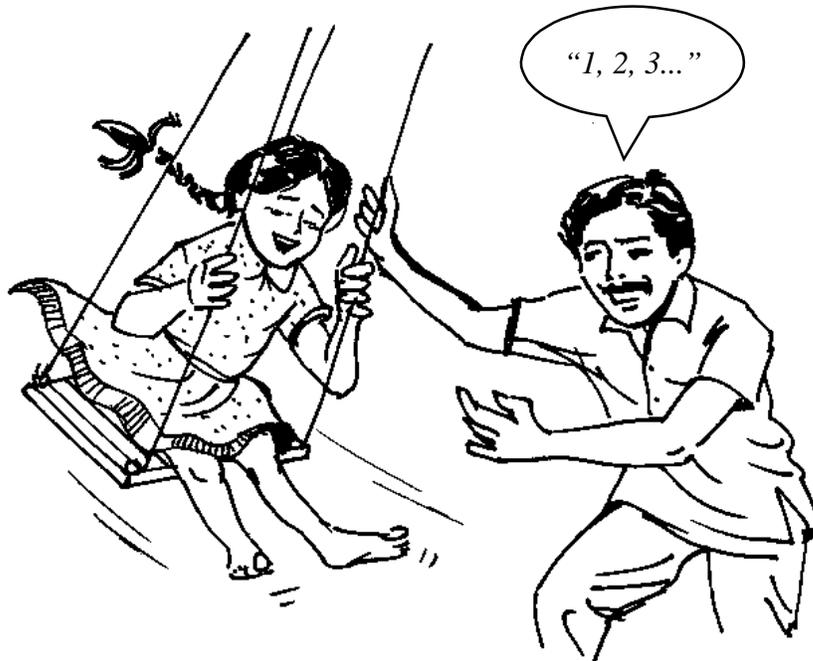
- ✓ Label objects and events throughout the day in the natural context, using speech and sign, as appropriate.
- ✓ Do this same activity with other categories of items, such as fruits, grains, clothing, household items, and animals, items used for worship.
- ✓ Discuss attributes of the items, such as color, shape, size, and weight. Discuss the function of various items.
- ✓ Discuss the child's own experiences and how these items relate to her own life, e.g. "Do you remember when we went to Uncle's house by bus?" Or "We went in the rickshaw to the doctor."

Activity 4: Number Concepts and Counting

- ❖ The parent or caregiver should give the child many opportunities to count throughout the day, such as when playing, swinging, dressing, cooking, eating, walking.
- ❖ The caregiver should count with the child and then pause and wait for her to continue, e.g. "1, 2, ..." Begin by doing this during playtime, such as patting your knees, clapping, rocking while rhythmically counting and pausing.
- ❖ It is important to remember that the child must know how to say or sign the numbers 1 - 10 before she will be able to count how many items are in a given set. Therefore, much repetition and practice of saying or signing the numbers in sequence will be a helpful base for the child to develop more complex number concepts.

Materials:

- No special materials required



Father pushing a child on swing and counting "1, 2, 3 ..."

General Guidelines:

- ✓ Build opportunities for counting into the child's daily routine, for example count the number of bites as she eats, "1, 2, 3 ..."
- ✓ Once the child is familiar with the basic sequence of numbers, ask her to count out the number of plates needed for mealtime, the number of clothing items washed, the number of chairs, etc.

Activity 5: Money Concepts

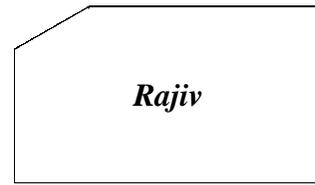
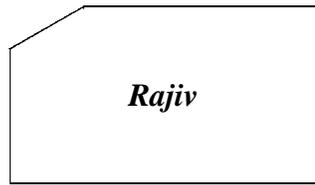
- ❖ Give the child experience using money to make real purchases, even if he has no concept of the value. This will help him to begin to understand the purpose of money.
- ❖ Give the child two sets of very important size coins, such as one and five rupees. Mix coins together on large thali (line the thali with white or yellow paper to provide contrast if the child has low vision). Have the child sort the coins into two different katoris or small containers (once lined with light colour paper for contrast).
- ❖ After the child has sorted the coins, ask him to identify them.
- ❖ Later the same exercise can be done with other coins and rupee notes.
- ❖ Have the child practice combining coins to make different amounts.
- ❖ Have the child practice making purchases at the market.

COUNTING PART-2

- ❖ Have the child match plate to one katori, one tumbler to one guest, one lid to one container, one guava to one person.
- ❖ At meal time, have the child count how many people are there and get that number of plates.
- ❖ Give the child a set of (1-5) fruits, vegetables, pebbles, shells, utensils, combs, Pepsi crowns and ask him to count how many are there?
- ❖ Ask child to go to self of many tumbler and take just one. Later ask him to bring other small numbers of tumblers.
- ❖ Give the child two toffees and ask him how many there are? Give him one more and ask him to count the total. Begin by adding just one and then slowly increase (i.e. $1+1$, $2+1$, $3+1$, then $2+2$, $3+2$). Be sure to vary the materials and reinforce in natural setting. The same activity can be done with subtraction.

Activity 6: Reading & Writing

- ❖ Reading and writing should be as functional as possible. Think about what words a child may use in his daily life and teach those words.
- ❖ Many people can learn "sight words" (whole words) in print or braille more easily than they can learn each individual alphabet letter.
- ❖ Make sets of 10 print or braille word cards and ask the child to match or sort them. Cards should have the top left corner cut so the child can orient the word correctly.



Matching Cards

- ❖ Present the words in the natural environment, such as labeling cupboards, clothing etc.,
- ❖ Have the child match words from wrappers and packaging, advertisements etc.,



Tooth Paste Wrappers

- ❖ Present the child with categories of whole words, such as:
 - Personal Information (Name, Address, Telephone, Father's Name)
 - Shopping list
 - Calendar (Days of Week/Months of Year)
 - Community signs (Post Office, Bank, Chemist, Stop, Go, Etc.)
 - Bus and Train Tickets
- ❖ Remember that a child must learn many basic concepts, as well as language skills, before he is ready to read and write.

General Guidelines:

- ✓ Use large print and bold letters with children with low vision.

*Independent Living
And
Vocational Skills*

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Independent Living Skills

Introduction

The ultimate aim of any training programme is to prepare an individual to lead an independent life. This is the same case for people with visual impairment and additional disabilities. The purpose of most vocational training programmes is to help the individual to achieve economic independence. When we discuss people with visual impairments and additional disabilities, the term "independence" means that the individual should achieve the greatest level of independence possible in relation to his own abilities. For some, this may mean that they can do only part of a task or that they will need assistance to complete an activity. For others, this may mean that with appropriate support (e.g. sign language interpreters, assistive devices) they will be able to participate more fully.

Independent Living Skills are those activities that are needed in routine household life. This includes washing and caring for clothing, food preparation and kitchen work, cleaning the house, and shopping. Unlike some other sections in this manual, these skills do not follow a strict developmental sequence. Rather, the goal is to encourage participation in all household activities, with increasing levels of skill and independence, as the child gets older. At first, the emphasis should not be on the final product, that is not to expect the child to prepare a perfect meal and, at the same time, not to exclude him from the kitchen just because he is not yet able to prepare such a meal. Instead, the emphasis should be on including the child in all steps of the process. This means bringing the child to the kitchen with you as you cook, talking to him as you work, and encouraging him to touch and play with the vessels and ingredients.

For children with visual impairment and additional disabilities, they will need to have direct experience each step of the way in order to develop meaningful concepts. For example, when it is time to wash clothes, bring the child to the place where you get the water, have the child feel the empty bucket or tub, then feel it again once the tub is full of water. Have him feel the dry clothes, then the wet clothes. This way he will begin to understand the sequence and will be able to increase his level of participation as he goes along.

In this chapter we have mentioned a few functional activities, but each caregiver or parent may think of many more such activities in the same skill area depending upon the individual circumstances. Situations may vary according to the region of the country, as well as the setting (rural or urban). In addition, each child's needs and abilities will affect which activities would be the greatest priorities and what adaptations may be necessary. The most important point is to encourage the participation of the person with visual and multiple impairments, rather than expecting the achievement of total independence in a particular task.

Independent Living and Vocational Skills

The following are a few tips that the caregiver should keep in mind:

1. Each of the activities outlined in this section should be done continuously on a regular basis within the natural routine of the family.
2. Each of the activities that have been included is an example of the initial level of any skill area. The caregiver can help the child to progress to more and more complex levels of skills as the child masters the skill.

Stage 1:

Awareness of household work through play and imitation

- Participation in household work to the greatest extent possible (e.g. sorting vegetables, arranging utensils and vessels)
- Recognition and identification of common household items

Stage 2:

- Increased participation in household activities (e.g. preparing food items which require no cooking)
- Awareness of community helpers (e.g. milkman, postman, vendors, dhobi, doctor)
- Awareness of places in the community (e.g. school, hospital, market)

Stage 3:

- Awareness of public places that may be outside of child's immediate experience (e.g. post office, bank, railway and bus stations)
- Increased responsibility in all areas (e.g. making purchases independently)
- Training in specific vocational trades

Independent Living Skills Checklist

Cooking

- Names items of food
- Identifies common cooking utensils and vessels
- Discriminates between food and non-food items
- Washes hands before cooking
- Prepares items which require no cooking (juice, sandwich, salad)
- Mixes chapati dough
- Stirs with spoon
- Pours liquids
- Rolls chapati dough
- Peels fruits without knife (e.g. banana, orange)
- Cleans rice and dahl
- Locates items within kitchen and food storage area
- Names ingredients in simple dishes
- Demonstrates awareness of safety issues in the kitchen (such as fire and sharp implements)
- Peels fruits and vegetables with knife
- Slices and chops vegetables
- Places pot on gas or fire
- Makes tea (except for lighting fire)
- Strikes match
- Lights gas or fire
- Follows simple recipe
- Prepares hot dishes with several ingredients
- Plans a meal

Shopping

- Carries bag or basket
- Greets shopkeeper
- Places items in bag or basket
- Asks price
- Takes money from purse
- Replaces money in purse
- Gives shopkeeper money (does not need to be correct amount)
- Takes change from shopkeeper (does not need to calculate amount)

Independent Living and Vocational Skills

- Locates items in shop or market
- Requests assistance, as needed
- Categorizes items, such as vegetables, meat, cleaning supplies
- Selects items that are good quality (e.g. ripe fruit, undamaged vegetables or packaging)
- Demonstrates proper food storage
- Tells which item costs more and less
- Compares price with similar item
- Bargains with shopkeeper
- Makes simple purchase without assistance
- Makes shopping list
- Estimates cost of item
- Prepares budget for shopping
- Counts change
- Calculates cost of items
- Combines coins and notes in various combinations
- Calculates amount of change to be given

Clothing Care

- Identifies clothing items
- Matches or sorts clothing by type (e.g. shirts and trousers)
- Matches or sorts by size or color
- Identifies clean and dirty items
- Identifies wet and dry
- Places dirty clothing in appropriate location
- Arranges clean clothing in appropriate location
- Tells when item needs to be washed
- Fills basin or bucket with water
- Adds soap
- Scrubs clothing
- Rinses clothing
- Wrings excess water from clothing
- Hangs clothing to dry
- Folds clothing
- Tells when item needs repair
- Identifies appropriate clothing for the weather
- Identifies appropriate clothing for the occasion (e.g. playing or festival)
- Uses iron
- Sews button
- Sews hem
- Mends simple items

Independent Living and Vocational Skills

Cleaning

- Carries unbreakable dishes from table after meal is finished
- Locates rubbish bin
- Wipes table
- Sets table
- Sweeps floor
- Washes unbreakable cups and plates
- Puts away clean dishes in the proper place
- Empties rubbish bin
- Dusts furniture
- Mops floor
- Makes bed or tidies sleeping area
- Washes pots and pans
- Washes breakable items
- Changes bed linen
- Identifies need for repair of household items

Independent Living Activities

Cooking

1. Discrimination of Cooking Utensils and Vessels
2. Naming Kitchen Items
3. Recognition of Food and Non-Food Items
4. Making Juice
5. Making a Sandwich (Preparation of non-cooked food items)
6. Preparation of Salad
7. Preparing Chapati Dough
8. Making Rice (Preparation of cooked food items)

Shopping

9. Orientation to Shopping Place
10. Making a Purchase
11. Menu Planning
12. Budgeting

Clothing Care

13. Sorting Clothing
14. Washing Clothing

Cleaning

15. Washing Dishes
16. Wiping Table
17. Sweeping
18. Dusting
19. Mopping

Activity 1: Discrimination of Cooking Utensils and Vessels

- ❖ Allow the child to play with the utensils and become familiar with them.
- ❖ Give the child spoons, cups, and glasses for sorting. Give the child utensils and vessels that are the same size and material (such as metal or plastic).
- ❖ Ask the child to arrange the utensils in the usual place after they have been washed.
- ❖ Ask the child to help to set the table.
- ❖ Once the child is familiar with the basic utensils, add bowls, plates, and serving dishes. Introduce different sizes, styles, and materials (for example, plastic and metal).

Materials:

- | | |
|---|---|
| <input type="checkbox"/> Spoons | <input type="checkbox"/> Dishes |
| <input type="checkbox"/> Cups | <input type="checkbox"/> Baskets or trays |
| <input type="checkbox"/> Glasses/tumblers | for sorting, preferably of |
| <input type="checkbox"/> Plates | contrasting colour. |
| <input type="checkbox"/> Bowls | |

Adaptations:

- If the child is not able to move easily, place the materials within reach.



Blind child sorting big and little spoons

General Guidelines:

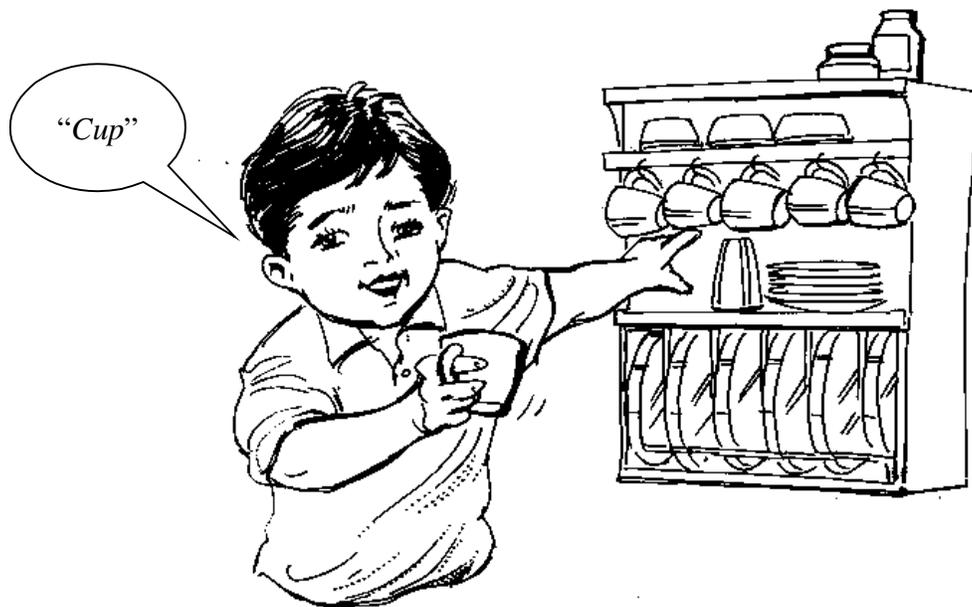
- ✓ Allow the child to learn through play and imitation at first. Invite him to be in the kitchen while you are working there.
- ✓ Begin by presenting materials that are familiar to the child (such as his own cup and spoon).
- ✓ Use materials that are unbreakable and are not sharp.
- ✓ Give clearly defined areas for sorting, such as baskets, trays, and shelves.
- ✓ Keep materials within reach of the child, so that he can more easily put them away and arrange them.
- ✓ Provide the necessary assistance at first and gradually decrease the amount of help you are giving.
- ✓ Give the child continuous practice doing these activities during the natural routine.

Activity 2: Naming Kitchen Items

- ❖ Name the kitchen items (introduce signs, if appropriate) and ask the child to give them upon request.
- ❖ Ask the child to name the items.
- ❖ When the child is able to identify items by name, introduce additional words and concepts to describe them (e.g. metal, big, round)

Materials:

- ❑ Items found in kitchen, such as cups, spoons, plates, bowls



Blind child standing by cupboard where cups are kept holding a cup and saying "cup"

Adaptations:

- If the child has usable vision, drawings can be used to match with items.
- Use suitable modifications for CP children

General Guidelines:

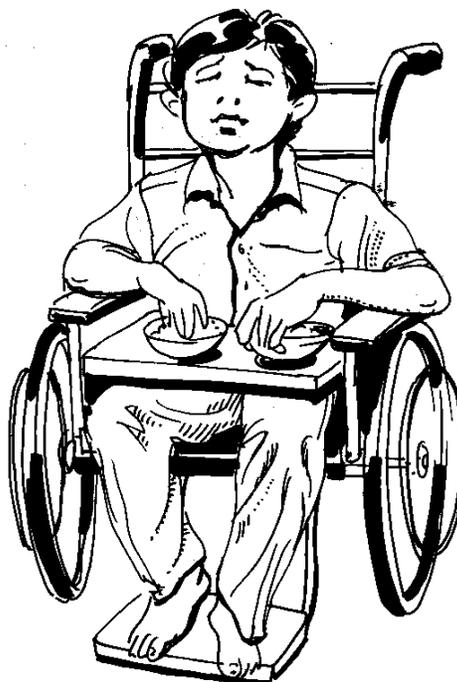
- ✓ Give the child repeated practice identifying items during the natural routine, such as during mealtime, when setting the table, and when washing dishes.

Activity 3: Recognition of Food and Non-Food Items

- ❖ Give the child a bowl of uncooked dahl or rice with small stones mixed in.
- ❖ Ask the child to take out the stones and place them in another bowl or dish.

Materials:

- Bowl or plate
- Dahl or rice or other bean or pulse (uncooked)
- Small stone



*Blind child sitting in wheelchair with two bowl on wheelchair tray:
one with dried dahl and one with small stones.*

Adaptations:

- If the child puts everything in his mouth, then he may not yet be ready for this activity.
- For children with motor difficulties, a similar activity can be done using larger items, such as pieces of fruit and pieces of wood.
- Present materials in separate bowls or trays, preferably with contrasting colors (a dark background for light colored items and vice versa).

General Guidelines:

- ✓ This activity can be incorporated into the daily routine by asking the child to help clean the rice before cooking or by helping to sort items when they have been brought home from the market.
- ✓ Begin by presenting items that are quite different (such as dahl and very big stones). Once the child is easily able to discriminate between them, present items which are more similar (such as smaller, smoother stones).

Activity 4: Making Juice

- ❖ Begin by teaching the child to make the simplest juice, such as fresh squeezed orange juice. Later, teach the child to make something a bit more complicated, such as nimbu pani (lime juice - sweet or salty).

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Gather the ingredients (orange or lime, sugar, salt, water) and materials (bowl, knife, squeezing machine).
- ❖ Cut the fruit in half and remove seeds.
- ❖ Pour water into a glass.
- ❖ Squeeze juice into glass.
- ❖ Add sugar or salt if desired.
- ❖ Stir.
- ❖ Have the child begin by making for himself and later prepare and serve to others.

Materials:

- | | |
|--|---|
| <input type="checkbox"/> Orange or lemon | <input type="checkbox"/> Salt or sugar (optional) |
| <input type="checkbox"/> Squeezing machine | <input type="checkbox"/> Glass |
| <input type="checkbox"/> Bowl | <input type="checkbox"/> Spoon |
| <input type="checkbox"/> Knife | |



Child making orange/lime Juice

Adaptations:

- > A squeezing machine with an extra handle can be used with children with physical impairments.

General Guidelines:

- ✓ This activity can be done with a group of children or with a single child.
- ✓ Encourage the child to help clean up and put things away when finished.

Activity 5: Making a Sandwich

Ask the child to do the following steps and provide assistance, as necessary:

- ❖ Gather items needed to make a sandwich, including the ingredients (such as bread, butter, chutney, cut vegetables, cheese) and the proper materials (such as knife and plate).
- ❖ Cut the sides of the bread.
- ❖ Apply butter on the bread.
- ❖ Add chutney or other ingredients.
- ❖ Place second slice of bread on top.
- ❖ Cut the sandwich.
- ❖ Eat the sandwich or serve it to someone else.

Materials:

- Bread
- Butter
- Chutney
- Cut Vegetables
- Knife
- Plate



Child is applying butter with the knife on a slice of bread and a dish of cut vegetables is nearby.

General Guidelines:

- ✓ Have the child do the activity as independently as possible. At first, the child may need assistance with each step, but he should still participate in all parts of the activity. Gradually reduce the amount of assistance given until the child is able to do all steps independently.
- ✓ Some children will be more motivated if they are preparing the sandwich for someone else, while others will want to eat it themselves. This activity can be expanded as the child progresses.

Activity 6: Preparation of Salad

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Gather items for making a salad, including the ingredients (such as tomato, cucumber, carrots, radish, beet, onion) and the necessary materials (such as plate and knife).
- ❖ At first the child may help with small steps, such as mixing or arranging items on a plate and later he can progress to cutting the vegetables and making the salad alone. The easiest type of salad would be to peel and mash potatoes, as for aloo chat, then to shell peas, and finally to peel and cut all vegetables.

Materials:

- Vegetables
- Salt and pepper
- Lemon, if desired
- Bowl or plate
- Knife



Child arranging tomatoes and cucumbers on a plate.

Adaptations:

- > Provide a special spoon for a child with motor difficulties, such as one with a built up handle or bigger bowl.
- > Provide larger salt and pepper shakers for the child with motor difficulties (use unbreakable containers).
- > Use a tray that can be fixed to the table so that it does not slip as the child is working.

General Guidelines:

- ✓ Initially the caregiver can give more assistance to the child, as needed, but gradually the child should do more and more steps independently.

Activity 7: Preparing Chapati Dough

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Gather the ingredients and equipment needed for the activity.
- ❖ Place the flour in a bowl and then add water. At first the caregiver may wish to measure the flour and water and then help the child to pour the water. Later, the child should do as much of the preparation as possible, including the measurement.
- ❖ Mix the dough thoroughly using both hands.
- ❖ Take a small amount of dough and make it into a ball.
- ❖ Roll it out using the rolling pin on the patla (wooden platform). At first it is important for the child to practice the rolling without concern if the chapati is round. Later, the child can learn to roll the chapati into the correct shape.
- ❖ Invite the child to be present while the chapattis are cooked.
- ❖ Encourage him to taste what he has prepared and to share it with friends and family.

Materials:

- Flour
- Water
- Mixing bowl
- Rolling Pin
- Patla (wooden platform)



Child shown rolling out chapati under the supervision of the caregiver.

Adaptations:

- > Attach the tray to the table or other flat surface so that it will not move while the child works
- > Use a rolling pin that is thicker than usual, if necessary, so that the child can hold it more easily.

Activity 8: Making Rice

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Put the required amount of rice in a bowl.
- ❖ Soak the rice in water.
- ❖ Put the required amount of water in the cooking pot.
- ❖ Light the gas or fire with assistance.
- ❖ Place the pot on the gas or fire.
- ❖ When the water is boiling, child can add rice with the help of the caregiver.
- ❖ The child can help to serve the rice when it has been cooked.

Materials:

- Rice
- Water
- Bowl
- Cooking pot
- Matches
- Ghee/salt (optional)



Child shown placing pot on gas with assistance of caregiver.

Adaptations:

- Use a rice pot with a handle, if necessary.
- It may be easier for the child to use a candle rather than matches to light the fire at first.

General Guidelines:

- ✓ The child should always have close supervision when cooking on fire or gas.
- ✓ Children who are totally blind may need continued assistance with this part of the activity.
- ✓ Ask the child to help to prepare other simple dishes that require cooking, such as boiling dahl, potatoes, etc.

Activity 9: Orientation to Shopping Place

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Accompany caregiver to vegetable market.
- ❖ Find location of named vegetable, such as onions.
- ❖ Choose a given number of onions or other vegetable.
- ❖ Place in shopping bag.
- ❖ Greet the shopkeeper.
- ❖ Give money for the vegetables.
- ❖ Carry shopping bag or basket home.

Materials:

- Shopping bag or basket
- Purse with money



Blind child carrying shopping bag next to caregiver in market.

Adaptations:

- Orient the child to the market place by taking the time to walk around the perimeter of the area and down each row of stalls or aisles. Discuss what items you encounter along the way. Allow the child to feel items, as appropriate. Discuss ways that items are arranged by categories, e.g. vegetables, meats, cleaning supplies.

General Guidelines:

- ✓ This activity should be done within the context of the normal routine.
- ✓ Encourage the child to participate as much as possible in each step of the process, even if he is not yet able to do the whole thing independently.

Activity 10: Making a Purchase

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Ask the child what he would like to purchase. Give him a choice between several items, e.g. toffee, chocolate, biscuit
- ❖ Find location of the item to be purchased.
- ❖ Choose one item for himself..
- ❖ Place in shopping bag.
- ❖ Greet the shopkeeper.
- ❖ Give money for the item.
- ❖ Thank the shopkeeper.

Materials:

- Shopping bag or basket
- Purse with money



Blind child with crutches presented with a chocolate and a biscuit at a shop.

General Guidelines:

- ✓ This activity should be done within the context of the normal routine.
- ✓ Encourage the child to participate as much as possible in each step of the process, even if he is not yet able to do the whole thing independently.
- ✓ Give the child choices, whenever possible, to select an item for himself.

Activity 11: Menu Planning

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Decide what he would like to prepare for an upcoming meal. If necessary, give him choices among several named dishes.
- ❖ Tell what ingredients he will need in order to prepare this dish.
- ❖ Determine the quantity that will be needed (for example, how many potatoes will be needed to prepare this dish).
- ❖ If the child is able to write, ask him write the list of ingredients in print or Braille. The child may also wish to draw the ingredients if he is unable to write.
- ❖ Check the existing supplies in the house to determine what will need to be purchased. For example, there may already be onions and salt in the house, but brinjal and ladies' fingers may need to be purchased.
- ❖ Once the list has been prepared (either mentally or in writing), go to the market and make the necessary purchases.
- ❖ Prepare the meal, with assistance, and serve to friends and family.

Materials:

- Pencil and paper or slate and stylus to write shopping list



Child is opening cupboard and checking supply of ghee and salt.

General Guidelines:

- ✓ As you cook each day, discuss with the child what ingredients you are adding to each dish so that he will learn how to make various meals.
- ✓ Before going shopping, discuss with the child what you are planning to purchase and what you plan to cook.
- ✓ While shopping, discuss the items you are selecting and what you plan to use them for.
- ✓ Once the child is able to name the ingredients in basic dishes, discuss nutritional needs and planning well-balanced meals.
- ✓ Discuss which vegetables are in season.
- ✓ Discuss proper food storage.

Activity 12: Budgeting

- ❖ Before going shopping, discuss what items you plan to purchase. Ask the child how much he thinks each item will cost.
- ❖ If he is able to do simple addition and subtraction, practice sample word problems, such as "We need to buy three potatoes. We know that one potato costs one rupee, so how much will three potatoes cost?"
- ❖ Ask the child to estimate how much money he will need to bring to the market to purchase the items he wants.
- ❖ Go to the market and ask the child to find out from the shopkeeper how much different items cost. Discuss where items may be purchased at a different price. Discuss with the child the principles of bargaining.
- ❖ Ask the child to count the change each time he makes a purchase.

Materials:

- ❑ No special materials are required, although children who are able to read and write may wish to write down numbers to add together



Blind girl is sitting with an open purse and counting rupee notes and coins on the table. Shopping bag or basket is next to her.

General Guidelines:

- ✓ This activity requires that a child have a basic understanding of money and counting and the concepts of "more" and "less". If the child is not yet able to count or to identify coins, this activity may be too difficult.

Activity 13: Sorting Clothing

This activity can be made increasingly difficult, as appropriate.

Ask the child to do the following steps, providing assistance as needed:

- ❖ Identify various items of clothing. Begin by asking what he is wearing and then give him various items of clothing and ask him what they are.
- ❖ Sort two types of clothing items that are very different, such as shorts (half-pants) and handkerchiefs. The child should be given two clearly defined areas (such as baskets) to place each group of clothing in. Give the child 3 - 5 of each type.
- ❖ Call the child's attention to some of the principle features of each item, such as buttons, zippers, pockets, and corners.
- ❖ Gradually introduce items that are more similar (such as a shirt and a dress) and then increase the number of categories given at once.
- ❖ Have the child help to sort the laundry as part of the daily routine.

Materials:

- Clothing items, such as shirts, socks, handkerchiefs, dresses (frocks), shorts (half-pants).
- Baskets for sorting.



Child sorting handkerchiefs and shorts into two baskets.

General Guidelines:

- ✓ Encourage the child to identify various clothing items as part of the daily dressing routine.
- ✓ If the child has vision, he can sort clothing items according to color.
- ✓ He can also sort them according to other attributes, such as size (e.g. "The big ones belong to Papa").
- ✓ Sort clothing according to whether it is clean or dirty and wet or dry.

Activity 14: Washing Clothing

This activity can be done using washbasins or a washing machine, as is the usual routine within the child's home.

Ask the child to do the following steps, providing assistance, as needed:

- ❖ Gather the dirty clothing to be washed.
- ❖ Sort the clothing by colors or types to be washed together.
- ❖ Fill the basin with warm water.
- ❖ Add soap or washing powder.
- ❖ Scrub clothing.
- ❖ Rinse in clean water.
- ❖ Wring out clothing.
- ❖ Hang clothing to dry.

Materials:

- Dirty clothing
- Basin or tub
- Water
- Soap or washing powder



Child placing clothing in washtub.

Adaptations:

- > It may be helpful to use a bucket with a handle if the child has difficulty lifting the basin with both hands.
- > A measuring spoon for the washing powder may have a tactile marker placed on it if necessary.

General Guidelines:

- ✓ The purpose of this activity is to familiarize the child with the steps in washing clothing, even though he may not be able to get the clothing perfectly clean at first. The child should participate in each step to the greatest extent possible, with decreasing assistance as he learns to do each step himself.

Activity 15: Washing Dishes

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Fill the basin with warm water.
- ❖ Add dishwashing soap.
- ❖ Wash each item.
- ❖ Rinse.
- ❖ Dry.
- ❖ Arrange clean dishes, utensils, etc. in their proper storage place.

Materials:

- Unbreakable cups, plates, bowls, dishes, utensils
- Water
- Basin
- Dish soap



Blind child washing tumbler at the tap

Adaptations:

- The basin of water should be at the appropriate height for the child. If the child is in a wheelchair, the basin can be placed on the wheelchair tray.
- An extended handle can be placed on the water tap for children with motor difficulties.

General Guidelines:

- ✓ This activity should be done within the context of the daily routine.
- ✓ The important thing in this activity is for the child to participate in all steps of the process, even if he is unable to wash the dishes thoroughly at first.

Activity16: Wiping Table

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Find a clean cloth in the location it is usually kept.
- ❖ Wet the cloth and wring out the extra water.
- ❖ Wipe the table after the meal is finished.

Materials:

- Cloth
- Water



Blind child wiping table

Adaptations:

- It may be helpful for children with limited vision to wipe the table in a systematic left to right, top to bottom fashion so that the entire surface will be cleaned.
- A special handle can be attached to the cloth for children with motor difficulties.

General Guidelines:

- ✓ This activity should be done within the context of the daily routine after a child finishes a meal or snack.
- ✓ The goal of the activity is for the child to begin to participate in the process of cleaning up after himself. At first, the caregiver should not expect the table to be perfectly clean after the child wipes it. Once the child has learned how to do the task, the caregiver can raise the expectations for the child's performance.

Activity 17: Sweeping

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Take the broom from the location where it is usually kept.
- ❖ Sweep the floor in a systematic pattern. Encourage the child to begin in one corner and work his way across the room.
- ❖ Children with vision may benefit from watching another person sweep and imitating them. Children without vision may need physical assistance at first to learn the sweeping motion.

Materials:

- ❑ Broom



Child wearing eye glasses sweeps the floor

Adaptations:

- A broom with an extra handle can be used for children with physical disabilities.

General Guidelines:

- ✓ This activity should be done on a regular basis during the natural routine.
- ✓ The goal of this activity is to introduce the child to sweeping and not for the floor to be perfectly swept. As the child learns to sweep, the caregiver may begin to increase expectations for how well the job will be done.

Activity 18: Dusting

Ask the child to do the following steps and provide assistance, as needed:

- ❖ Take the duster from the location where it is usually kept.
- ❖ Dust a large, solid piece of furniture, such as a table or chair, first.
- ❖ Move the duster in a systematic fashion (left to right, top to bottom) across the furniture.
- ❖ Children with some vision may benefit from watching another person dust and imitating them. Children without vision may need physical assistance at first to learn the pattern of movement.

Materials:

- ❑ Duster



Blind child dusting chair.

Adaptations:

- Duster with handle or big piece of sponge

General Guidelines:

- ✓ The child should begin by dusting simple wooden furniture and large items, such as tables and chairs and later move to more delicate items, such as glass or showcase.
- ✓ The goal of this activity is to introduce the child to dusting and not for the furniture to be perfectly dusted. As the child learns how to dust, the caregiver may begin to increase expectations for how well the job will be done.

Activity 19: Mopping

Ask the child to do the following steps and provide assistance, as needed:

- ❖ After sweeping the floor, take the mop from the location where it is usually kept.
- ❖ Get the mop wet and wring it out.
- ❖ Mop the floor in a systematic left to right, top to bottom pattern. Discuss the importance of planning ahead so that the child will not be stuck in the far corner of the room surrounded by a wet floor.
- ❖ Children with vision may benefit from watching another person mop and imitating them. Children without vision may need physical assistance at first to learn the movements involved in the task.

Materials:

- Mop
- Bucket



Blind child mopping

Adaptations:

- A mop with an extended handle or built-up handle can be used for children with physical disabilities.

General Guidelines:

- ✓ This activity should be done on a regular basis in the natural routine.
- ✓ At first the goal of the activity should be to introduce the child to mopping and not for the floor necessarily to be perfectly clean. As the child learns how to mop, the caregiver may begin to increase expectations for how well the job will be done.

Vocational Activities

In this section we discuss specific activities for vocational training and we assume that general prevocational or preparatory skills will be taught, as appropriate, when the child is younger. We are hoping that through the integrated effort of various caregivers that the child with visual impairments and additional disabilities will become a contributing member of society. In addition, any amount of participation of the child helps to increase his sense of self-worth and gives him a feeling of satisfaction.

Please note that this is only a partial list of vocational options. The team should take into consideration the following factors when deciding what type of vocational activities to teach:

- What are the student's interests?
- What are his likes and dislikes?
- Where does the student live?
- Does his family have a preference for a specific vocation?
- What vocational opportunities might he have in the future? For example, does his family own a shop or are his parents farmers?
- Where will he live as an adult? In a village, town, city?
- What are his strengths?
- What are his needs?
- What resources are available (human, financial, social)?

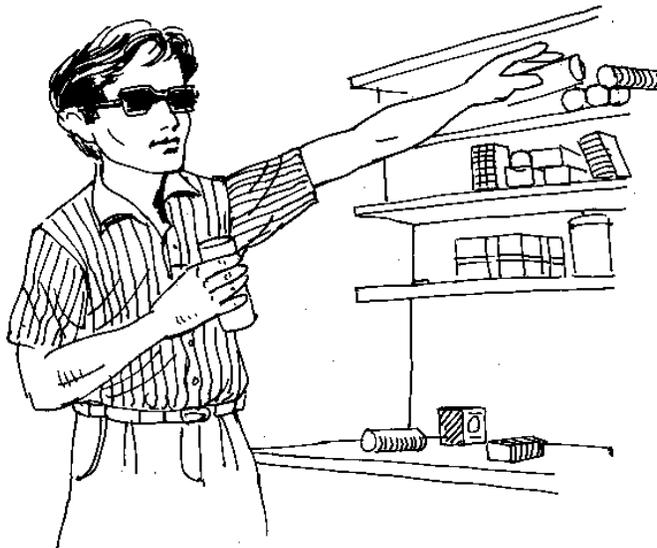


Vocational Activities

- Shop Keeping
- Farming and Animal Care
- Manufacturing
- Office Work
- Making Paper Bags
- Tailoring
- Family Trades

Activity 20 : Shop keeping

- ❖ Stock known items on shelves
 - Match items by color already on shelf (e.g. soap, oil bottle, toothpaste)
 - Arrange items and stacking or placing without letting anything fall
- ❖ Place items in a bag
 - Put packets in bag (e.g. biscuits, maggi)
 - Fill measured pulses in a bag
- ❖ Dust
 - Counters
 - Items on shelves
- ❖ Deliver goods to a known location.



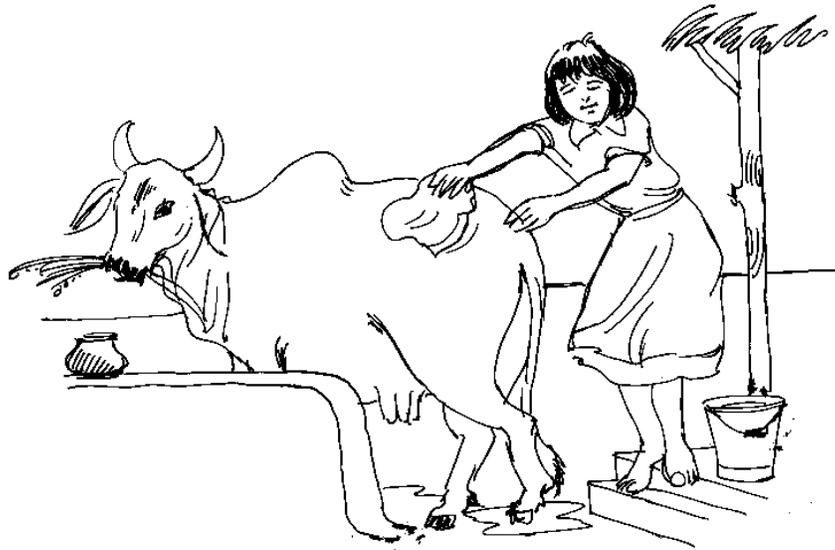
Young blind person stacking biscuit packets on shelf

General Guidelines:

- ✓ It is best for the student to do these activities in an actual shop, but similar activities may be tried home in preparation.
- ✓ There are sample activities and sample materials, but other related activities in the shop can be taught, such as counting, sorting by size and shape, categorizing.

Activity 21 : Farming and Animal Care

- ❖ Dig
- ❖ Plant seeds
- ❖ Water
- ❖ Weed
- ❖ Harvest
- ❖ Separate seeds from cotton
- ❖ Wash animals
- ❖ Feed animals
- ❖ Cotten cow dung



Blind adolescent girl washing animal

General Guidelines:

- ✓ The specific activities will depend on what type of animals and crops are typical in the region.

Activity 22 : Manufacturing

- ❖ Packaging
- ❖ Sorting
- ❖ Assembling



Blind adolescent boy packaging sweets

General Guidelines:

- ✓ Remember that not all young people will be able to do all steps of these jobs, but they encourage them to participate by doing the parts of the task that they are able to do.

Activity 23 : Office Work

- ❖ Messenger
- ❖ Giving Tea
- ❖ Delivering post internally
- ❖ Office cleaning (dusting, sweeping)
- ❖ Photocopying
- ❖ Collating
- ❖ Stapling
- ❖ Stuffing envelopes



Adolescent girl carrying tray with tea

Activity 24 : Making Paper Bags

- ❖ Folding paper
- ❖ Pasting bags
- ❖ Bundling stacks of completed bags



Blind adolescent girl folding paper

.....

Activity 25 : Tailoring

- ❖ Sewing buttons
- ❖ Ironing
- ❖ Hemming



Blind adolescent girl ironing

Activity 26 : Family Trades

If there is a particular family trade, then the family may wish to consider teaching the trade to the child. Although the child may not be able to do all parts of a given trade, there may be parts of it that he can learn to do. For example, he may not be able to run a shop by himself, but he may be able to stock and dust shelves or greet customers. Some examples of family trades are listed below:

- Pottery
- Blacksmith
- Cobbler
- Silk Worm Rearing (sericulture)
- Broom-making
- Running Telephone Booth
- Small party shop
- Selling simple items like namkin, papad, and bread from home to home in immediate neighbour area.
- Other local craft (as per regional availability)



Young person walking from home to home selling namkin

*Acquiring Skills
Through
Routine Activities*

Chapter Index

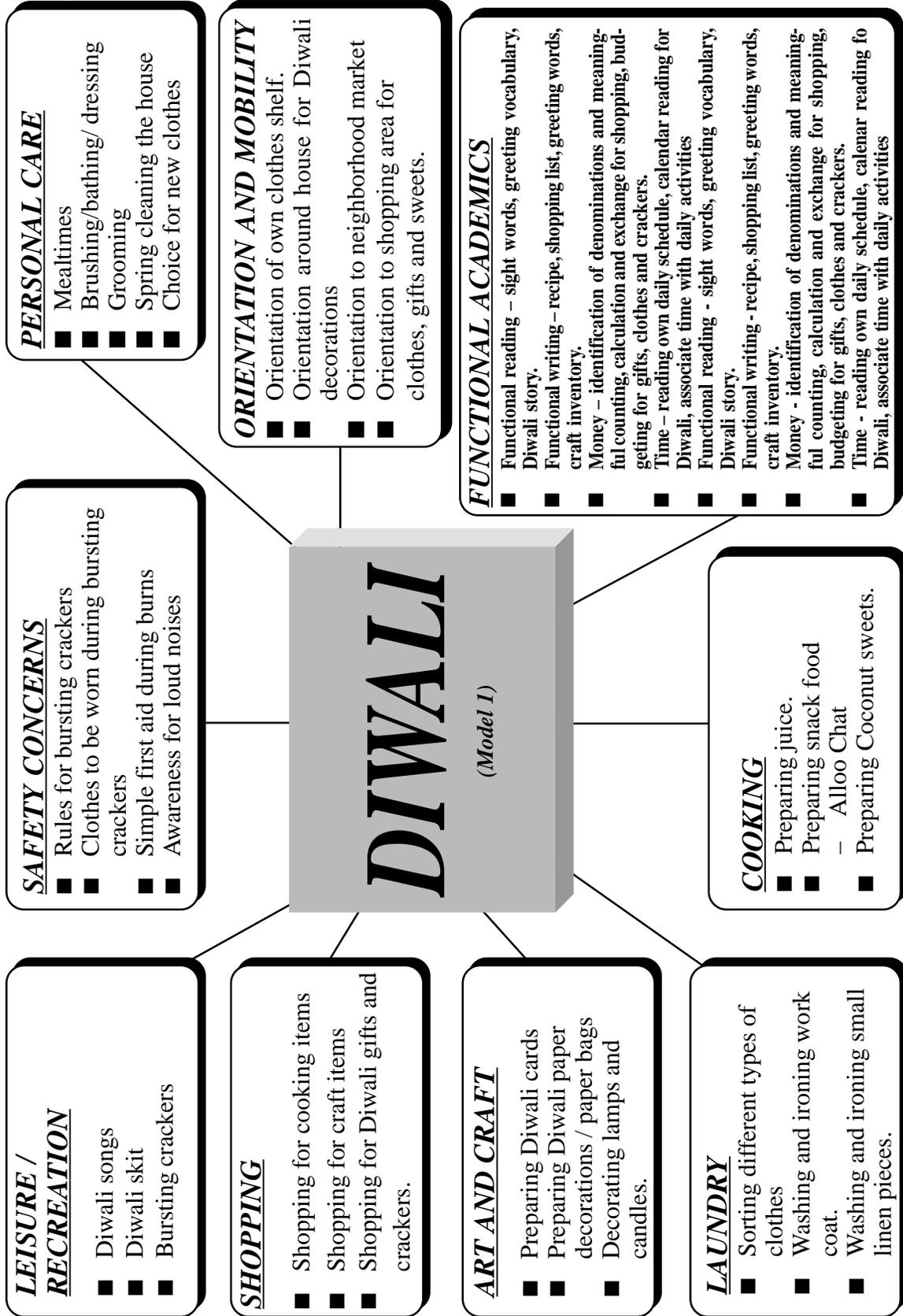
- *Acquiring Skills Through Routing Activities, 125*
- *Diwali - Model 1, 126-128*
 - *Functional Academics, 127*
 - *Diwali - Art & Craft, 128*
- *Diwali - Model 2, 129-130*
 - *Visiting Others, 130*
- *Animals, 131*
- *Movies, 132*

Acquiring Skills Through Routine Activities

Children who are blind or visually impaired with additional disabilities learn best when skills are taught in the natural environment on a routine basis. Many skills can be taught at once during most routine activities. For example, preparing a meal offers the opportunity to work on motor skills, such as chopping, stirring, pouring, peeling; math skills, such as counting, comparing size, quantity and weight; reading and writing of recipes, shopping lists, labels; orientation and mobility in the kitchen and dining area; social interaction and appropriate manners; communications skills, such as expressing needs and wants, naming items, and making choices. Many important skills can be integrated into one single activity.

Similarly, special "themes" are an excellent way to address a variety of skill areas through related activities. Holidays offer regular opportunities to address a variety of skills in a festive atmosphere. Many elements of daily life can also be chosen as themes, such as animals, transportation, and vegetables. We have included here sample themes of Diwali (using two different models), Animals, and Movies, and some of the themes have been further broken down into lists of some of the skills that may be taught through these activities. We hope that you will see that these are only a few of the many examples around you and we encourage you to think about the child's interests as you look around and come up with your own ideas for teaching many skills through routine activities.

Once you have chosen a theme to focus on with your child, think about some of the ways in which she may participate in a given activity. She may not be able to do each step of an activity, but every child should be given the chance to participate and to do as much as she can with the support that he needs. For example, your child may not be able to calculate the money needed at the market, but she may still be able to give the money (once it has been counted out) to the shopkeeper. Similarly, she may not be able to read and write a shopping list, but she may be able to pick up the items as you name them and place them in a basket. The important point is to encourage the child to do as much as she can herself.



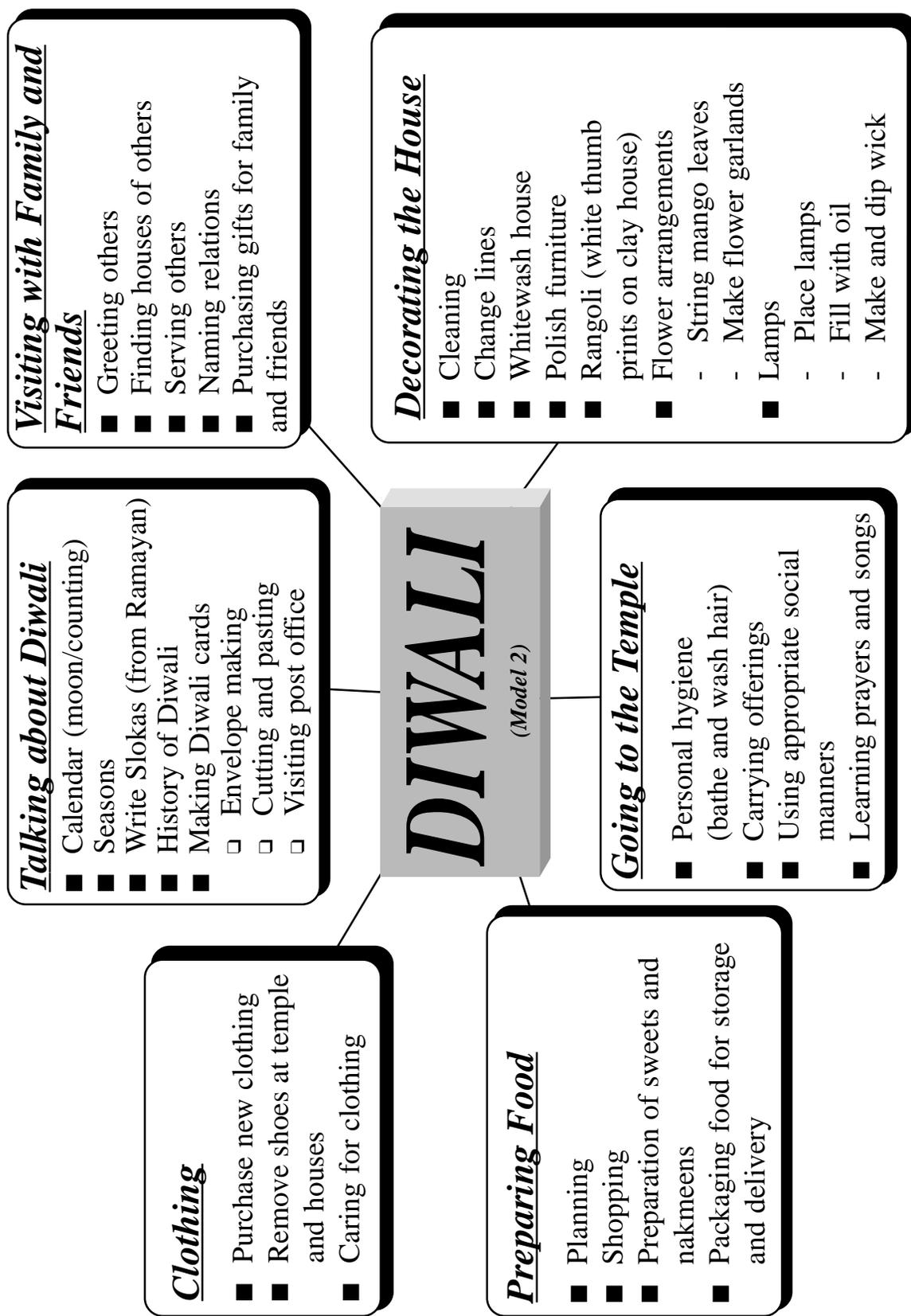
DIWALI – Functional Academics

Functional reading	Functional Writing	Money	Time
Reading sight words-names of vegetables, spices, sugar and salt etc.	Writing shopping list, recipe, menu	Calculating money for prepared Diwali Cards	Reading own daily schedule
Reading Diwali greeting words	Writing Diwali greeting words on cards	Calculation for shopping, cooking, craft items	Reading the calendar for Diwali-associating events before and after Diwali
Reading the shopping list and price list	Writing the inventory for craft items	Budgeting for buying gifts, clothes, and crackers	Calendar reading for season change
Reading the Diwali based story- object identification, Picture reading, words and signs	Writing own Diwali celebration stories-use of objects in a sequence, pictures and words	Shopping at the market place-identification of money, exchange of money, asking for change.	Associating time with daily routine activities. Reading the clock.
Reading the safety signals-enter, exit, hospital	Writing list of names to send cards, printing name on cards, pasting stamps.		

DIWALI

Art & Craft

Preparing Diwali cards	Diwali Paper decorations	Diwali Lamps and Candles
Paper folding, paper measurement, sorting different types of paper	Paper folding, measurement, paper folding in different ways for streamers.	Working with different textures- clay, metal, zari, wool.
Cutting using a pair of scissors, pasting paper and different textures etc.	Cutting in straight lines, cutting in patterns, paper pasting for paper bags.	Cutting and pasting different materials, making braids out of wool.
Color matching, color identification and naming using signs/speech..	Color matching, identification, naming with signs/speech.	Color matching, identification and naming using speech / signs.
Finger painting, block painting, painting with different types of brushes.	Sorting different decoration materials – glitter, stars, buttons etc. Painting bags.	Painting – finger painting, using brushes, dipping diya in paint.
One to one correspondence, meaningful counting of cards, maintaining inventory of cards, stacking, packaging, pricing.	Counting of bags and streamers, packaging, one to one correspondence, pricing stacking, decorating room with streamers.	One to one correspondence-placing wick in each lamp, packaging, pricing, decorating house with lamps/candles

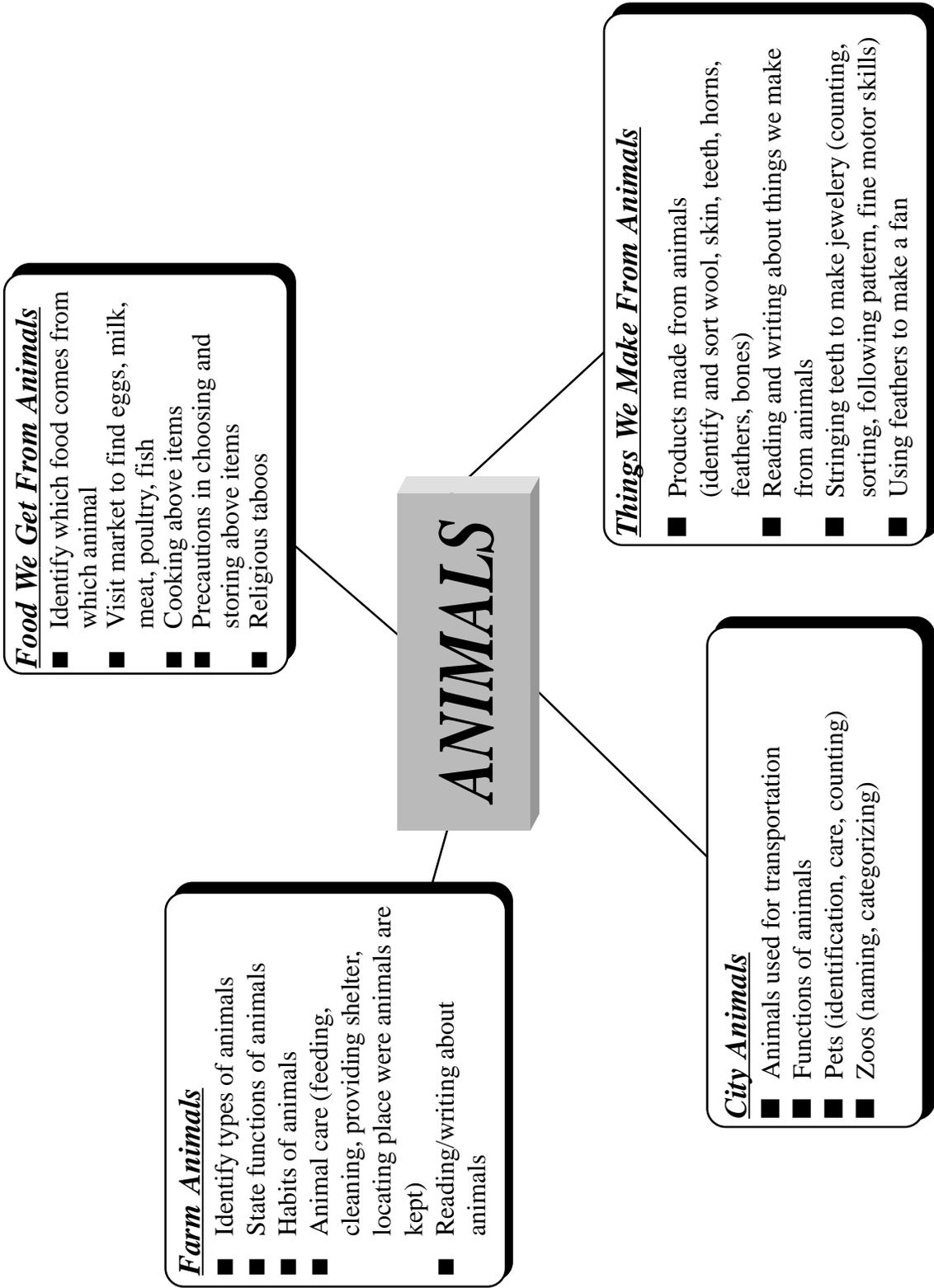


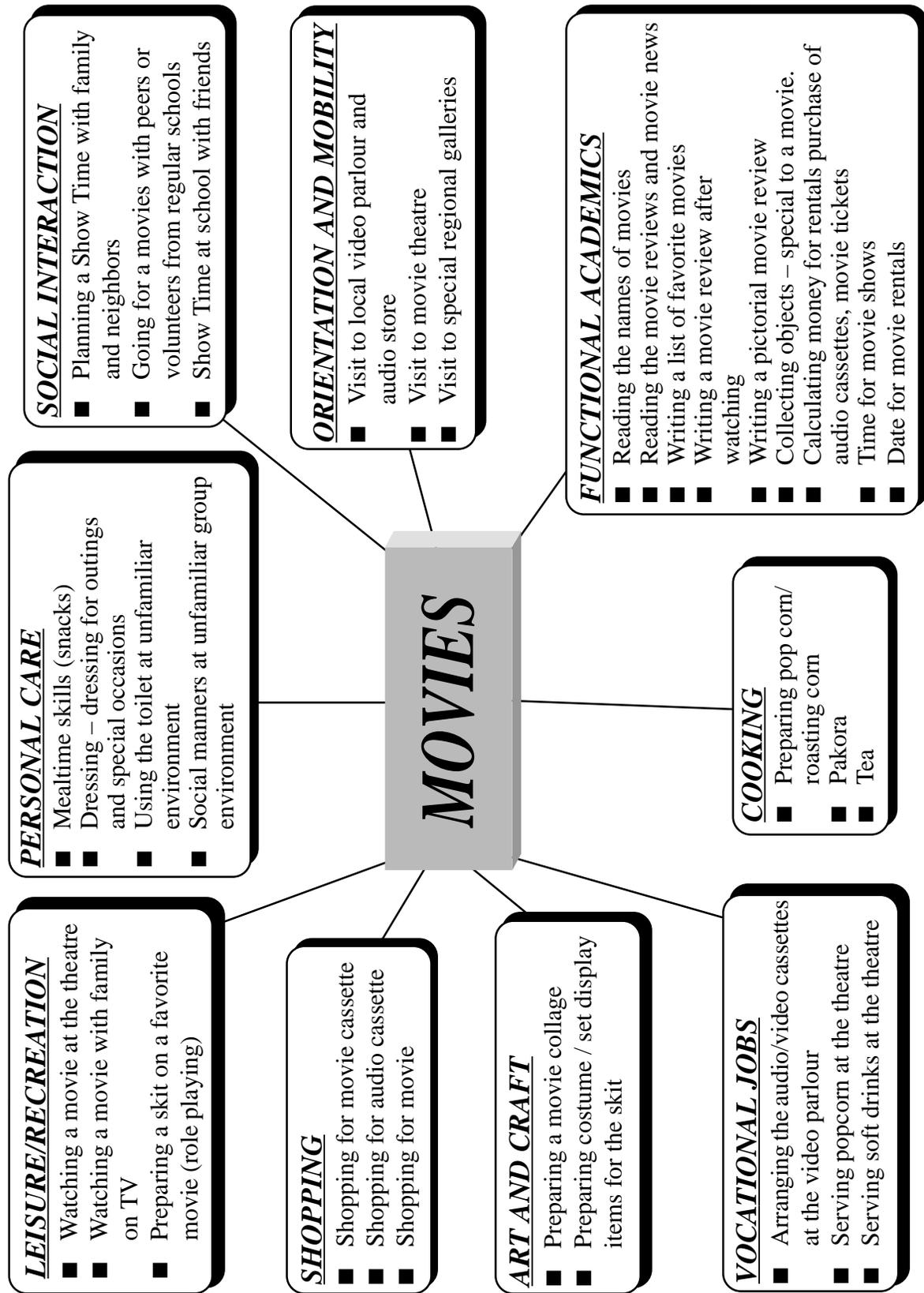
DIWALI

Visiting Others

(Model 2)

Social Interaction	Purchasing Gifts	Serving Others	Making Flower Arrangements
Naming friends and relations	Making choices	Counting number of guests	Collecting or buying leaves and flowers
Greeting others appropriately	Preparing list of gifts to buy	Counting number of glasses, dishes needed	Sorting types of leaves and flowers
Using correct Social manners	Calculating amount needed to make purchases	Pouring, cutting, scooping servings	Counting number of leaves or flowers
Saying "please", "thank you", "excuse me"	Using money to make purchases	Carrying items to table or to guests	Following pattern (such as alternating colours or types of flowers)





Sample Formats

Chapter Index

List of Sample Formats

- *Assessment Form, 135*
- *IEP (Individual Education Plan), 139*
- *Daily Report, 146*

ASSESSMENT FORM

DATE :

NAME :

AGE :

BIRTH DATE :

PRIMARY CAREGIVER'S NAME :

ADDRESS :

TELEPHONE NO. :

MEDICAL HISTORY :

MAJOR STRENGTH :

MAJOR LIMITATIONS :

BEHAVIOUR :

Sample Formats

CURRENT PERFORMANCE LEVEL :

1. MOTOR

GROSS	
FINE	

2. SELF HELP

TOILETING	
BRUSHING	
BATHING	
DRINKING	
EATING	
GROOMING	

3. COMMUNICATION

EXPRESSIVE	
RECEPTIVE	

4. SOCIALIZATION

HOME	
COMMUNITY	

Sample Formats

5. COGNITIVE

MATCHING	
IDENTIFICATION	
FUNCTIONAL LITERACY	

6. ORIENTATION & MOBILITY

INDOOR	
OUT DOOR	

7. SENSORY

VISION	
HEARING	
TOUCH	
TASTE	
SMELL	

8. PRE-VOCATIONAL/VOCATIONAL

ART & CRAFT	
NEEDLE WORK	

Sample Formats

9. PARENTS PRIORITIES :

10. SPECIAL INFORMATION ABOUT CHILD :

NAME & SIGNATURE

INDIVIDUAL EDUCATION PLAN

DATE :

NAME :

AGE : **BIRTH DATE :**

STAFF RESPONSIBLE :

ANNUAL GOALS

QUARTERLY OBJECTIVES

1. MOTOR

GROSS MOTOR	FINE MOTOR	EVALUATION

2. SELF HELP

TOILETING	DRESSING	EVALUATION

Sample Formats

3. COMMUNICATION

RECEPTIVE	EXPRESSIVE	EVALUATION

4. SOCIALIZATION

HOME	SCHOOL	COMMUNITY	EVALUATION

5. COGNITIVE

MATCHING	IDENTIFICATION	FUNCTIONAL LITERACY & NUMERACY	EVALUATION

7. ORIENTATION & MOBILITY

INDOOR	OUTDOOR	EVALUATION

Sample Formats

8. Sensory

VISION	HEARING	TOUCH	SMELL	TASTE	EVALUATION

9. PRE-VOCATIONAL/VOCATIONAL

ART & CRAFT	NEEDLE WORK	EVALUATION

TEACHING STRETAGY :

TEACHING METHOD & MATERIAL :

USE OF ASSISTIVE DEVICES :

SIGNATURE :

Assessment and Progress Record of Students with Multiple Disabilities

Name:

Age:

Sex:

Types of Disabilities:

Describe the disabilities and the functional problems:

Father's Name and Address:

1. The record format has sixteen items with each one having sub-items.
2. Read sub-sections and write the number(s) applicable at the time of evaluation under the appropriate column or the given student. Also describe in words where clarity is needed.
3. Every record format accommodates four recordings including the first one on admission and subsequent three terms
4. Any observation not listed in the record can be noted under any other provided in each section.

SCORING:

Each item has sub-items that indicate independence marked with a 'plus'. This helps the teacher to add the tasks performed independently and calculate percentage. under 'any other' if an item is added, it can also count for independence if it fits. Academic, social and work activities are not sequential, but rather parallel. Hence each item in the checklist, number of independent items passed and percentage calculated accordingly in the given column. If the child is too young to be assessed for academic/work/skills/mental hygiene, the teacher can restrict the assessment to applicable items for the age and calculate percentage for the same omitting the inappropriate item. Recreation items can be marked separately with gradings as in FACP.

For academic and work areas if the student with multiple disabilities passes 80 % of this record format, secondary/prevocational checklist of FACP can be used for further planning.

NOTE: As the disabilities and the combination of disabilities is such that extend of independence in every child is different. It is best for the teacher to use her discretion to decide what is the maximum independence possible in a child and accept that statement as + for calculation of percentage. However, it is absolutely essential that should be justified by describing why she considers that level as the maximum possible in that child.

Sample Formats

Item No.	Activity	Entry level Date :	I term Date :	II term Date :	III term Date :	Remarks
1.	A. Eye Contact 1. Absent 2. Needs to be called by name repeatedly 4. Eye contact present for a short period 5. Eye contact present for required duration 6. Any other: (in case of VH assume turning towards/attending to calls/instruction)					
2.	B. Communication of Basic Needs 1. Absent 2. Only familiar person can follow. 3. Any one can follow 4. Can speak and inform 5. Any other					
3.	C. Mobility 1. Rolls 2. Crawls 3. Sits and drags self 4. Walks with human help 5. walks with aids (PH, VH) 6. Walks independently except for coping with structural barriers. 7. Totally independent within the house/familiar/ places. 8. Independent travel in the neighbourhood of frequent visit 9. Independent travel in school/own transport 10. Independent in use of public transport in familiar route. 11. Requires aids for items 8,9, or 10 (specify item no.) 12. Any other					
4.	D. Eating 1. Being fed .2. Indicates/ expresses food needs 3. Requires assistance in items like peeling fruits, serving food , opening lunch box and so on (specify). 4. Asks for help .5. Independent with solid /dry food. 6. Uses modified utensils and eats independently. 7. Eats all foods independently .8. Any other.					
5.	E. Drinking 1. Drinks if liquid is poured in mouth .2. Can drink from a glass if half filled .3 Drinks from modified utensil/cup/ glass independently. 4. Drinks independently if given. 5. Can take and drink on his own. 6. Any other describe.					
6.	F. Toileting 1. Not aware .2. Aware but dependent . 3. Indicates need .4. Uses adaptations in toilet (describe) .5. Asks for /indicates for help when needed (ph). 6. Independent only in familiar toilets . 7. Independent in any toilet. 8. Any other.					

Sample Formats

Item No.	Activity	Entry level Date :	I term Date :	II term Date :	III term Date :	Remarks
7.	G. Brushing 1. Not aware .2. Cooperates by following instructions when someone brushes.3. Asks for help in applying paste on brush .4. Uses adaptation . 5. Brushes independently .6. Independent in applying paste and brushing 7. Any other.					
8.	H. Bathing 1. totally dependent .2. Extends cooperation .3. Independent with modification/adaptation in the bathrooms. +4. Independent in familiar bathrooms. +5. Independent in any bathroom 6. Any other					
9.	I. Dressing (including fasteners) 1. Totally dependent 2.Extends cooperation. 3. Independent in moving alone 4. Independent in wearing alone + 5. Independent with adapted clothing. +6.Independent with any clothing 7. Any other					
10.	J. Grooming (Face, hair, foot wear, any other -specify) 1. Totally dependent 2. Extends cooperation by following directions. +4.Independent +5.Keeps body/teeth/nail/hair clean by taking help if not independent. 6. Any other					
11.	K.Shaving/Mentrual Hygiene (Choose the suitable one) 1.Not aware. 2. Cooperation by following step by step instruction.3. Performs by self under supervision 4. Aware when to ask for help. +5.+6. independent 7. Any other					
12.	L.Care of Personal Belongings 1.Not aware.2. Needs reminders. +3. Takes care of own things. +4. Aware when to defend/ask for help.5.any other					
13.	M.Interpersonal Relations 1.Does not differentiate between familiar and unfamiliar people. 2. Differentiates if prompted 3. Differentiates.+4. Uses suitable greetings +5 Does not greet "out of context" +6. Maintains conversation age appropriately. +7. Takes cues from the environment and acts suitably. +8. Uses good manners such as covering mouth while sneering/ coughing, to people, avoid laughing unnecessarily. 9. Any other (describe)					

Sample Formats

Item No.	Activity	Entry level Date :	I term Date :	II term Date :	III term Date :	Remarks
14.	<p>N. Meeting Medical/ Therapeutic requirement 1.Unaware.2. Needs to be reminded. +3. Aware of various therapies to attend/medicines to take and asks to be taken.+4. Goes independently /takes medicines independently +5.Aware of what to do/call for help in case physically hurt.6.Aware and avoids dangers.7. Any other</p>					
15.	<p>O.Functional Literacy and Numeracy +1.Follows simple verbal/gestural commands-come, go,take, give.....+2. Uses yes, no, I don't know in words/gestures.+3.Identifies/names body parts, pictures. +4. identifies /names colors,size,shape,texture in context.+5Demonstrates awareness of right,left,up,down,under,over in context.+6. Reads own name, address/aware he has own name and address with him to get assistance if he is lost +7. Can follow written/graphic/gestural instructions (mention which language/word or sentence level)+8 Counts meaningfully and identifies number symbols in context (mention upto what number). +9. Uses adaptation for literacy and numeracy (describe). +10. Applies the learnt literacy and numeracy skills to daily living. +11. Relates time to clock, calender. +12. Aware and uses clock with adaptation/arm clock to tell time. +13. Aware and uses adapted gadgets for measurement (wieght, length, quantity, volume and so on) describe. +14. Aware o utility o money/mathematics. +17. Reads magazine/newspaper or seeks help to get information. +18. Aware when and where to seek or help if required in public places. 19. Any other :</p>					
16.	<p>P. WORK * +1. Aware of work routine and discipline. +. Relates time to work. +3. Demonstrates awareness of interpersonal relation between employer and co-workers. 4. Can defend self if challenged/seek help. 5. Keeps self informed potential job opportunities and keeps in contact with agencies/persons. 6. Completes given work in time. 7. Demonstrates awareness o rules and regulations, pay, savings, benefits... 8. Uses adaptations to work (domestic/job). 9. Has own adaptations to work assistive devices. +10. Carrie3s out given domestic chores effectively with/without adaptations. 11. Uses leisure effectively (List interests, talents and hobbies).</p>					
17.	<p>Q. NARRATE ANY OTHER SIGNIFICANT INFORMATION</p>					

DAILY REPORT

Name : _____ Age : _____

Time : _____

Day & Date	Activity	Observation Remarks
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Glossary

Glossary

Assistive Devices: any material support that helps a person achieve greater independence, such as hearing aids, calipers, eye glasses, wheelchair.

Cerebral Palsy: a group of conditions in which the capacity to make voluntary movements is impaired due to brain damage.

Clue: a hint given to a person to respond suitably to a stimulus.

Co-active: child and caregiver participating in an activity together, e.g. playing, rocking, and washing together

Cue: gesture or a verbal suggestion given to a learner that leads to his finding suitable response.

Deafblindness: A condition which partially or totally affects a persons ability to see and hear

Developmental Sequence: moving forward in a natural order, for example a child must learn to sit, then stand, then walk, then run.

Disability: The effect of impairment (see Impairment) on a person capacity to function normally

Handicap: Consequences of a disability in socio, culture economic context.

Hearing impairment: the inability to follow speech sounds or spoken conversation, although the person may be able to identify environmental sounds

Impairment: Loss of physiological psychological or anatomical functions

Landmark: A relatively permanent object/structure in a place that serves as a guide to refer ti the place.

Mobility: the movement from one point to another in a safe and efficient manner

Motor Skills: a combination of hand, eye and other parts of the body coordinating to perform a certain task or movement.

Multi-sensory: Use of more than two senses

Object of Reference: an object that indicates to the child the place and time for a specific activity, such as a cup means time to drink; a soap or towel means time for washing, etc.

Glossary

Orientation: the knowledge and awareness of the self/body within the environment

Personal Identifier: a specific characteristic that is unique which allows a deafblind child to identify another person, such as a specific ornament, necklace, bracelet, wristwatch that is worn all of the time. This can also be a specific routine that a person has established with a deafblind child, such as blowing on the child's neck, patting the child's cheek, etc.

Reinforcement: A response following a behaviour that strengthens the behaviour

Sighted Guide: A sighted person who guides a blind person to move about

Tactile: Touch related

Total Communication: a communication approach where all modes of communication are used together, including speech, sign language, gestures, pictures, objects, Braille, writing, etc.

Tracking (visual): Following with eyes/vision

Trailing: walking along side a continuous vertical structure (wall) by touching with back of the hand (technique used by blind person)

Visual Impairment: Inability or limited ability to see (every country has official definition for the purpose of certification)

Mental retardation: Arrested or incomplete development of the mind. It results in deficit in adaptive behaviour and occurs before the age of 18 years

Resources

Resources

Organizations

Blind People's Association

Dr. Vikram Sarabhai Road
Vastrapur
Ahmedabad 380 015
Phone : (079) 6306432,6304070
Fax : 6300106
Email : blinab@ad1.vsnl.net.in

National Institute for the Visually Handicapped

116 Rajpur Road
Dehradun (Uttaranchal) 248 001
Phone : 135-74491
Fax : 135-748147
Email : nivhddn@nde.vsnl.net.in

National Association for the Blind

R K Puram, Sector 5
New Delhi 110 022
Phone : (11) 6176379, 6172944,6175886
Fax : (011) 6187450
Email : nab@vsnl.com

Spastic Society of Tamilnadu

Opp.T.T.T.I. Taramani Road
Chennai-600 113
Phone :235 4651 Fax: 2350047

National Association for the Blind

11,Khan Abdul Gaffar Khan Road
Worli Seaface, Mumbai-400025
Phone : (022)493 5365/4936930
Fax : 91-022-493 2539
Email : nabin@bom3.vsnl.net.in

Spastic Society of Eastern India

Indian Institute of Cerebral Palsy,
P-35/1, Tartolla Road
Calcutta-700 088
Phone :478 4177, 478 3488

National Institute for the Mentally Handicapped

Manovikas Nagar
Secunderabad (AP) 500 009
Phone : 7751741
Fax : 040-7750198
Email : nimh@hyd.ap.hic.in

Ali Yavar Jung National Institute for the Hearing Handicapped

K.C. Marg, Bandra Reclamation
Mumbai-410050
Phone : (022) 640 0215
Fax : 6422638

Additional Readings and Resources

Helander, E., Mendis, P., Nelson, G. (1980) Training Disabled People in the Community. Geneva, Switzerland: World Health Organization.

Narayan, J., Kutty, A.T.T. , Shobha, J. (1990) "Towards Independence Series 1-9", Skill Training in the Mentally Retarded Persons: A Package for Trainers. Secunderabad, India: National Institute for the Mentally Handicapped.

Werner, David. (1987) Disabled Village Children. Palo Alto, CA, USA: Hesperian Foundation.