

Assessment Guidelines

Low Vision

Note: Presence of any 4 of the following symptoms indicates Low Vision.

- The child has difficulty in reading from the black board, even if s/he is sitting in the first row
- The child keeps the book too far or too close to his/her eyes while reading
- The child is not able to write in the prescribed space/line due to low vision
- The child finds difficult to identify objects/people at a distance (4-5 meters or further)
- The child has problem in following moving objects
- The child is not able to identify/match colours
- The child has difficulty in identifying numbers, symbols and patterns
- The child has problem in following path
- Lighting variation in the environment confuse the child
- The child functions better when given bold print, good contrast, required illumination
- The child is not able to reach the objects at about 14 inches
- The child is not able to follow 2 –D representation of any object
- The child has difficulty in focusing because of unstable movement of the eye balls
- The child gets confused between the shadows and the level changes
- The child has problem in recognizing actions and facial expression
- The child mobility is badly effected in semi-dark area

Cerebral Palsy

Note: Check from the parents if the child has a history of delayed milestones, fits, prolonged symptoms of drooling and involuntary movements before the age of 6 years. Presence of 2 additional symptoms along with the underlined statements indicates Cerebral Palsy

- The child has problems in controlling voluntary movements
- The child has an odd gait, posture and shows problems in balancing
- The child has difficulty in gross motor skills such as sitting on a regular chair without support, walking, jumping, climbing, bending etc.
- The child has problems in fine motor and eye-hand coordination skills such as holding and placing objects, cutting, pasting, writing, etc.

- The child has problems in performing Activities of Daily Living
- The child has problems in articulation and regulating breathing while speaking
- The child may have associated problems in hearing/vision /mental retardation/ seizures, etc.
- The child requires assistance in reading/writing due to in-co-ordination
- The child is too stiff or too floppy to be able to sit or stand
- The child is stuck in one position and unable to move
- Has not achieved head and neck control

Autism

Note: Presence of 2 additional symptoms along with the underlined statements indicates Autism

- The child has difficulty in making and sustaining an eye contact
- The child shows echolalia or repeat words (For example, on being asked 'what is your name?' they will repeat 'what is your name?', instead of telling their name
- The child reverses pronouns like 'I' and 'You'
- The child has difficulty in playing with peer group/classmates. May not be able to wait, take-turns or follow the rules of the game
- The child has problems in understanding body language of others. For example: 'yes' or 'no' by movement of head and 'come here' by use of hands
- The child appears to be aloof
- The child does not always respond to his/her name immediately
- The child exhibits repetitive motor mannerisms like rocking, spinning, hand flapping etc.
- The child interrupts or disturbs the class very often by asking a question repetitively or out of context
- The child is pre-occupied or fixated on a topic, object or an activity
- The child has exceptional rote memory for numbers, dates, phone numbers, names, etc.
- The child is over selective about his/her seat, subject, students and shows resistance to change
- The child may show compulsive tendencies to smell/ touch things, cover his/her ears/ eyes
- The child is not able to explain that s/he is angry, sad, in pain, etc. and why?

Multiple Disabilities (MD)

Note: Since this is a combination of more than one kind of disability, symptoms from other disabilities also must be kept in mind. The obvious symptoms of MD are underlined.

- The child use glasses, hearing aids, crutches, wheel chair etc.
- The child have any visible deformities like, large head/small head/extra fingers/extra toes
- The child startles when a known object is brought near him/her suddenly
- The child shows habits like poking the eyes, waving the hands and jumping towards light
- The child goes very near to the objects and touches them to identify
- Is the child aware of the school bell and does he understand the movement of people when the bell rings

- The child talks or shows gestures to his/her classmates or never interacts at all
- The child does not recognize that his/her friends are writing and copying from the board
- The child does not maintain a proper posture when the physical education class is being taken
- The child prefers any particular corner of the classroom

Intellectual Impairment (Mild Mental Retardation, Slow Learners, Specific Learning Disabilities)

Mild-Mental Retardation

Note: If the child shows behaviours below 3-4 years when compared to peer group behaviours with IQ between 70-50 (if IQ report available). If IQ report not available, then the underlined statements indicate presence of Mild Mental Retardation.

- Have the parents reported child having history of delayed development in following areas before reaching age of 6 years-
 - Neck holding not achieved by 3 months
 - Sitting not achieved by 9 months
 - Standing not achieved by 1.5 year
 - Speaking words not achieved by 2.5 years
 - Toilet training not achieved by 5 years
- Have the parents reported child having history of-
 - Head injury
 - Fits
 - History of ill health due to jaundice, loose motions, poor nutrition, brain fever
 - Poor attention as a child
 - Poor ability to remember, sequence of instructions
- Does the child have difficulty in imitating actions, sequence of task, speech by observing peer group
- Does the child have difficulty in understanding meaning of lesson content, sequence in a story appropriately
- Does the child have difficulty in solving puzzles, mathematical manipulations or decision making in conflicting situation

- Does the child look for approval before initiating the task or wait for instructions by the teacher
- Does the child has difficulty in classification of objects by grouping characteristics. Example
 - Mango described by colour, taste, texture and its name
 - Dog described as animal, helping to protect, with friendly nature
 - Water described as liquid, without colour and shape
- Does the child have difficulty in learning task in a continuous sequence of more than four to five steps
- Does the child have history of scholastic failure in previous classes or history of changing schools frequently
- Does the child behave in an immature manner resembling children lower than 3-4 years

Slow Learners:

Note: If the child has IQ between 90-70, it indicates problem of slow learning. If IQ report not available, then the underlined statements indicate problem of slow learning.

- Does the child has history of poor attention before the age of 6 year in spite of no history of significant developmental delay, illness, head injury or fits
- Does the child take longer to complete a task when compared to peer group/classmates
- Does the child score consistently between 40 - 55% in spite of individual instructional support
- Does the child have limited vocabulary in using words yet communicate comfortably to express needs with parents, teachers and peer group
- Does the child need repeated instructions with practical examples and instructions in a smaller group to cope with lesson content
- Does the child engage frequently in impulsive actions, aggressive reaction, abusive expression when frustrated or angry with his/her classmates
- Does the child have better performance using oral medium when compared to written performance at a given class
- Does the child consistently write untidily and illegibly.

Specific Learning Disability (SLD)

Note: If the child has IQ above 85, yet shows below listed characteristics, it indicates presence of a SLD. If IQ report not available, look for the underlined characteristics.

- Does the child have difficulty in maintaining attention while performing a given task without getting distracted when unsupervised
- Does the child have difficulty in completing the task within the prescribed time-limit when unsupervised
- Does the child commit pattern of consistent errors as listed below:
 - Leaves letters or words while reading a line from a text
 - Has difficulty tracking lines or words in a row therefore uses finger for tracking while reading
 - Has difficulty organizing things for example by shape, colour or size such as placing books in a school bag systematically by size or arranging cloths on a rack in categories of size and use
 - Difficulty in copying from black board without missing letters or words
 - Difficulty in using mathematical symbols and understanding relation between numbers
 - Difficulty in differentiating letter such as 'b' and 'd', or numbers like '9' and '6'
 - Difficulty in maintaining a straight line or leaving appropriate space between words
 - Difficulty in understanding use of punctuations while reading and writing
 - Difficulty in comprehending word problems and understanding the meaning and relationship between numbers and sentences
 - Difficulty in selecting or filtering specific details to answer a question from a story, passage or a narration of an incident
 - Difficulty in locating an object when given specific sequence of instruction for example: "look for a green book on right side of the table on the top corner"
- Does the child have difficulty in associating sound with alphabet
- Does the child have difficulty in locating specific alphabet or numbers within prescribed text
- Does the child have difficulty in articulating his/her views or ideas, thus landing in a quarrel or breaking a friendship
- Does the child have difficulty in discussing a central theme on a given topic unless reminded or assisted
- Does the child have difficulty in comprehending or explaining concepts in subjects like language, science or social studies in his/her own words

- Does the child have tendency of displaying short span of attention across his/her performance within home/school or during play with neighbourhood children
- Does the child have difficulty in following the rules of common games popular among the peer group?

Category	Assessment Tools	Source	Users	Training Inputs
Low Vision	Functional assessment of Low Vision Persons in Developing Countries	NIVH- Dehradun	Resource teachers	3 -5 days of training
		NAB- India: Mumbai		
Cerebral Palsy	Modified Ashworth Scale (Assessment of spasticity)	All National Institutes	Resource teachers, physiotherapists, occupational therapists, parents, CBR Workers, AWWs	1 week
	Gross Motor Function Measure	SPASTN-Chennai		
	2. SPASTN SCALE			
Multiple Disabilities	Callier Azuza from Perkins school US	NIEPMD-Chennai		
	Functional Assessment Checklist Programming- FACP	NIMH-Secundrabad	Teachers, AWW, Rehabilitation workers, physiotherapists, occupational therapists, parents, psychologists	1 week training for each scale
	BASIC(MR)	NIMH- Secundrabad		
	PORTAGE Programme	NIEPMD-Chennai		
	Madras Developmental Programme Scale-MDPS	Vijay Human Services-Chennai		
	Upnayan Checklist for Autism Rating Scale - CARS	Madhuram Narayanan Center-MNC-Chennai		

Category	Assessment Tools	Source	Users	Training Inputs
	I-CAN	Hellen Keller School for the deaf-blind-Mumbai		
Intellectual Impairment a. Mild Mental Retardation	Functional Assessment Checklist Programming- FACP	Department of Special Education, NIMH-Secundrabad		
	Madras Developmental Programme Scale-MDPS	Vijay Human Services-Chennai	Resource teachers	3-5 days
	Upnayan	Madhuram Narayanan Center-MNC-Chennai	Resource teachers, AWWs	3-5 days
b. Slow Learners	Grade Level Assessment Device (GLAD)	Department of Special Education, NIMH-Secundrabad	Resource teachers, general teachers	3-5 days
c. Specific Learning Disabilities	Grade Level Assessment Device (GLAD)			
	Diagnostic Tool for Learning Disability-DTLD	Centre for Special Education: SNDT, Mumbai	Resource teachers, general teachers	
	Binet- Kamath Test	NIMHANS- Bangalore	Psychologists	1 month
Autism	Adapted Psycho-Educational Profile-Revised	Action for Autism-New- Delhi	Teachers, parents, BRCC/CRCC, AWWs	5-7 days
		Autism Society of West- Bengal-Kolkatta,		
		Forum for Autism Awareness- Mumbai		
		We Can- Chennai		
	Checklist for Autism Rating Scale - CARS	Madhuram Narayanan Center-MNC-Chennai	Parents, teachers, AWW, rehabilitation workers, Physio-therapists, occupational therapists, psychologists	3-5 days