

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(GUIDELINES FOR USING THE CHECKLIST)

The trend in special educational assessment and programming has changed from IQ based grouping to functional level based grouping without compromising on age appropriate programming. Any educational assessment tool should ideally lead to appropriate programming for the child. It should also provide inbuilt periodic evaluation facility for monitoring progress and modifying programme. The tool also should provide for qualitative and quantitative measurement of the child's progress. It should also help in homogeneously grouping children and provide for promotion of children objectively to next level. The items listed in the tool should be such that they are (1) easy to understand, (2) activities necessary for daily living, (3) easily observable, (4) age appropriate as far as possible, (5) ultimately contribute to living competently in the society.

Often times the special teachers have expressed that maintaining detailed assessment and programming records of each mentally retarded child is time consuming. In addition, many efficient special teachers find it difficult to write lengthy records due to their poor ability to express in English. Many schools do accept writing in local language or Hindi, which poses problem to other teachers who do not know these languages. With the intention to find solution to this situation and to provide for easy assessment and recording procedures the Department of Special Education at NIMH has developed educational assessment checklists for children from preprimary to prevocational levels.

Grouping of students

Grouping is done based on the ability and chronological age into different levels such as Preprimary, Primary-I, Primary- II, Secondary, Prevocational-I, Prevocational-II, and Care group. The details are given below.

Preprimary:

This group consists of children between 3-6 years of age. The coverage of content in the areas of personal, social, and academic is more than with occupational area in this level.

Primary-I:

Students who achieve 80% of the items in preprimary checklist are promoted to Primary-I level and the age of the students entering in this class may be 7 years approximately. In some cases the students may continue one more year in Preprimary to fulfil the pass criteria (For example, if a student who is 7 years has achieved about 60% on evaluation in primary checklist he may continue in the same class for a longer time and see whether he/she can achieve the said pass criteria, ie., 80%).

Primary-II:

The students who do not achieve 80% of the items in the checklist in Preprimary level even after 8 years of age are placed in Primary-II. The content in the academic area is minimal for this group. This group covers children from 8-14 years. When they achieve 80% of the items in the Primary-II checklist they are promoted to Prevocational-II. In some cases they may achieve 80% before the age of 14 years and may be promoted to Secondary group.

Secondary group:

This group includes students between 11-14 years. It is a mixed group (ie., students promoted from both Primary I & II). Students on achieving 80% of the items in this class including the items in academic area will be promoted to Prevocational-I and those with inappropriate items excluded in academic area will be promoted to Prevocational-II.

Prevocational-I & II:

Both the groups consist of students in the age group 15-18 years. The primary focus of training is on preparing students in basic work skills and domestic activities. Hence the major content covered in the checklist are in the areas of occupational, social, and academics. However, the content coverage under academic area will be minimal or need based for Prevocational-II group of students.

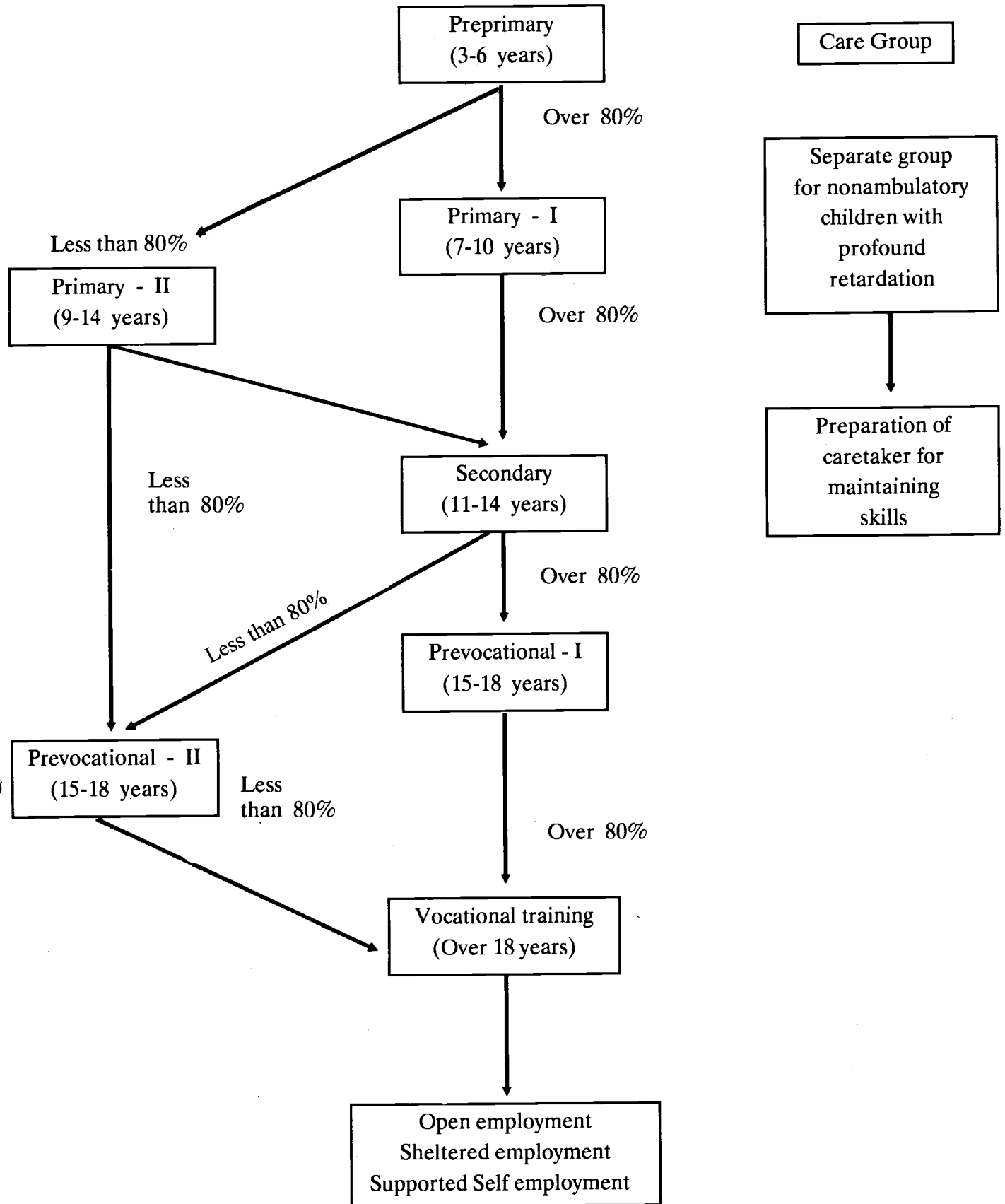
Mentally retarded persons over 18 years will be sent to vocational training units with their summative evaluation reports for further programming. This curriculum checklist does not cover the vocational area.

Care group:

This group includes children with very low ability (bed ridden-profoundly retarded) and the items in the checklist focus on training them in performing partially, the basic skills such as drinking, eating, toileting, and basic meaningful motor movements and communication. If they continue to stay nonambulatory as the age advances, the parent/ caretaker may find it difficult to bring the child to school. In such cases, simultaneously preparation of caretaker for maintaining learned skills is necessary. It is good to have the children of this group distributed one each in each class starting from prevocational group. This would provide a stimulating environment for them. However, they should be assessed using care group checklist, irrespective of in which group they are placed.

- Note :**
1. The checklists are pinned groupwise so that the respective class teacher can have the checklist relevant to the group she/he teaches. Remove the clip and separate the checklists of each group to use by the class teacher.
 2. A Progress report is provided along with the checklists to record progress and send to parents periodically. Ideally, have the term evaluation done before the vacations and send progress reports home with the children for parents' information.
 3. A Brief teaching plan of activities can be written every term for each child in the programme planning sheet like the one provided at the end of the guidelines.

Promotion procedure



Content of the checklists

As the child's interaction in the society gradually expands from self to immediate family, neighbourhood and community at large, the areas to be trained are grouped under the following headings/ or areas or domains: Personal, Social, Academic, Occupational and Recreational. As far as possible, all the items listed are activity based so that setting teaching goals and evaluation are easy. The terms such as Self-help, Social, Communication, Motor are avoided and each item is listed as an activity. This is because, an activity cuts across more than one skill area. For instance, "Feeds self" includes motor skill, self-help skill, communication (asking for more/less) and social skill. Further an activity is easier to observe and measure the progress in each item leads to competency in that given area. As the sequencing of items proceeds from self needs to family and ultimately the larger community the ultimate aim of special education - the social competency in living in community independently will be achieved. Though the items are a continuum of activities, the checklist is divided in such a way as to suit the chronological age of the students and they provide for easy grouping of the students.

Format

The format is so designed that the programmer can enter assessment information (entry level) and the progress periodically (at every quarter) for about three academic years, as it is assumed that a student stays a maximum of 3 years in a given level. Further, the codes to grade the performance level of students on initial assessment and periodic evaluation are given. The details are seen under the head 'Using the checklist'. At the end a table is given to note the progress of individual child in all the areas periodically after evaluation which may be transferred directly on to a progress report.

Individualizing within the group checklist

Under each area space for a minimum of 8 items is left for programmers to include any activities which may be essential for an individual student (The space left does not restrict to only 8 items. It could be more or less depending on the need and utility of the items for a given student). Add those items and enter performance level. In coding, NA is given to mark items which are not applicable to certain children, eg. 'running' for a diplegic CP child. Items marked NA should be deleted while totalling item in that section. Thus, items for each child can be specifically added or deleted and accordingly number of items in each domain modified.

Using the checklist

Read each item carefully, and from the performance scale given below, select the Code, which best describes the student's present level of performance. Record your answer in the appropriate place. **Yes (+)** means the child can perform the item with no help. **Occasional Cueing (C)** means, the child needs to be given clues which require 'thinking' by the child to perform the given task. For example, to wash hands and face "look at your hands", "are they clean", "what should you do" and so on. For the same item, **Verbal Prompting (VP)** will be, telling the trainee, "rinse hands", "pick up soap", "apply" and so on. **Physical Prompting (PP)** for this item will be physically helping the child to rinse hands, helping to apply soap and so on. **No (-)** would mean, one has to completely do the task for the child. **Not Applicable (NA)** refers to the non suitability of the item to the child. **No Exposure (NE)** means, lack of opportunity to learn. Recreational items are to be graded as given in the checklists.

Frequency of assessment and evaluation

1. Ideally on admission, each child should be assessed and the data should be recorded as entry level in each of the items.
2. The checklist provides for periodic evaluation. Generally teaching goals and objectives are set quarterly (once in 3 months) and the progress is evaluated at the end of each quarter. As it is assumed that a child stays for a maximum of 3 years in a given level the checklist provides space for recording assessment and evaluation data over a period of 3 years.

Scoring

Items marked 'Yes' (or +) are counted as a point, while the others such as PP, VP, NE are noted but not counted for points. As the ultimate aim is that of achieving independence in a given activity area, those activities the child performs independently or with occasional Cueing only will be considered for quantifying into scores. The items marked NA are deleted from the total items to be learned while calculating percentage. Similarly, specific items added should be included

for calculating percentage. Achievement of 80% of items in the checklist will be considered for promotion from one level to the next higher level. For example, the children who achieve 80% of the items in preprimary checklist will be promoted to the primary level.

Further, there may be occasions where a child may not meet the criteria even after three years. Find out in which specific areas he has problem and what it is due to, such as motor impairment or inability to learn academics due to his relatively lower mental ability. Seeing to the suitability of the item to the given child the teacher may use her judgement to delete the item while calculating 80% pass criteria. It is however, cautioned here that poor teaching should not reflect on the child's lack of progress or inability to learn.

Scoring Recreational Activities

The items listed under recreation need not be counted for quantification and promotion as these items are interest based. The grades as noted below illustrate the involvement of recreational activities in the child. The cumulative score on the last page can be the grade that is obtained maximum among the recreational items. If more than one grading gets equal scores, the teacher may use her judgement and decide.

- A = Takes initiative and participates effectively.
- B = Participates when others initiates.
- C = Involves self but not aware of rules.
- D = Observes with interest.
- E = Not interested (Indifferent). NE - No Exposure

Writing progress report

Teachers can report the progress of students both qualitatively and quantitatively using this assessment tool. The codes they use in noting the progress of students on the assessment checklist guides teachers in writing a qualitative report and the table provided at the end of the checklist in writing quantitative report.

If a student achieves 80% of the activity he will be considered to have pass in that particular activity. As described in the level of performance, if a child gets the score 'C' (occasional cues) in a particular activity, it may be the pass criteria of that particular activity and the strengthening of that particular activity will be continued in the next level. The teacher may mention those items which need to be strengthened in the progress report.

It is seen that the system followed here is very close to the regular school system where the children's progress is periodically monitored, quantified and promotions or detentions made very objectively. To promote normalization and mainstreaming such an approach of assessment leading to programming, is envisaged. Further, the class grouping are named as preprimary, primary, secondary and prevocational to match the regular education nomenclature.

As each item in the checklist is an activity by itself it reduces the burden of formulating objectives for teaching. Whatever may be the skill domain, if a teacher plans all her curricula based on activities the teaching becomes more function oriented and meaningful. The Department of Special Education is in the process of developing handbooks for teaching the listed activities for each level which, it is hoped will further assist the teachers in effective teaching. It is also observed that the mentally retarded children do exhibit certain challenging behaviours, which become the responsibility of the teacher to manage the behaviours in the class room. While reporting on development of social competencies, the teacher may write precisely the description of challenging behaviour, when it occurs, for how long it is exhibited and/or how frequently it occurs. With effective classroom management the behaviours are bound to come down and the teacher may report that descriptively during each of the quarterly review.

Acknowledgements

We, the Staff of Department of Special Education, NIMH place on record our sincere thanks to Special teachers and Principals of Special Schools - Manokrishi, Hyderabad; Nirmala Sadan, Muvvattupuzha; I.E.L.C. School and Home for the Mentally Retarded, North Arcot and Vidya Vikasini Opportunity School, Coimbatore for their comments and suggestions after using the checklists which helped in evaluating objectively and revising the functional assessment checklists. We thank specially the teachers in Karavallamban Kendra (Special Education Centre) who were involved in field testing and revision of the checklists. Our thanks are also due to Director, NIMH for his encouragement and support in undertaking this work.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PREPRIMARY)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.

Activity

Personal

1. Chews and swallows solid food when placed in his mouth.
2. Holds and drinks water or milk or juice from a glass or cup.
3. Eats by self with fingers when food is mixed and given.
4. Sits on potty or squats to pass urine or stools.
5. Indicates verbally or through gestures the need to go to the toilet.
6. Takes off under clothes to use toilet (when unbuttoned/ pulling elastic pants).
7. Brushes teeth either with tooth brush or with a finger using tooth paste or tooth powder.
8. Cooperates while being bathed - extending hands/legs when told.
9. Takes off clothes (including under garments) when unbuttoned.
10. Wears undergarments.
11. Cleans nose with a handkerchief.
12. Washes hands before eating snacks or food or after using toilet or when hands are dirty.
13. Wipes with a towel after bath.
14. Peels off fruits such as orange and banana before eating.
15. Eats with an appropriate side dish such as bread & jam, chapati & curry, Idli & chutney.
16. Mixes and eats by self without spilling.
17. Wipes hand and mouth with a towel after washing.
18. Wears slippers.
19. Wears shoes without shoe lace or buckle.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

S.No.

Activity

26.

27.

TOTAL

Social

1. Moves head or eyes to see persons moving near him or in the room.
 2. Responds to his name by stopping an activity or looking at the person when called.
 3. Goes to a familiar person when asked to come near him.
 4. Smiles when other person smiles at him.
 5. Plays with two other children cooperatively.
 6. Waits for his turn in the classroom, play ground, dining room.
 7. Shares his things (pencil, books, eraser, toys and eatables) when requested by his classmates or others.
 8. Greets teachers or elders in school or at home.
 9. Differentiates strangers from familiar people.
 10. Expresses anger or displeasure by vocalizations (shouting / turning away/ screaming) other than crying.
 11. Stops momentarily an activity when said 'no'.
 12. Uses vocal sounds/gestures/actions to call a person/to get attention of others.
 13. Responds appropriately to words alongwith gestures such as come, up, go, bye-bye, etc.
 14. Uses gestures such as shaking head for 'no', head nodding for 'yes' hand gesture for 'come', 'give', 'sleep', 'tata'.
 15. Follows simple verbal requests with gestures such as 'give', 'I will take' (response could be gestural or verbal).
 16. Uses words such as 'mama', 'nana', 'deedi', 'bow bow', etc.
 17. Follows simple commands without gestures like 'where is the ball', 'put that down', 'bring the ball'.
 18. Answers questions such as 'how does a car go', 'how does an aeroplane go', 'how do you apply face powder', (responses inmiming fashion).
 19. Identifies persons by pointing or naming upon request (eg. uncle, aunty, sister, brother, etc.).
 20. Asks for desired objects using gestures/alongwith vocalizations.
 21. Tells him name when asked.
 22. Gestures/says suitably for Namaste/salam/good morning.
-

S.No.

Activity

9. Walks in the garden or open yard around.
10. Enjoys going for a ride on cycle, scooter, bus or car.
- 11.
- 12.
- 13.
- 14.
- 15.

S.No.

Activity

23.

24.

25.

26.

27.

28.

29.

30.

TOTAL

Academic

1. Points/shows body parts (head, nose, eyes, ears, hands, legs) when requested.
 2. Names body parts when pointed to.
 3. Points to 10 common objects with which he has to interact in his/her home environment (eg.rice, dall, chapati, light, fan, mat, table, chair, shirt/frock, shorts/pants,etc.), when asked or when he wants.
 4. Says orally the names of the 10 common objects when shown or when he wants.
 5. Holds pencil and scribbles.
 6. Colours with a crayon within a given diagram.
 7. Traces on the given diagram.
 8. Joins dots to form pictures.
 9. Copies a given figure/diagram.
 10. Groups common colours (red, green, blue, yellow) when given a group of coloured objects.
 11. Groups objects according to the size (big and small, long and short).
 12. Gives objects/pictures of common colours when asked.
 13. Names common colours. (red, green, blue, yellow)
 14. Points to the objects which are big and small/long and short upon request.
 15. Tells the size of the objects (big & small, long & short).
 16. Points to sets of objects to show more/less quantity.
-

S.No.**Activity**

17. Tells which set has more/less quantity.
 18. Points to containers with either solids/liquids to show full and empty.
 19. Tells when a container is shown either full or empty with or without liquid or solid.
 20. Rote counts upto 5.
 21. Counts and gives objects upto 5 when not asked sequentially.
 22. Counts and gives objects upto 10 when not asked sequentially.
 23. Shows a numeral and places value when not asked sequentially.
 24. Names upto 5 numbers when not asked sequentially.
 25. Writes numerals upto 5 in a sequence.
 26. Writes numerals upto 5 when given dictation not sequentially.
 27. Points to alphabets (English/regional language) on a chart not asked sequentially (3 letter words in case of sight word teaching).
 28. Names alphabets when asked not sequentially (3 letter words in case of sight word teaching).
 29. Writes alphabets when given dictation (3 letter words in case of sight word teaching).
 30. Identifies a clock or wrist watch.
 31. Tells/points to when asked the use of clock or wrist watch.
 32. Differentiates money from other objects.
 33. Tells/points to when asked the use of money.
 34. Groups Rs.1, 2, 5 notes when given.
 35. Gives 1, 2, 5 rupee notes when asked.
 36. Points/tells when asked by showing Rs.1, 2, 5 notes.
 37. Counts and gives 1 rupee notes upto Rs.5 when asked.
 38. Points to atleast 5 pictures of animals when asked.
 39. Names atleast 5 animals when shown pictures.
 40. Points to atleast 5 pictures of fruits when asked.
 41. Names atleast 5 fruits when shown pictures.
 42. Tells/points to the clothes (frocks, shorts, shirt, T-shirt)he/she wears when asked.
 43. Uses words or gestures for 'now and later' when necessary.
-

S.No.

Activity

44. Identifies/Names the various means of transport (cycle, auto, cycle rikshaw, bus, car, lorry, aeroplane, train).
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.
- 51.
- 52.

TOTAL

Occupational

1. Dusts with a duster the furniture in the classroom and home.
2. Washes glasses and plates before and after meals.
3. Wipes glasses and plates with a cloth after washing.
4. Folds small clothes (such as hand towel/panties).
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

TOTAL

S.No.

Activity

Recreational

Indoor:

1. Watches T.V.Advertisements.
2. Dances/claps/taps with rhythm of music in Radio or T.V.
3. Plays with block - assembling and dismantling.
4. Colours with pencils or crayons.
5. Plays make believe games - pretending to be teacher, mummy, daddy or elder sibling going to school/household keeping.
6. Arranges own things in their appropriate places, in a given room.
7. Sees pictures in magazines without tearing the book.
- 8.
- 9.
- 10.
- 11.
- 12.

Outdoor:

1. Plays with ball.
2. Plays running and catching game/runs a race/duck walking/frog jumping, etc.
3. Climbs jungle gym etc.
4. Sand play.
5. Water play.
6. Plays hide and seek game/passing the parcel/musical chairs, etc.
7. Plays on a slide.
8. Swings on a swing.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.

Activity

9. Walks in the garden or open yard around.
10. Enjoys going for a ride on cycle, scooter, bus or car.
- 11.
- 12.
- 13.
- 14.
- 15.

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PRIMARY - I)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.**Activity**

Personal

1. Walks by himself a distance of 10 feet to fetch an object.
2. Climbs up and down the stairs placing both feet on each step without support.
3. Climbs up and down the stairs placing alternate feet without support.
4. Turns/removes a door knob/latch/bolt and opens the door when he wants to go in/out of the room.
5. Cleans self after defecation.
6. Flushes or pours water after toileting.
7. Wears clothes (including under garments)(may not fix fastener).
8. Unfastens clothes: a) zip, b) press buttons, c) shirt buttons, d) hooks, e) untying / tape / lace / ribbon
9. Fastens clothes: a) zip, b) press buttons, c) shirt buttons, d) hooks, e) tying/tape/lace/ribbon
10. Eats by self a complete meal without spilling.
11. Asks/points to curries (vegetable, dal, sambar, etc.) when he wants more.
12. Makes arrangements for lunch and dinner either on table/ floor.
13. Takes water from the pot/tap to drink when he is thirsty.
14. Serves water to others.
15. Washes hands before eating snacks or food or after using toilet or when hands are dirty.
16. Washes face with soap and water.
17. Wipes hands and face with a towel after washing.
18. Cleans nose with a handkerchief when needed.
19. Applies soap on the body while bathing..
20. Applies powder (and fixes bindi - in case of girls).
21. Combs/ brushes hair and puts rubber band after removing tangled hair (in case of girls).
- 22.
- 23.
- 24.
- 25.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.

Activity

26.

27.

28.

29.

TOTAL

Social

1. When given a chance makes a choice between two activities or between two items.
 2. Performs the activity requested by teachers and parents.
 3. Asks for permission to use a toy or other material which does not belong to him.
 4. Participates in a group game in which 4 to 5 children are involved.
 5. Waits for his turn while playing games.
 6. Shares play material during group games.
 7. Maintains appropriate manners when taken to social functions.
 8. Takes care of his own belongings in school (Eg.School bag, lunch box, pencil box).
 9. Defends/seek assistance when injured or teased by others.
 10. Recognizes that the speaker is angry, tired, sad, happy, etc.
 11. Names body parts when pointed to.
 12. Uses combination of words or gestures to express his need or wish.
 13. Answers (verbally/ gesturally) to question 'Whose is' by pointing to self or others correctly.
 14. Carries out two consecutive instructions/commands.
 15. Names members of the family like brother, sister, aunt, uncle.
 16. Uses 2-3 word sentence to communicate information (if nonverbal makes self understood by gestures).
 17. Asks for help (verbally or gesturally) for personal needs.
 18. Follows messages involving prepositions such as under, behind, in front. (Put the bag in front of the boy).
 19. Uses correct gender term when asked. Are you (or pointed person) a boy or girl?
 20. Can say plural forms of names. Eg.Chairs, pencils, books.
 21. Can follow instructions of a task without visual clues or gestures.
-

S.No.

Activity

22.

23.

24.

25.

26.

27.

28.

29.

TOTAL

Academic

1. Reads alphabets (English or any other regional language) when shown a chart/book. (Words incase of sight word teaching).
 2. Reads words (vegetables, fruits, furniture, animals) seeing a picture.
 3. Reads 2 - 3 letter words without a clue (picture) (about 10).
 4. Reads his name.
 5. Reads his friend's names in his class.
 6. Reads four sign boards which are essential for independent mobility.
 7. Writes his name.
 8. Writes names of words (vegetables, fruits, animals, furniture, clothes).
 9. Tells functions of sense organs.
 10. Counts and gives objects upto 10 when not asked sequentially.
 11. Shows a numeral when not asked sequentially upto 10.
 12. Names numbers upto 10 when not asked sequentially.
 13. Writes numerals upto 10 when given dictation randomly.
 14. Writes numerals upto 10 in a logical sequence.
 15. Writes missing numbers before and after upto 10.
 16. Does simple addition within 10 with objects (without paper).
-

S.No.**Activity**

17. Does simple addition within 10 on paper using slash marks.
 18. Gives exact number of objects when asked upto 20.
 19. Expands the numbers from 11-20 (Eg. 11 = 10 & 1).
 20. Points to numerals upto 20 when not asked sequentially.
 21. Names numbers upto 20 when not asked sequentially.
 22. Writes numerals upto 20 when given dictation.
 23. Writes numerals upto 20 in a sequence.
 24. Writes missing numbers after and before upto 20.
 25. Counts in tens upto 100 (10, 20, 30,..... 100).
 26. Groups in tens to make 20, 30,..100.
 27. Associates time with daily activities.
 28. Tells/shows on a calendar/chart the name of the day when asked what day is today, what day will be tomorrow and what day was yesterday.
 29. Tells/gestures in order what he does from morning till he goes to bed.
 30. Tells his age/points to self when asked who is
 31. Tells/gestures the number of days in a week.
 32. Tells the number of months in a year.
 33. Indicates the date on the calender.
 34. Changes the date and month on a calender stand correctly.
 35. Tells the position of long and short hand on a clock when asked.
 36. Shows on a clock time in hours when asked.
 37. Tells time in hours seeing a clock/wrist watch.
 38. Shows on a clock the time in half hours (7.30, 8.30).
 39. Tells time in half hour (4.30, 5.30) seeing a clock/wrist watch.
 40. Gets ready to come to school in time.
 41. Identifies coins (1 rupee, 50p, 25p, 10p, 5p).
 42. Tells names of coins.
 43. Identifies rupee notes (Rs.1, 2 upto 10).
-

S.No.**Activity**

44. Counts 1 rupee notes to give a sum of Rs.8, 10, 15, 20, etc.
45. Groups Rs.10 notes to give 20, 30, 40, 100.
46. Gives change to Rs.10 using 5 rupee notes (5+5).
47. Gives change to Rs. 10, 20, 50 using a combination of Rs. 5 & Rs. 10 notes.
48. Tells names of rupee notes.
49. Tells how many cups/glasses of water, rice/dall are required to fill a given utensil.
50. Measure the required cups of water for making tea.
51. Posts letter in the post box.
52. Tells his parents/family members when he feels sick.
53. Identifies the various means of transport (cycle, auto, cycle rikshaw, bus, car, lorry, aeroplane, train).
54. Names various means of transport.
55. Gets in and gets down from the desired bus when bus stops in the bus stop.
- 56.
- 57.
- 58.
- 59.
- 60.
- 61.
- 62.
- 63.

TOTAL

Occupational

1. Dusts with a duster cloth the furniture and the other items in the house.
 2. Sorts out vegetables and places them in respective container/ baskets/ in a fridge.
 3. Places plates and glass suitably on the dining table/floor for breakfast/ lunch/dinner, when told.
 4. Washes plates and glasses after eating food/snacks.
 5. Peels vegetables such as beans, onions, boiled potatoes, peas, etc. where knife / scrapper are not used.
-

S.No.

Activity

6. Carries water in a small bucket from the tap or when required/ asked by family members.
7. Stacks utensils in the kitchen after washing.
8. Serves plates with snacks/food to family members.
9. Separates leaves in the leafy vegetables.
10. Helps mother in kitchen in bringing cooking items such as vegetables/ingredients, measuring water for making tea/coffee when told.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

TOTAL

Recreational

Indoor:

1. Plays common games like snakes & ladder, five stones, with 2-3 children (with only 2 specific rules).
2. Watches T.V. programmes for 15 to 30 minutes.
3. Builds blocks to copy a given model (3 to 8 pieces).
4. Draws simple figures and colours them.
5. Cuts and pastes pictures from old magazines to make a scrap book\collage work (when assisted while cutting).
6. Collects stamps/stickers.
7. Assembles (Logo) games/puzzle.
8. Looks through picture books or comics.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.**Activity**

9. Arranges room, by placing objects in their respective place.
10. Feeds and cares for pets (under supervision).
- 11.
- 12.
- 13.
- 14.
- 15.

Outdoor:

1. Plays by passing/throwing and catching the ball.
 2. Flies kites, plays marble games.
 3. Plays games like, police and thief, land and sea, four corners or seven stones.
 4. Waters plants.
 5. Goes for a walk outside or visit friends house alone in same area / colony of living.
 6. Plays aiming of darts at the bull's eye/bucketing the ball, etc.
 7. Climbs jungle gym, trees or other similar structures.
 8. Plays hopping game governed by rules.
 9. Goes with adults for shopping.
 10. Goes out to restaurant/theatres with adults.
 - 11.
 - 12.
 - 13.
 - 14.
 - 15.
-

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PRIMARY - II)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.

Activity

Personal

1. Walks by himself a distance of 10 feet to fetch an object.
2. Climbs up and down the stairs placing both feet on each step without support.
3. Climbs up and down the stairs placing alternate feet without support.
4. Unlatches a door to open when he wants to go in/out of the room.
5. Holds and drinks liquids from a glass or cup.
6. Takes water from the pot/tap to drink when he is thirsty.
7. Serves water to others.
8. Eats appropriately with the side dish such as bread & jam, chapati and curry, Idli & chutney.
9. Eats by himself with fingers when food is mixed and given.
10. Mixes and eats by self without spilling.
11. Asks for curries (vegetable, dal, sambar, etc.) when he wants more.
12. Makes arrangements (placing plates, cup/glass..) for lunch and dinner on table/floor.
13. Sits on potty or squats to pass urine or stools.
14. Indicates verbally or through gestures the need to go to the toilet.
15. Takes off under clothes to use toilet.
16. Cleans self after defecation.
17. Flushes or pours water after toileting.
18. Brushes teeth with tooth brush/with a finger using tooth paste/tooth powder.
19. Takes off shirt/pant/frock, etc. when unbuttoned.
20. Wears clothes (including under garments) except buttoning.
21. Unfastens clothes: a) zip, b) press buttons, c) shirt buttons, d) hooks, e) untying/tape/lace/ribbin
22. Fastens clothes: a) zip, b) press buttons, c) shirt buttons, d) hooks, e) tying/tape/lace/ribbon
23. Washes hands before eating snacks or food or after using toilet or when hands are dirty.
24. Washes face with soap and water.
25. Wipes hands and face after washing.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.**Activity**

26. Cleans nose with a handkerchief when needed.
27. Applies soap on the body while bathing.
28. Wipes self with a towel after bath.
29. Applies powder (and fixes bindi - in case of girls).
30. Combs/brushes hair (puts rubber band after removing tangled hair in case of girls).
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.

TOTAL**Social**

1. Responds to his name looking at the person when called.
 2. Goes to a familiar person when asked to come near him.
 3. Smiles in response to an other person's smile at him.
 4. Plays with two other children cooperatively.
 5. Stops momentarily an activity when said 'no' (atleast half a number of times).
 6. Waits for his turn in the classroom/play ground/dining room.
 7. Shares his things (pencil, books, eraser, toys and eatables) when requested by his classmates or others.
 8. Greets teachers or elders in school or at home.
 9. When given a chance makes a choice between two activities or between two items.
 10. Performs the activity requested by teachers and parents.
 11. Asks for permission to use a toy or other material which does not belong to him.
 12. Participates in a group game in which 4 to 5 children are involved.
-

S.No.**Activity**

13. Waits for his turn while playing games.
 14. Shares play material during group games.
 15. Maintains appropriate manners when taken to functions.
 16. Takes care of his own belongings in school (Eg. school bag, lunch box, pencil box).
 17. Asks for assistance when injured by others.
 18. Reacts appropriately after recognizing that the speaker is angry, tired, sad, happy, etc.
 19. Expresses anger or displeasure by vocalization.
 20. Uses vocal sounds/gestures/actions/ words to call a person/to get attention of others.
 21. Responds appropriately when used gestures/words such as come, up, go, bye-bye, etc.
 22. Says/Uses gestures such as shaking head appropriately for 'no', and 'yes', hand gesture for 'come', 'give', 'sleep', 'tata'.
 23. Follows simple verbal requests with gestures such as 'give', 'I will take' (response could be gestural or verbal).
 24. Uses words such as 'mama', 'nana', 'deedi', 'bow bow', etc.
 25. Follows simple verbal commands without gestures like 'Where is the ball', 'Put that down', 'Bring the ball'.
 26. Uses combination of words or gestures to express his need or wish.
 27. Answers (verbally/gesturally) to question 'Whose is' by pointing to self or others correctly.
 28. Identifies persons by pointing to them or naming upon request (eg. Uncle, aunty, sister, brother, etc.).
 29. Asks for desired objects using gesture vocalization.
 30. Names members of the family like brother, sister, aunt, uncle.
 31. Uses 2-3 word sentences to state information (if nonverbal makes self understood by gestures).
 32. Asks for help (verbally or gesturally) for personal needs.
 33. Follows instructions of a task without visual clues or gestures.
 - 34.
 - 35.
 - 36.
 - 37.
 - 38.
 - 39.
-

S.No.

Activity

40.

41.

TOTAL

Academic

1. Points to body parts (head, nose, eyes, ears, hands, legs) when requested.
 2. Names body parts when pointed to.
 3. Points to 10 common objects with which he has to interact in his/her home environment (eg. rice, dall, chapati, light, fan, mat, table, chair).
 4. When needed asks for common objects (mentioned above).
 5. Says orally the names of the 10 common objects when shown.
 6. Holds pencil and scribbles.
 7. Colours with a crayon within a given diagram.
 8. Traces on the given diagram.
 9. Joins dots to form pictures.
 10. Copies a given figure/diagram.
 11. Groups three common (red, green, yellow) colours when given a group of coloured objects.
 12. Groups objects according to the size (big and small, long and short).
 13. Gives objects/pictures of atleast six (red, blue, yellow, green, black, white) common colours when asked.
 14. Points out the objects which are big and small.
 15. Counts to give objects upto 10.
 16. Reads numbers upto 10 including pointing the numbers in between when asked.
 17. Tells/gestures day or night when asked.
 18. Tells/points the names of week days in a logical order.
 19. Identifies a clock or wrist watch.
 20. Tells/points to when asked the use of clock or wrist watch.
 21. Differentiates money from other objects.
 22. Tells/gestures when asked for the use of money.
-

S.No.**Activity**

23. Shows long and short objects when asked.
24. Tells/gestures which one has more/less quantity of things/ liquids.
25. Points/Names to atleast 5 pictures of animals when asked.
26. Points/Names to atleast 5 pictures of fruits when asked.
27. Tells/points to the clothes (frock, nikkar, shirt, T-shirt) he/she wears when asked.
28. Uses words or gestures for 'now and later' when necessary.
29. Names/gestures the various means of transport (cycle, auto, cycle rikshaw, bus, car, lorry, aeroplane, train).
30. Read his name.
31. Writes his name.
32. Associates time with daily activities.
33. Tells/gestures sequentially what he does from morning till he goes to bed.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.
- 41.

TOTAL**Occupational**

1. Dusts with a duster cloth the furniture and the other items in the house.
 2. Washes glasses and plates before and after meals.
 3. Sorts out vegetables and places them in respective container/fridge.
 4. Gets in/out of bus independently when told.
 5. Waters plants using a water can/hose pipe.
 6. Sweeps floor with a broom stick.
 7. Eats without calling the attention of others.
-

S.No.**Activity**

8. Cleans rices and other pulses.
9. Prepares Coffee/tea/juice.
10. Prepares simple snacks such as, sandwich, upma, chapatis.
11. Cuts Vegetables into small pieces.
12. Peals potatoes, cucumber and other vegetables when required.
13. Prepares salad.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.

TOTAL

Recreational**Indoor:**

1. Plays common games like snakes & ladder, five stones, with 2-3 children (with only 2 specific rules).
2. Watches T.V. programmes for 15to 30 minutes.
3. Builds blocks to copy a given model (3 to 8 pieces).
4. Draws simple figures and colours them.
5. Cuts and pastes pictures from old magazines to make a scrap book/collage work (when assisted while cutting).
6. Collects stamps/stickers.
7. Assembles (Lego) games/puzzle.
8. Looks through picture books or comics.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.**Activity**

9. Arranges room, by placing objects in their respective place.
10. Feeds and cares for pets (under supervision).
- 11.
- 12.
- 13.
- 14.
- 15.

Outdoor:

1. Plays by passing/throwing and catching the ball.
 2. Flies kites, plays marble games.
 3. Plays games like, police and thief, land and sea, four corners or seven stones.
 4. Waters plants.
 5. Goes for a walk outside or visit friends house alone in same colony/area.
 6. Plays aiming of darts at the bull's eye/bucketing the ball, etc.
 7. Climbs jungle gym, trees or other similar structures.
 8. Plays hopping game governed by rules.
 9. Goes with adults for shopping.
 10. Goes out to restaurant/theatres with adults.
 - 11.
 - 12.
 - 13.
 - 14.
 - 15.
-

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note: Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PRIMARY - II)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD
DEPARTMENT OF SPECIAL EDUCATION
FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING
(SECONDARY)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
<p style="text-align: center;">First Year</p> <p style="text-align: center;">Entry I Term II Term III Term</p>			
<p style="text-align: center;">Second Year</p> <p style="text-align: center;">Entry I Term II Term III Term</p>			
<p style="text-align: center;">Third Year</p> <p style="text-align: center;">Entry I Term II Term III Term</p>			

S.No.

Activity

Personal

1. Folds paper (note book size) into four parts (like folding an inland).
2. Folds paper to fit into an envelope and seals it.
3. Uses toilet on his/her own when necessary without any body's assistance.
4. Takes bath (including soaping, washing and wiping with a towel) closing the door for privacy by himself.
5. Combs hair.
6. Combs hair and puts a rubber band.
7. Plaits hair and puts a rubber band.
8. Applies powder (and bindi, kajal also in case of girls).
9. Wears clean clothes.
10. Chooses clothes appropriate to the weather conditions.
11. Dresses and grooms suitably to go out.
12. Places dirty clothes for washing.
13. Cleans his own tiffin box, plate, glass and spoon after eating.
14. Informs the family members the arrival of a visitor.
15. Identifies himself with boys/identifies herself with girls.
16. Tells to which group he/she belongs.
- 17.
- 18.
- 19.
- 20.
- 21.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.

Activity

22.

23.

24.

TOTAL

Social

1. Asks politely to pass on the dishes he wants while having a meal.
 2. Goes by walk to a shop or play ground or friend's house in 1km. periphery of the neighbourhood and returns.
 3. Buys two items written on a chit from the shop near to his house (may not know account).
 4. When required introduces himself to new people who come to his house.
 5. Greets and asks relatives or family friends to be seated when they come to their house.
 6. Reads directions on the street/bus route details and follows.
 7. Reads sign boards.
 8. Reads the price labels on items (Rs.10.25, Rs.11.15).
 9. Buys correct postage from the post office when told.
 10. Tells/gestures that he requires money to travel by bus, auto, taxi, train and aeroplane.
 11. Points out/tells items of his choice in the restaurant.
 12. During conversation asks relevant questions.
 13. Remembers information/messages and passes on appropriately to concerned person (verbal/gestural).
 14. Narrates in 2-3 sentences about a past event without prompts (if nonverbal makes self understood by gestures and actions).
 15. Follows verbal directions to move from place to place within a building.
 16. Spontaneously tries to express ideas to other people or narrates incidents.
 17. Appropriately uses past, present and future tenses of verbs in sentences.
-

S.No.

Activity

18. Speaks/expresses gesturally clearly enough to be understood by some one who is not familiar.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.

TOTAL

Academic

1. Reads names of vegetables, fruits, ingredients, pulses, clothes, etc.
 2. Reads names of week days.
 3. Reads names of months.
 4. Does simple addition (one digit) when given either vertically or horizontally (2+3).
 5. Does simple subtraction (one digit).
 6. Does two digit addition without carry over.
 7. Does two digit subtraction without borrowing.
 8. Able to relate the computations to daily living situation.
 9. Writes names of atleast 5 vegetables, fruits, clothes, ingredients, pulses. (Specify)
 10. Writes names of week days when dictated.
 11. Writes names of month names when dictated.
 12. Writes two word phrases when dictated.
-

S.No.**Activity**

13. Writes date, month and year in his note book/board.
 14. Writes date, month and year while writing a leave letter application form/cheque.
 15. Tells/gestures what day is today.
 16. Tells time when long hand is at 3, 6, 9, 12.
 17. Tells time with minutes in multiples of 5.
 18. Counts one rupee coins and notes upto Rs.10.
 19. Gives change in one rupee for Rs.2, Rs.5, and Rs.10.
 20. Pays bills upto Rs.10 in any form of combination of Rs.1, 2 and 5.
 21. Groups the coins (50p, 25p, 10p) to make one rupee.
 22. Gives upto Rs.5 by grouping into one rupee from mixed coins.
 23. Groups coins (20p, 10p, 5p) to make change such as 35p, 45p, 65p.
 24. Gives change upto Rs.1.
 25. Gives change upto Rs.5.
 26. Gives change upto Rs.10.
 27. Writes amount larger than one rupees with decimals.
 28. Does addition with carry over (3 and more line 2 digit).
 29. Does subtraction involving borrowing (2 digit/3 digit).
 30. Identifies/names 1 litre/1 kg. measuring jars/weighing stone.
 31. Tells the use of balance.
 32. Measures kg. of vegetables and pulses.
 33. Identifies/names a measuring rod/ tape.
 - 34.
 - 35.
 - 36.
-

S.No.

Activity

37.

38.

39.

40.

41.

TOTAL

Occupational

1. Climbs a ladder to clean or dust the house or paint wall.
 2. Wipes kitchen wear with a cloth after cleaning.
 3. Sweeps floor with a broom stick.
 4. Eats without calling the attention of others.
 5. Picks up items in a super market as per the written or pictorial list and carries to the cash counter.
 6. Reads bills, receipts.
 7. Writes small notes, shopping list when dictated.
 8. Takes phone messages.
 9. Goes to the market/general store to buy provisions.
 10. Makes flower garlands using thread and needle.
 11. Cleans rice and other pulses.
 12. Prepares coffee/tea/juice.
 13. Prepares simple snacks such as, sandwich, upma, chapati.
 14. Cuts vegetables into small pieces.
 15. Peels potatoes, cucumber and other vegetables when required.
 16. Prepares a salad.
-

S.No.**Activity**

17. Lights gas stove/kerosene on her own.
 18. Serves breakfast to family members.
 19. Arranges dishes on the dinning table before lunch and dinner.
 20. Cleans table after eating food.
 21. Dusts furniture, cupboards and other items in the house with a duster.
 22. Wipes floor with a wet cloth.
 23. Washes utencils and puts them in respective places.
 24. Spreads clothes on a clothes line after washing.
 25. Folds clothes after drying and places them in almarah.
 26. Folds bed sheets and places them in proper place.
 27. Makes bed on his own.
 28. Washes rice, dall and vegetables when requested.
 29. Decorates entrance/room with leaves, flowers an paper during festivals and social functions.
 30. Draws or uses white powder to make rangoli designs (in case of girls).
 31. Makes flower arrangements in flower vases.
 32. Goes to the correct bus stop to travel a given destination in familiar route.
 33. Identifies the bus to reach his destination.
 34. Buys ticket or shows bus pass to the conductor.
 35. Finds a seat/request people for sitting place while travelling in bus/train/ or offers his seat to elders.
 36. Gets down at the correct destination.
 - 37.
 - 38.
 - 39.
 - 40.
-

S.No.

Activity

41.

42.

43.

44.

TOTAL

Recreational

Indoor:

1. Watches T.V. serials and follows the story sequence.
2. Plays games like ludo, chinese checkers, snakes and ladders.
3. Selects specific cassette or radio station and operates record player/radio independently.
4. Plays a musical instrument or sings.
5. Dances/claps/taps with tune when music is played (or shows signs of enjoying music).
6. Arranges flowers in vases.
7. Cares for pets.
8. Practise crafts (doll making, greeting card making, origami, cut work on paper, needle work).
- 9.
- 10.
- 11.
- 12.
- 13.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.

Activity

Outdoor:

1. Goes out for a picnic with family or friends (3-4 persons).
2. Involves in plant care and gardening.
3. Goes out to see a film, accompanied by one or more family members.
4. Plays racquet games/cricket/other rule governed games with ball (specify).
5. Goes out for a walk (accompanied).
6. Participates in social gatherings organised by friends and relatives (accompanied).
- 7.
- 8.
- 9.
- 10.
- 11.

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PREVOCATIONAL - I)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.

Activity

Personal

1. Stitches buttons.
2. Mends his clothes with a running stitch.
3. When needed carries a medium size bucket with water.
4. Washes hair with soap or shampoo or soap nut powder.
5. Shaves beard to present himself neat (male).
Manages herself during menstruation (female).
6. Washes his clothes with soap cake or powder.
7. Irons his own clothes.
8. Applies ointment on a cut and bandages if necessary.
9. Tells/gestures illness and pain promptly to get assistance.
10. Follows the medical advice without reminder during illness.
11. Presents self neatly and suitably for varied occasions.
12. Uses public telephone when needed.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

TOTAL

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.**Activity**

Social

1. Uses bicycle or walks independently for simple errands at request within 1 km. periphery around the house.
 2. Assists in moving heavy furniture in the house or work place.
 3. Finds a toilet on his own or by asking others in new places (such as relatives or friend's house, restaurant, cinema hall, bus station, railway station).
 4. Orders items of his choice in a restaurant or a hotel.
 5. Stands in a queue (for getting into bus, buying tickets or buying ration from a ration shop).
 6. Asks for directions when needed.
 7. Participates age appropriately in social/religious activities without attracting undue attention.
 8. Expresses distress when in trouble and seeks help.
 9. Defends self when teased/exploited by others.
 10. Reads essential sign boards for getting the work done.
 11. Selects, buys, signs and sends cards to significant persons for new year and other occasions.
 12. Keeps appointments.
 13. Tells time upon request.
 14. Goes to a cinema hall, stands in a queue, buys ticket to see a film.
 15. Receives telephone calls and responds or passes on information when told to.
 16. Tells the name of the city/district/ town/village where he is living.
 - 17.
 - 18.
 - 19.
 - 20.
 - 21.
 - 22.
-

S.No.

Activity

23.

24.

TOTAL

Academic

1. Reads two words phrases.
 2. Reads simple sentences.
 3. Does two digit addition with carry over.
 4. Does two digit subtraction with borrowing.
 5. Aware of table 5.
 6. Uses table 5 for time/money purposes.
 7. Writes simple sentences when required.
 8. Writes a list of items to buy from a general store.
 9. Copies a paragraph (5-6 sentences) with punctuation.
 10. Writes a letter.
 11. Sets time on watch.
 12. Buys things upto the value of 10 rupees.
 13. Gives change upto Rs.1.
 14. Gives change upto Rs.5.
 15. Gives change upto Rs.10.
 16. Identifies/Names 2 kg, 5 kg, 10 kg, weighing stones.
 17. Measures 2 kg, 5 kg, 10 kg of items such as rice, pulses, vegetables.
 18. Identifies 1/2 kg, 1/4 kg, weighing stones.
 19. Measures 1/2 kg, 1/4 kg rice, pulses and vegetables.
-

S.No.**Activity**

20. Measures cloth in metres.
21. Adds the prices on a receipt upto Rs.5.
22. Adds the prices on a receipt upto Rs.10.
23. Pays bills upto Rs.20 in any form of combination of Rs.1, 2, 5 and 10.
24. Pays bills upto Rs.50 in any form of combination of Rs.1, 2, 5, 10 and 20.
25. Indicates the body parts such as lungs, heart, kidneys, on a map or approximate place on self.
26. Describes in very simple terms the functions of lungs, heart, kidneys and blood vessels.
27. Tells the name of the Prime Minister/Chief Minister/Governor/President of India.
28. Names ones own country, state.
29. Tells/Indicates different sources of water.
30. Tells/Indicates the sources of milk products/oil.
31. Tells/Indicates the use of disinfectants.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.

TOTAL

Occupational

1. Cleans utensils with washing powder or liquid soap.
-

S.No.**Activity**

2. Wipes floor with a wet cloth.
 3. Stores rice and pulses in respective tins after shopping.
 4. Cuts vegetables appropriately to prepare different dishes.
 5. Prepares tea/coffee/juice.
 6. Operates kerosene stove/gas stove.
 7. Operates kitchen appliances (such as scraper, peeler, coconutgrater, mixi, grinder).
 8. Prepares upma, chapati, puri, idli, dosa.
 9. Prepares rice and dall/curries.
 10. Arranges dishes, plates, etc. on the dining table.
 11. Washes clothes with soap/surf.
 12. Folds clothes and stacks them in almarah.
 13. Makes bed for sleeping.
 14. Fetches vegetables and other household items from a nearby shop.
 15. Gets ready to reach work place in time.
 16. Describes the various transports.
 17. Buys a ticket from the conductor/ticket counter.
 18. Makes/renews bus pass.
 19. Fills in personal information in an application form (ie. name, age, date of birth, address, father's name, sex, language spoken).
 20. Uses bank forms under guardian's supervision when required.
 21. Fills railway booking form.
 22. Upon request nurses family members during their illness.
 23. Does simple first aid (fixing band aid, applying pain balm).
 - 24.
-

S.No.

Activity

25.

26.

27.

28.

29.

30.

31.

TOTAL

Recreational

Indoor:

1. Shows interest in drawing and colouring work.
2. Plays carrom, card games (clearance, donkey), scrabble, chinese checkers.
3. Listens to selected music in cassette players or selecting a station at given time on radio or selecting appropriate channel on T.V. independently.
4. Participates in decorating the house for festivals or parties or special social occasions.
5. Gets dressed and puts on make-up or any activity for beauty care.
6. Arranges bouquets with natural/artificial flowers.
7. Spends time with peers chatting about various social incidents.
8. Involves or makes dolls, greeting cards, or any other craft activity.
9. Participates in doing needle work, embroidery, knitting/ crochet work etc.
10. Collects photos of favourite sports/film stars/botony collection/stamp, coin collection/collecting pebbles/arranges photos in an album.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.

Activity

11.

12.

13.

14.

15.

Outdoor:

1. Goes for a hike or camping trip.
2. Rides bicycle to visit friends or relatives or travel by bus to visit within 3 km. distance.
3. Attends a music concert/goes out for a play or a film.
4. Flies kites/plays kho-kho/kabadi/hopscotch.
5. Tends plants - gardening.
6. Develops/shows interest in martial skills like judo, karate, tykondo, etc./or and practice of dance/music.
7. Goes out to a restaurant with peers.
8. Plays racquet games (badminton, table tennis, lawn tennis, etc).
9. Plays rule governed ball games (basket ball, cricket, etc).

10.

11.

12.

13.

14.

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(PREVOCATIONAL - II)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year			
Entry			
I Term			
II Term			
III Term			
Second Year			
Entry			
I Term			
II Term			
III Term			
Third Year			
Entry			
I Term			
II Term			
III Term			

S.No.

Activity

Personal

1. Uses toilet when necessary without anybody's assistance.
2. Takes bath (including soaping, washing and wiping with a towel) closing the door for privacy by himself.
3. Washes hair independently.
4. Combs hair.
5. Plaits hair and puts a rubber band.
6. Wears clean clothes.
7. Choose clothes appropriate to the weather conditions.
8. Presents self neatly dressed and groomed to go out.
9. Places dirty clothes for washing.
10. Cleans his own tiffin box, plate, glass and spoon after eating.
11. Folds paper to fit into an envelope and seals it.
12. Stitches buttons.
13. Mends his clothes with a running stitch.
14. When needed carries a medium size bucket with water.
15. Washes his clothes with soap cake/powder.
16. Irons his own clothes.
17. Tells/gestures illness and pain promptly to get assistance.
18. Applies ointment on a cut and bandages if necessary.
- 19.
- 20.
- 21.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.

Activity

22.

23.

24.

25.

26.

TOTAL

Social

1. Asks politely to pass on the dishes he wants while having a meal.
 2. Identifies himself with boys. Identifies herself with girls.
 3. Goes by walk to a shop or play ground or friend's house in 1km. periphery of the neighbourhood and returns.
 4. Buys two items written on a chit from the shop nearby (may not know account).
 5. Informs the family members the arrival of a visitor.
 6. When required introduces himself to new people who comes to his house.
 7. Greets and asks relatives or family friends to be seated when they come to their house.
 8. Buys correct postage from the post office when told.
 9. Tells/gestures that he requires money to travel.
 10. During conversation asks relevant questions.
 11. Remembers information/messages and passes on appropriately to concerned person (verbal/gestural).
 12. Narrates in 2-3 sentences about a past event without prompts (if nonverbal makes self understood by gestures and actions).
 13. Follows verbal directions to move from place to place within a building.
 14. Spontaneously tries to express ideas to other people or narrates incidents.
 15. Appropriately uses past, present and future tenses of verbs in sentences.
-

S.No.**Activity**

16. Speaks/expresses gesturally clearly enough to be understood by some one who is not familiar.
17. Finds a toilet on his own or by asking others in new places (such as relative or friend's house, restaurant, cinema hall, bus station, railway station).
18. Participates age appropriately in social/religious activities without attracting undue attention.
19. Expresses distress when in trouble and seeks help.
20. Defends self when teased/exploited by others.
21. Reads essential sign boards for getting the work done.
22. Keeps appointments.
23. Tells time upon request.
24. Goes to a cinema hall, stands in a queue, buys ticket to see a film.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.

TOTAL

Academic

1. Reads names of 10 common objects which he comes across at home and at school (words should be with simple matras).
 2. Reads names of week days.
 3. Reads names of months.
-

S.No.**Activity**

4. Does addition when given either horizontally or vertically ($2 + 3$) within 10.
 5. Does subtraction within 10.
 6. Tells/gestures what day is today.
 7. Tells time when long hand is at 3, 6, 9, 12.
 8. Tells time with minutes in multiples of 5.
 9. Counts one rupee coins and notes upto Rs.10.
 10. Gives change in one rupee for Rs.2, Rs.5, and Rs.10.
 11. Reads price tags (Rs.0.50, Rs.1.25, Rs.10.00, Rs.5.35, etc.)
 12. Pays bills upto Rs.10 in any form of combination of Rs.1, 2 and 5.
 13. Groups the coins (50p, 25p, 10p) to make one rupee.
 14. Gives upto Rs.5 by grouping into one rupee from mixed coins.
 15. Gives change upto Rs.1.
 16. Gives change upto Rs.5.
 17. Gives change upto Rs.10.
 18. Reads price tags on items (RS. 10.25, Rs. 11.15)
 - 19.
 - 20.
 - 21.
 - 22.
 - 23.
 - 24.
-

S.No.**Activity**

25.

26.

TOTAL

Occupational

1. Climbs a ladder to clean or dust the house or paint wall.
 2. Dries/Folds clothes.
 3. Wipes kitchen wear with a cloth after cleaning.
 4. Sweeps floor with a broom stick.
 5. Picks up items in a super market as per the written or pictorial list and carries to the cash counter.
 6. Identifies/names 1 litre/1 kg. measuring jars/weighing stone.
 7. Tells the use of balance.
 8. Measures 1 kg. of vegetables/ pulses.
 9. Identifies/Names a measuring rod/tape.
 10. Goes to the market/general store to buy provisions.
 11. Makes flower garlands using thread and needle.
 12. Cleans rice and other pulses.
 13. Washes rice, dal and vegetables when requested.
 14. Peals vegetables.
 15. Cuts vegetables that do not require peeling (bindi, brinjal,etc.).
 16. Collects dried leaves and twigs and dumps them at a prescribed place.
 17. Decorates entrance/room with leaves, flowers and paper during festivals and social functions.
 18. Draws or uses white powder to make rangoli designs (in case of girls).
 19. Cleans utensils with washing powder or liquid soap.
-

S.No.

Activity

20. Puts off stove when told.
21. Wipes floor with a wet cloth.
22. Stores rice and pulses in respective tins after shopping.
23. Cuts vegetables appropriately upon request.
24. Prepares tea or coffee or juice.
25. Lights and regulates stove (gas/kerosene - specify)
26. Gets ready to reach work place in time.
27. Reads directions on the street, bus route details and follows.
28. Goes to the correct bus stop to travel to a given destination in familiar route.
29. Identifies the bus to reach his destination.
30. Buys ticket or shows bus pass to the conductor.
31. Finds a seat/request people for sitting place while travelling or offers his seat to elders.
32. Gets down at the correct destination.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.

TOTAL

S.No.

Activity

Recreational

Indoor:

1. Shows interest in drawing and colouring work.
2. Plays carrom, card games (clearance, donkey), scrabble, chinese checkers.
3. Listens to selected music in cassette players or selecting a station at given time on radio or selecting appropriate channel on T.V. as per choice, independently.
4. Participates in decorating the house for festivals or parties or special social occasions.
5. Gets dressed and puts on make-up or any activity for beauty care.
6. Arranges bouquets with natural/artificial flowers.
7. Spends time with peers chatting about various social incidents.
8. Involves or makes dolls, greeting cards, or any other craftactivity.
9. Participates in doing needle work, embroidery, knitting/crochet work etc.
10. Collects photos of film stars/botony collection/stamp, coin collection/collecting pebbles/arranges photos in an album.
- 11.
- 12.
- 13.
- 14.
- 15.

Outdoor:

1. Goes for a hike or camping trip.
2. Rides bicycle to visit friends or relatives or travel by bus to visit within 3 km. distance.
3. Attends a music concert/goes out for a play or a film.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), NE = Not exposed.

S.No.**Activity**

4. Flies kites/plays kho-kho/kabadi/hopscotch.
5. Tends plants - gardening.
6. Develops martial skills like judo, karate, tykondo, etc. and practice of dance/music.
7. Goes out to a restaurant with peers.
8. Plays racquet games (badminton, table tennis, lawn tennis, etc).
9. Plays rule governed ball games (basket ball, cricket, etc).
- 10.
- 11.
- 12.
- 13.
- 14.

PERFORMANCE LEVEL

Number of Activities Passed

S.No.	Area	No.of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note : Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

DEPARTMENT OF SPECIAL EDUCATION

FUNCTIONAL ASSESSMENT CHECKLIST FOR PROGRAMMING

(CARE GROUP)

Name :

Age/Sex :

Additional Information :

	Date of Evaluation	Total Scores	Percentage
First Year Entry I Term II Term III Term			
Second Year Entry I Term II Term III Term			
Third Year Entry I Term II Term III Term			

S.No.

Activity

Personal

1. Cries or makes body movement or gestures when he/she is hungry/thirsty.
2. Holds given objects in the hand momentarily.
3. Chews and swallows food if fed.
4. Sucks water if fed.
5. Eats dry foods like biscuits, chapati piece by self (may use modified aids).
6. Cries or makes body movement or gesture when gets wet.
7. Cries or makes body movement or gestures for toilet need.
8. Holds object when given in hand and manipulates with awareness.
9. Indicates need for changing dress/bed.
10. Makes gestures/sound when required to be cleaned (mouth cleaning, drooling, etc.).
11. Stretch hands and legs while dressing/bathing/powdering.
12. Cries/makes gestures/body movements/facial expression when gets pain/fever/any distress.
13. Reaches for and holds objects and manipulates meaningfully.
14. Looks at/points to objects he wants.
15. Smiles in response to others greetings/talking to him.
16. Makes gestures to say namaste/.
17. Moves from place to place (rolls, creeps, crawls, any other specify).
18. Turns head/looks/smiles at people when called by name.
19. Says 'yes' or 'no' by nodding head/waving hands.
20. Shows special preference mother/caretaker/familiar persons.
21. Watches other children playing.
22. Keeps quiet/Shows signs of enjoyment when taken out (park, shops, temple, etc.).
23. Listens to music if music is on.
24. Sits for atleast 10-15 minutes if made to sit with support.
25. Watches TV if made to sit in the TV room.

Key: + = Yes, C = Occasional cues, NA = Not Applicable, NE = No Exposure, PP = Physical Prompting, VP = Verbal Prompting, GP = Gestural Prompting, M = Modelling, - = No, Any other codes used (Specify):

S.No.

Activity

26. Waves hands to say bye (may do it with assistance/prompts).

27.

28.

29.

30.

31.

32.

33.

34.

TOTAL

Recreational

Indoor:

1. Watches T.V.Advertisements.
2. Listens to music.
3. Swings and sways body with rhythm of music in Radio or T.V.
4. Plays with blocks/squeaky rubber toys.
5. Makes strokes with pencils or crayons when assisted.
6. Looks at pictures in magazines when shown.
7. Plays with dolls.
- 8.
- 9.
- 10.
- 11.
- 12.

Grades for Recreational activities: A = Takes initiative and participates effectively, B = Participates effectively when initiated, C = Involves self but not aware of rules/does not cooperate, D = Observes with interest, E = Not interested (indifferent), F = No opportunity/Not exposed.

S.No.

Activity

Outdoor

1. Plays with ball.
2. *Enjoys rounds (when carried/driven/taken for walk) in the garden or open yard around.*
3. Sand play.
4. Watches and enjoys children playing in the outdoor.
5. Enjoys going for a ride on cycle, scooter, bus or car.
- 6.
- 7.
- 8.
- 9.
- 10.

PERFORMANCE LEVEL

Number of Activities Passed

S. No.	Area	No. of Activities	First Year				Second Year				Third Year			
			Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)	Entry Level (%)	I term (%)	II term (%)	III term (%)
1.	Personal													
2.	Social													
3.	Academic													
4.	Occupational													
	TOTAL													
Grade for Recreation :														

(Note the percentage of pass items under each total in parantheses)

Note: Scoring for recreation is done by counting each grade and whichever grade is maximum in number is given as grade. In case more than one grade happens to have the same total count, the teacher can use her judgement to give the grade.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD
INDIVIDUALIZED EDUCATIONAL PROGRAMMING
(For FACP - NIMH)

Name: _____ Age: _____ Class: _____ Term: _____ From: _____ To: _____ Date of Programme _____

No.	Activity	Current Level	Material	Date of Evaluation	Evaluation Remarks

S.No.	Activity	Current Level	Material	Date of Evaluation	Evaluation Remarks