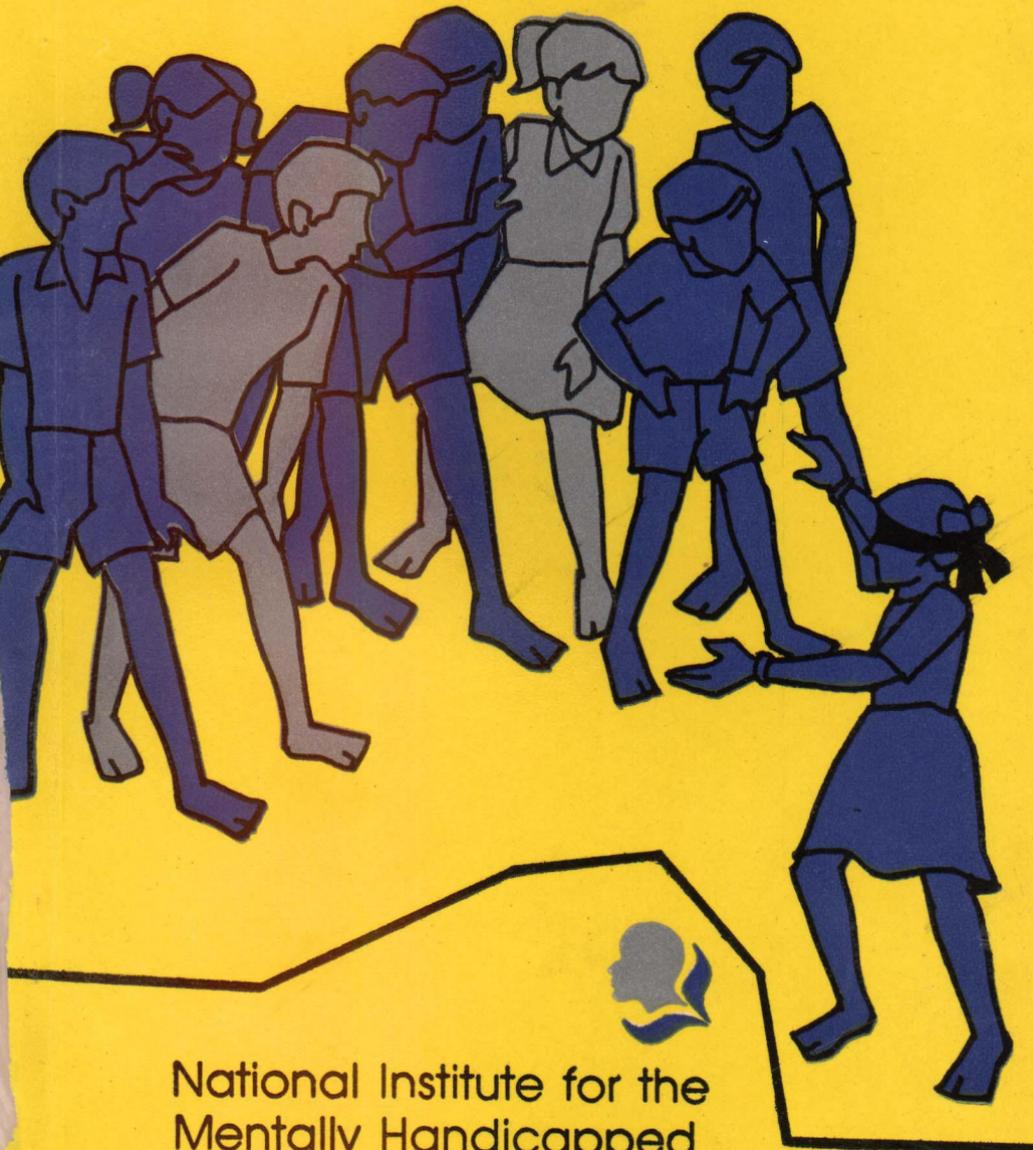


Organization of special class in a regular school



National Institute for the
Mentally Handicapped
Manovikas Nagar, Bowenpally
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**ORGANIZATION OF SPECIAL CLASS
IN A REGULAR SCHOOL**

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INTRODUCTION

Purpose of the booklet

With the advent of the education of the handicapped children gaining importance, various educational facilities are being experimented all over the world. The trend today in the education of the handicapped individuals is integrated education, which, it is anticipated, would lead to normalization. The philosophy behind this movement is that, education provided in the least restrictive environment for the handicapped children would minimize specialized provisions for community integration. On the one hand the handicapped individuals would learn to cope with the demands in the community and on the other hand, the normal peers, by virtue of being exposed to their handicapped peers, would learn to accept them which would lead to spontaneous integration.

This booklet attempts to provide information and steps for setting up a special class in a regular school. Details on National policy on Education with particular reference to project Integrated Education of the Disabled, organizational details such as size of the class, level of retarded children to be admitted, infrastructure, equipment, furniture, staff, coordination with teachers of normal children, curriculum adaptations, programming and record maintenance are narrated in the booklet which may assist those who wish to establish and run a special class in regular school. A feedback from the users will be highly appreciated as it would assist in modifying the future editions of the booklet.

ADVANTAGES OF INTEGRATED EDUCATION

- Creates awareness and acceptance of mentally retarded children among the normal children.
- Develops social competence among retarded children.
- It is cost effective, as regular school premises can be utilized and special set up is not necessary.
- Relatively more number of mentally retarded children can be educated, if every primary school establishes a special class.

NATIONAL POLICY ON EDUCATION

NPE PROVISION FOR THE HANDICAPPED*

1. Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
2. Special schools with hostels will be provided, as far as possible at district headquarters, for severely handicapped children.
3. Adequate arrangements will be made to give vocational training to the disabled.
4. Teacher training programmes will be reoriented in particular for teachers of primary classes, to deal with the special difficulties of handicapped children.
5. Voluntary effort for education of the disabled will be encouraged in every possible way.

* MHRD, National Policy on Education, 1986

The scheme is implemented by the Ministry of Human Resource Development where the Central Government would assist the State Governments and Union Territories in implementing the scheme. As the scheme has to be implemented in schools, the educational departments would be the implementing agencies. The scheme also allows the State Governments to take assistance of voluntary organizations to implement the programme wherever feasible. Further details on the scheme may be obtained by contacting Department of Teacher Education, Special Education & Extension Services, NCERT Sri Aurobindo Marg, New Delhi 110 016.

Fig.1

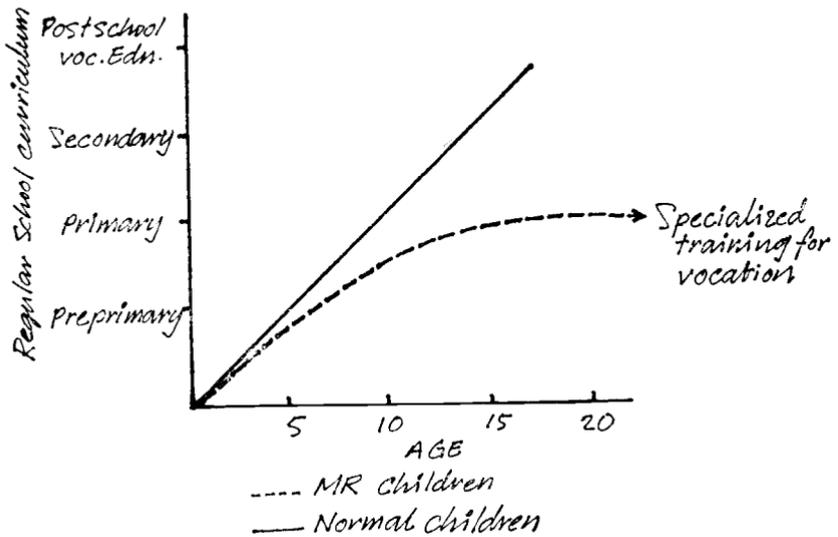


Figure-1.

- Integrated Education of mentally retarded children is feasible in preprimary and primary level as the curricular content is similar to regular school curriculum and requires minimum modification.

ORGANIZATION OF SPECIAL CLASS

The special class should be attached to every primary school. When we look at the ability of mentally retarded children to learn academics, it is usually function oriented and may manage to learn upto Class IV level with curricular adaptations. Therefore, the retarded children should have exposure to normal children at younger age to have the integration more meaningful. This in certain cases allows even for academic integration for higher functioning EMR children in class 1 to 3. As seen in figure-1 the curricular content may be similar at preprimary and primary classes and the differences increase as the children grow older thus requiring special age appropriate curriculum for mentally retarded children. Therefore special class must be initiated at primary school.

Level of MR children to be admitted

Educable mentally retarded children (EMR/mild MR) below the age of 12 or 13 are the most suitable ones for such special classes. However, a few schools have experimented admitting moderately retarded children also, integrating them in all social activities. For secondary age retarded children vocation oriented education may be provided in regular high school if possible in a similar special class set up.

Level of integration

The level or extent of integration would vary widely depending on the abilities of the children to be integrated. Physical integration is simply having the retarded and normal children in a given setting, each having one's own programme without having to interact with each other. Social integration on the other hand would involve both retarded and non retarded children interacting for specific functions in social situations. Academic integration is classroom integration where both handicapped and non handicapped children learn together under one roof. Among these three levels what is found more appropriate for mentally retarded children is social integration.

GOVERNMENT AID FOR SPECIAL CLASS IN REGULAR SCHOOL*

- (i) A disabled child may be given the following kinds of facilities at the rates prevalent in the State/UT concerned. In case similar incentives are not being offered by the State Government/UT Admn. under any other scheme, the following rates could be adopted :
- (a) Books & Stationery allowance of Rs. 400/- per annum
 - (b) Uniform allowance of Rs. 200/- per annum
 - (c) Transport allowance of Rs. 50/- per month (If a disabled child admitted under the scheme resides in hostel of the school within the school premises, no transportation charges would be admissible.)
 - (d) Actual cost of equipment subject to a maximum of Rs. 2,000/- per student for a period of five years.

* Scheme of Integrated education for the disabled children (1987), NCERT, New Delhi.



Mentally Retarded children at play with normal children

- (ii) Disabled children residing in school hostels within the same institution where they are studying may also be paid boarding and lodging charges as admissible under the State Government rules/schemes. Where there is no state scheme of scholarships to hostellers, the disabled children whose parents' income does not exceed Rs. 3000/- per month may be paid actual boarding and lodging charges subject to a maximum of Rs. 200/- p.m.
- (iii) In a school in rural areas where at least 10 handicapped children are enrolled, capital cost for purchase of school rickshaw for free use of these children and expenses for rickshaw Puller @ Rs. 300/- p.m. will be provided under the scheme. In such cases, no transport allowance will be payable to the students.

BUDGETARY REQUIREMENTS FOR ONE SPECIAL CLASS (Specific to special class only)

Indoor equipment & Furniture Rs. 5,000/-
Suggested pay for special teacher in PIED-same scale of pay of regular teacher plus allowance of Rs. 150/- p.m. for urban area and Rs. 200/- p.m. for rural area.

Other facilities like transport, outdoor equipment and so on can be shared with normal children.

ORIENTATION OF PRINCIPAL AND REGULAR CLASS TEACHERS

The Principal, administrators and the teachers of normal children need to be oriented before starting the special class. As part of the time will be spent by mentally retarded children with normal children, the normal people in the school must understand what is mental retardation, the nature, needs, potentials and deficits of mentally retarded children. Therefore an orientation programme for 3 days should be organized. The content of the programme should focus on the characteristics, attitudes, misconceptions people have, the role of the school authorities and regular school teachers

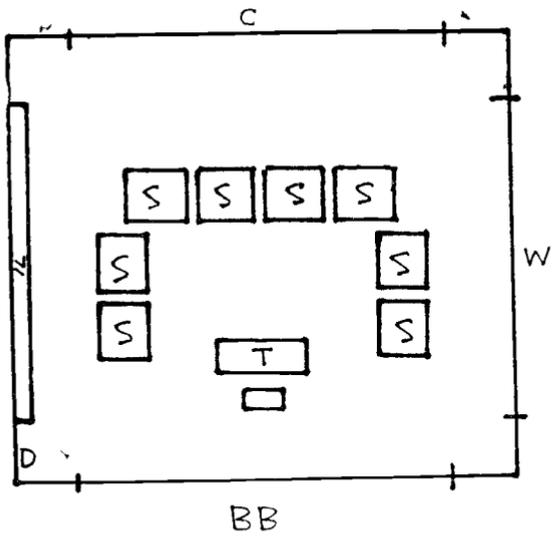
and possible suggestions for successful integration. It is advisable to have audiovisual aids to enhance the programme. Enough time should be allowed for discussions, question answer sessions and clarifying the doubts of the audience if any. The success of the programme depends largely on the cooperation of the school staff.

Orientation of students in regular school

Moulding the attitudes of children at a young age is very essential for acceptance of retarded children in their school compound. Through lectures, stories, films, dramas and puppet shows an orientation to develop positive attitudes should be delineated. There have been reported instances that non handicapped children who have mentally retarded children in their schools have corrected even their parent's misconceptions regarding mental retardation. Therefore before establishing special class, the normal children need to be prepared and explained in detail, their specific roles in integration. Wherever the time table provides for specific activities along with retarded children, the teachers should make sure that the role of normal children is understood well by them. Any apprehension or reluctance in the non handicapped children should be cleared by counselling them. Normal children should be rewarded and reinforced if they exhibit behaviour that shows acceptance of their retarded peers.

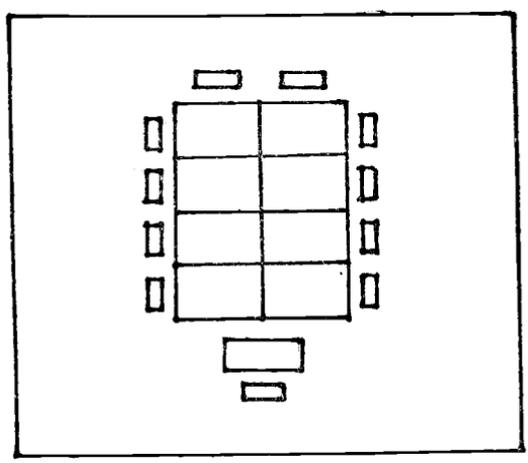
INFRASTRUCTURE

In the main school building ideally the special class should be in the middle with regular classes on either side rather than in a corner so that they get more opportunity to be with other children during leisure time. The size of the class should be like other classrooms i.e., 16'x12', well ventilated and architectural barriers should be avoided such as door step, to allow for children with dual/multiple handicaps. There should be provision for a locker to keep first aid kits and medicines in case of accidents.



Individualized Instruction

- S. Students
- T- Teacher
- BB-Block board
- W-Window
- C- Cupboard
- IL-Individual lockers
- D -Door



Same class + Furniture - arranged for group instruction

Spl. class

Figure-2. Furniture arrangement

FURNITURE

Individual desks as in regular classroom may be provided, which can be rearranged for group activities also. As the children require individualized instruction, single desk and chair is preferred to two or three seaters as found in regular class. Ideal furniture and arrangements are shown in Figure-2.

EQUIPMENT

Outdoor equipment

The outdoor equipment can be the same as that of other non handicapped children use, as the retarded children are expected to play with the other children. Care should be taken to make sure that the equipment are repaired/replaced promptly so that broken edges, poking nails or breaking chains of swings and so on do not cause accidents.

Wherever possible facility for gardening should be made which may be a prospective goal for vocational training for future.

Indoor equipment

The indoor equipment would depend on the curricular content. The ultimate aim of educating the retarded children is to make them independent in their adult life. Therefore the programme should be functional, community referenced, individualized instruction in natural environment and age appropriate. To meet these needs the various grade level books, audio visual aids, in the form of models, pictures, slides, films if possible and the materials for motor coordination training should be available in the classroom for the teacher to use whenever needed. A list of appropriate equipment is given alongwith the curriculum content elsewhere in this booklet.

THE CLASS STRENGTH

The PIED recommended teacher pupil ratio for special education teachers envisaged under the scheme is 1 : 8. If resources permit, each regular school can have 1-2 such special classes.

STAFF

Each special class should have a qualified special educator who coordinates with other teachers. She should work in close collaboration with PT, music, art and craft teachers who will have retarded children along with normal children during their classes. The special teacher, in addition to teaching the retarded children, will have the additional responsibility of working with other staff in the school. Depending on the level of retarded children admitted, provision for a separate ayah may be made. If only EMR children are admitted, ayah may not be necessary.

* Scale of Pay

The same scales of pay as available to the teachers of the corresponding category in that State/UT will be given to special teachers. Considering the special type of duties, these teachers will be given a special pay of Rs. 150/- p.m. in urban areas and Rs 200/- p.m. in rural areas. The State Education Department may recruit such teachers for this purpose following the normal recruitment procedures.

ADMISSION

Admission should be made once a year as in regular school. Children screened by regular class teachers must be given priority. A team consisting of special educator, medical personnel, psychologist and the Principal should thoroughly assess the child and make decision on admission. Wherever needed, speech pathologist and physio occupational therapist should be consulted. The team of experts should be consultants to the special class and should meet at least twice a year to review progress.

WORKING HOURS

The working hours must be same as the regular school. The time-table must provide for integration. A sample time table is seen at figure-3.

* Scheme of Integrated Education for the Disabled Children (1987), NCERT, New Delhi.

Figure-3

TIME TABLE – SPECIAL CLASS

	Monday	Tuesday	Wednesday	Thursday	Friday
* 9.00— 9.15 AM	←----- Prayer announcements ----->				
9.15— 10.00 AM	Language	Arithmetic	Social studies	Out door org. play	Environmental studies
10.00— 10.45 AM	Arithmetic	*Story reading	Money	Language	Arithmetic
*10.45— 11.00 AM	←----- Break ----->				
11.00— 11.45 AM	Environmental studies	Social studies	Language	Arithmetic	Language
11.45— 12.15 PM	*Music	Language	*Painting	Environmental studies	Social studies
12.15— 1.00 PM	Social studies	Money	Environmental studies	Time	*Art & Craft
* 1.00— 2.00 PM	←----- Lunch ----->				
2.00— 2.30 PM	Time	Environmental studies	Arithmetic	Social studies	Money
* 2.30— 3.30 PM	←----- work skill ----->				
	(gardening, wood work, painting, packing etc.)				

(*) Integrated with normal children.



Peer tutoring - A normal peer assisting a retarded child with academics

CURRICULUM AND PROGRAMMING

* The National Curriculum for elementary and secondary education framework (1988) suggests that the curriculum and its transactions will have to take a notice of the special requirement of the first generation learners who constitute a large population of school going children in our country. The curriculum should provide for new methodology for developing compensatory and remedial measures in education to suit the needs of the deprived, the disadvantaged and the disabled so that they could be brought on par with others as early as possible.

Teaching a retarded child in a classroom does not directly result in generalization of what is learnt. Therefore, the child needs to be taught in the natural setting, thus minimizing the transfer of learning. It is necessary to structure the curriculum in such a way that he is taught just what will be of use to him in day to day living and is appropriate of his age. This leads to acquisition of suitable adaptive behaviour. A brief outline of such a curriculum for mentally retarded children in integrated set up is given at appendix-1.

MAINTENANCE OF RECORD

Each teacher is responsible for initial evaluation of skill level, setting goals and writing IEP for the child, which should be reviewed every 3 months. The various records to be maintained are, (a) admission register including children admitted, rejected, waiting list, (b) Attendance register, (c) Stock register, (d) Accession register and (e) Visitor's diary.

As mentioned earlier, every child must have the individualized educational/training programme developed, which should be systematically implemented and progress evaluated, using the periodic review form.

* National Curriculum for elementary and secondary education framework (1988), NCERT, New Delhi.

The IEP/ITP form and the manual is seen at appendix-2. The booklet is an outcome of a National seminar on development of IEP format held at NIMH in 1986. Professionals from various fields including special education, speech pathology and audiology, psychology, physio occupational therapy and medicine participated. The existing IEP forms in the country were considered in the seminar and a new one was developed with a manual for filling it. The participating organizations tried out the new format for 6 months and gave a feedback. Based on the feedback given further modifications were made and the revised one is appended in this booklet alongwith its manual. This form is currently being used successfully in a number of special schools in the country. A copy of the sample filled IEP/ITP is at appendix-3.

PARENT MEETING

The teacher must organize periodic parents meetings. Ideally, once in every three months and once annually parents meeting should be organized. In addition, individual meeting with parents depending on the need should be held. It is ideal to have a student diary through which the parents and the teacher can communicate.

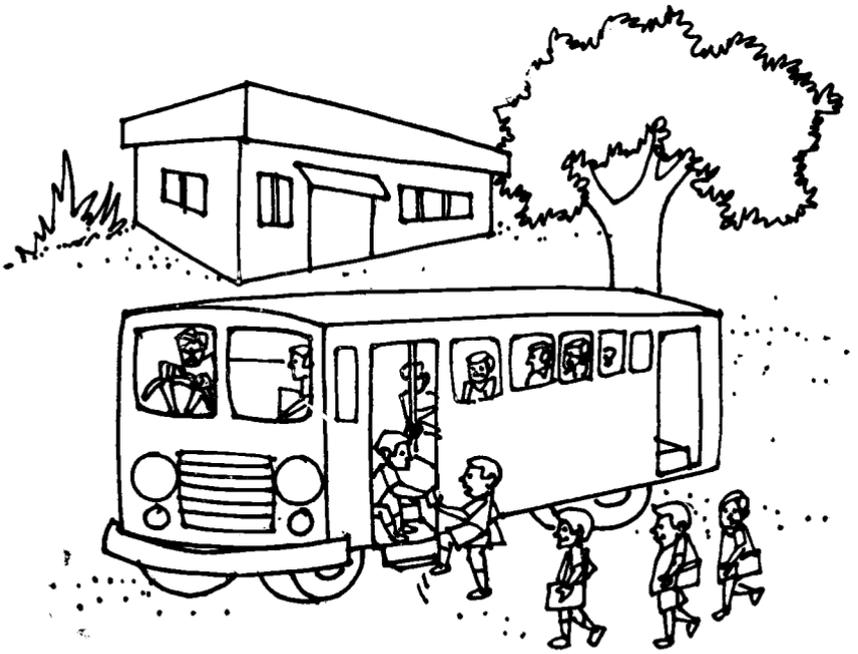
CONCLUSION

As it can be seen, setting up a special class in a school for normal children is relatively less expensive, easy to set up, gives the retarded children their education in less restrictive environment with normal children thus allowing normal and retarded children to know each other early in life. This paves way to spontaneous integration. In addition, every village has a primary school where inclusion of a special class is relatively easier than setting up special schools. If efforts are taken in this line, the goal of universalization of primary education is not very difficult to achieve in the near future.

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We thank Mr. A. Venkateswara Rao for the efficient secretarial help and Mr. K. Nageswara Rao for the art work for the booklet.



Travelling together - normal peers helping
retarded peers in gaining independent travel skills

CURRICULUM OUTLINE FOR INTEGRATED EDUCATION OF MENTALLY RETARDED CHILDREN*

PREPRIMARY LEVEL

The skills required to be trained at preprimary level are very close to those required for normal children at that level. This would include self-help, motor, socialization, language and cognitive skills. In a pre-school for normal children, the programming includes these areas and therefore, the same content can be maintained for the retarded children with emphasis on repetition and generalization of skills. As the child grows older, the curriculum in regular schools is basically academic oriented which a mentally retarded child will not be able to cope with. Therefore it requires modification to suit the level of the child and yet be functional. The following are the suggestions for modifying the regular education curriculum to suit a child with mild mental retardation in integrated set up.

PRIMARY LEVEL :

As the educable/mildly retarded children are qualitatively different from the normals, their classroom performance must be viewed in terms of curricular programming that is modified appropriately to suit the target population. A systematic approach to the construction of curriculum of EMR children is necessary so that content can be tailored to the needs of these children. The objective for each child should be formed after having an understanding of the abilities, interests and needs of the child.

Primary group includes children who have acquired at preprimary level readiness to undergo training in classes I to V. As the mental ability of EMR children is limited the curriculum of classes I through V of regular school must be modified to suit these children, restricting the academic work to basic functional academics.

* Prepared by Narayan, J & Sen, R. for a UNICEF aided project, 1984

Some of the skills listed for the EMR children in primary group may seem too high for them. The resource teacher should aim at achieving the maximum possible depending on each child's level of functioning and not necessarily in all the skills listed.

CLASSES I-V - CURRICULUM OBJECTIVES :

I. Maths – Book I, II & III

1. Numerals — ordering of numbers 1 - 1,000
 - number values, quantity concepts and number placements 1 - 1,000
 - number operations
 - (i) addition : multiple, using 3 digit nos. concept of carry over
 - (ii) Substraction : using 3 digit nos. concept of borrowing.
 - (iii) multiplication - using 3 digit nos. multiplies by 2 digit nos.
 - table up to 10
 - skip counting by 2's, 5's and 10's.
 - (iv) division : 3 digit nos. divisible by 2 digit nos.
 - fractions
 - (i) understanding the basic concepts
 - (ii) comparing fractions
 - (iii) conversions
 - (iv) simple additions & substractions
 - decimals
 - (i) understanding the basic concept
 - (ii) conversions
 - (iii) simple additions & substractions

2. Measurement

3. Weights

4. Elementary Geometry

5. Time and Calender

6. Money

7. Number names upto 1,000 – oral recognition and naming

NOTE : Every teaching must be followed by a real life experience in using what is learnt, such as in a shopping situation, or travel or seeing time and so on. Transfer of learning must occur alongwith classroom teaching.

II. LANGUAGE

1. Reading — Book I, II, III, IV reading the Text-word analysis and word meanings
2. Comprehension — upto level of BOOK III using supplementary readers and story books.
— reading comics and children's magazines
— language work books to introduce grammar including opposites, tense, gender, singular, plural
3. Written expression — relating everyday happenings and events of interest
— writing stories and compositions
— completing open ended stories
— picture descriptions and picture stories
— letters to family and friends
4. Oral expression — recitation of prose and poetry
5. Oral English/ Language — conversation classes to encourage comprehension and to practice expression

III. ENVIRONMENTAL STUDIES

1. History and Geography topics to increase knowledge of India and its states and an introduction to other countries.
2. General Science
3. Biology - Health and Hygiene
4. Moral Science
5. Civics

NOTE : All above subjects to be approached as project topics and arts, crafts, language expression and outings to be correlated to Environmental Studies eg, The study of mountains in India will include paper models, clay models, pictorial charts and expressions of language work, geometry and handwork.

The following subjects to be included as Integrated Activities in the Curriculum - It can be a class of unequal ratios of children-10 from special class 2 from normal class.

IV. ARTS AND CRAFTS

1. Free painting using water colours, oil colours, crayons or pastels.
2. Block printing, Vegetable printing.
3. Tie & Dye.
4. Fabric painting.
5. Simple needlework.
6. Clay modelling.
7. Paper mache.
8. Macramae - chord knotting.

V. HOME SCIENCE

Can be introduced as optional hobbies.

VI. MUSIC

VII. DRAMA

2 activities selected from 5 for each class

VIII. GARDENING

IX. PET CORNER

X. PHYSICAL EDUCATION

1. Drill & exercises
2. Yoga
3. Team games

EQUIPMENT

1. A library stocked with supplementary readers, story books, comics and children's magazines.
2. Arts and Crafts materials.
3. Home Science equipment.
4. Gardening equipment.
5. Percussion instruments for orchestra.
6. Pets.
7. Stationery.

CURRICULUM FOR THE SECONDARY GROUP

Secondary level which is otherwise known as the pre-vocational level of training aims at preparing a mentally retarded child towards acquiring appropriate vocational skills. At this stage, the functional academic work and vocational training are given simultaneously, orienting the child to attain self sufficiency in the society. In addition social activities, communication skills and ability to enjoy leisure time also should be goals of this programme.

Therefore, with broad curriculum objectives, the following measures also must be taken.

1. Initially the student must be provided work experience in controlled setting.
2. A large number of opportunities must be provided according to each individual's needs and abilities.
3. The teacher must keep in mind the chances of the work-placement of the student in the community.

The following are the curriculum objectives for the secondary level. The resource teacher must keep in mind that each child is different from the other and therefore she should use these objectives as a guideline to form programme for each child.

CURRICULUM OBJECTIVES :

I. CORE SUBJECTS

1. Commercial maths

- a. Practical use of mathematical operations for solving problem of money, measurement, time, etc.
- b. Activities of social competence such as making simple budgets, bills and receipts, keeping accounts, buying and using postage, concept of banking and saving, knowledge of rail and bus timing and fare, etc.

2. Language

- English : To know functional vocabulary list, key words, commercial signs, alphabets, product labels and environmental signs.
- Oral : Conversational English to understand instructions, express himself/herself and to attend telephone calls.
- Written : Signing, writing personal information sheet.
- Hindi/
mother tongue : Raising the standard to the literacy level recognised by the Open School Examination Board.
- Reading : Introduce newspaper, magazines and information books.
- Written : Writing sentences, compositions and simple letter writing-business and social

3. General knowledge and social competence

The topics covered here could be the extension of the Environmental Studies of Classes I-V. Opportunities should be given for more practical experience aiming towards self-reliance and independence among the students to the maximum extent possible.

4. Domestic skills

1. Dish washing
2. Laundering
3. Sweeping, mopping and dusting
4. Basic cooking for self needs
5. Grooming for occasions and day to day
6. Personal hygiene
7. First aid and basic medical care
8. Basic needle work

II. Optional Subjects : (Based on aptitude and interest)

Each student will opt. any 2 and specialize

1. Home Science
2. Horticulture (Gardening)
3. Weaving
4. Fine Arts
5. Music – vocal/instrumental
6. Needle work – embroidery, knitting, etc.
7. Craft – Such as block printing, basket making, carpentry, macramae, batik and dye, light engineering.
8. Any other

EQUIPMENT : (Only major equipment are listed)

Home Science :

- Cooking range
- refrigerator
- mixer– blender
- adequate cooking and serving utensils including pressure cooker, crockery and cutlery.
- containers for ingredients and cupboards for storage.
- aprons and other related equipment.

Horticulture :

- gardening equipment:

Fine Arts :

- easel board
- water and oil colours, brushes
- aprons
- stationery

Music :

- different musical instruments depending on the aptitude and interest of the students and the availability of teachers.

Needle work :

- Sewing machine and all related materials.

Craft :

- respective craft equipment for chosen crafts.

INDIVIDUALIZED TRAINING PROGRAMME

MANUAL

**National Institute for the mentally Handicapped,
Manovikas Nagar, P. O. Bowenpally,
Secunderabad-500 011.**

INDIVIDUALIZED TRAINING PROGRAMME

MANUAL

The Individualized educational programmes are developed specifically to meet the educational and training needs of each child. As no two mentally retarded children have similar abilities and needs, and, as majority of the mentally retarded children require services from more than one discipline such as special education, speech pathology and audiology, psychology, physiotherapy, occupational therapy and medicine, it is essential that a comprehensive service programme is developed for each child, based on his needs, including the appropriate input from various disciplines. Development of such an I. E. P. is an important component of diagnostic prescriptive process.

The ITP has two sections, part A and part B. Part A consists of general information about the child, person initiating the programme and the overall goals for the child. Part B consists of specific programming for a skill or behaviour.

GUIDELINES FOR FILLING UP PART A

1. Name :

Give the child's full name and pet name if any in brackets.

2. Date of birth (age) :

Given as in the records.

3. Sex :

4. Address :

Give the present address

5. Mother tongue/languages spoken :

It is essential that the child is exposed to one language consistently. Therefore record the details of the child's mother tongue as well as other language spoken by the child. Circle the mother tongue.

6. Regn. No:

Give the number of the registration in the institute/school.

7. Class/roll No. :

In case of a special school give the class group of the child and the roll number.

8. Date of writing the ITP :

ITP is generally written on a particular day when the team meets and decides on the programme for the child. Write the date of such a meeting.

9 ITP No. :

Each child will have number of ITPs following one after the other. Write the number of the particular ITP.

10. Significant information of the M. R. person. Includes details on i) the degree of retardation, ii) associated conditions such as visual, hearing or orthopaedic handicap, medical conditions such as epilepsy, hyperkinesia and behaviour problems iii) family back ground of the child, iv) strengths and weakness of the child and v) medicine taken if any.

11. Goals :

Mention the overall goals set for the child after assessment, and the order of priority, if there are more than one goal.

12. Staff responsible :

The name of the staff number, whoever will be responsible for carrying out and coordinating the ITP should be mentioned here.

GUIDELINES FOR FILLING UP PART B :

Part B consists of the specific programme for the child with precise instructions to carry out the programme.

13. Skill/behaviour :

Mention here, the skill on which the MR child/individual is to be trained, for example, feeding skill, dressing skill or writing skill and so on, If it is a behaviour which is to be modified, mention the name of the behaviour, for example, head banging, eye poking or body rocking, and so on.

14. Current level/baseline :

Write in behavioural terms what exactly the mentally retarded person is able to do in the given skill or behaviour, for example, if the skill is combing hair, the current level can be "picks up comb, holds it appropriately. Places the comb on the head but does not comb the hair in one direction uniformly Cannot make the partition in the hair".

15. If it is a behaviour, mention what provokes the behaviour, how exactly the M.R person behaves and for how long.

16. Objectives :

Mention in behavioural terms what the objective is. Mention the: (a) condition, (b) behaviour, (c) level of performance and (d) duration. To illustrate, an example is given below :

(a) When asked (b) the child will (name of the child) indicate to the appropriate picture of the fruit named, (c) 8 out of 10 times correctly and (d) in 2 months duration.

17. Procedure :

Give step by step procedure for meeting the objective. Do not have ambiguous directions. The steps must be specific and clear. Remember to mention the reinforcer to be used and when.

18. Materials needed :

Write the materials needed for developing the particular skill or improving the particular behaviour.

19. Evaluation .

Leave this column blank when the ITP is written. After the specific duration when the child is evaluated for progress or problems, fill this column by noting down the observations. This in turn forms the baseline or current level for the next ITP to be written.

To quantify the progress of the child, performance may be ranked from 1 to 7 as shown below :

Below base line	≡	1
No progress	≡	2
25% progress	≡	3
50% progress	=	4
75% progress	≡	5
100% progress	≡	6
100% progress before deadline	≡	7

Circle the appropriate number. To get the percentage of progress, measure by comparing with the objective, 8 out of 10 times. how many times the child is able to do. Find out the percentage of marks.

Skills development in speech and language, motor activities for daily living and academic areas can be written in this format as also the problem behaviours to be corrected. Thus the format is of use for special educators, speech pathologists, psychologists and the physiotherapists.

20. Problems encountered/remarks

Write here clearly, the problems faced while carrying out the programme which may be specific to the child and the situation.

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED,
SECUNDERABAD.

INDIVIDUALIZED TRAINING PROGRAMME

PART A

- | | |
|--------------------------|--------------------------|
| 1. Name : | 6. Registration No. : |
| 2. Date of Birth (Age) : | 7. Class and Roll No. : |
| 3. Sex : | 8. Date of filling ITP : |
| 4. Address : | 9. ITP No. : |

5. Mother tongue/language (s) :
spoken by the MR person

10. Significant information :
about the MR person

11. Associated conditions :
and referrals if any

12. Goal :

13. Staff responsible :

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED,
SECUNDERABAD.

ITP NO :

INDIVIDUALIZED TRAINING PROGRAMME

Date of Programming :

Date of Evaluation :

Staff responsible :

PART B

Skill

Present Level/
Baseline

Objectives

Materials Needed

Procedure :

Evaluation

1 2 3 4 5 6 7

Remarks/problem encountered

Signature of staff

PERIODIC REVIEW FORM

NAME OF THE STUDENT :

NAME OF THE STAFF :

DATE OF PROGRAMMING :

AGE :

GROUP :

DATE OF REVIEW :

SI. No.	Skill	Specific Objective	Achievement	If not achieved, why ?	Remarks

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

INDIVIDUALIZED TRAINING PROGRAMME

PART A

- | | | | |
|--|--|------------------------|-----------------------|
| 1. Name | : K. S. B. | 6. Registration No.: | 25/86 |
| 2. Date of Birth(Age) | : 7. 11. 72 | 7. Class and Roll No. | : PREVOCATIONAL GROUP |
| 3. Sex | : FEMALE | 8. Date of filling ITP | : 9.9.87 |
| 4. Address | : c/o K. V. R.
H.No. 22/23
ANAND BHAVAN
COLONY. HYDERABAD | 9. ITP No. | : 1. |
| 5. Mother tongue/language(s) spoken by the MR person | Telugu, She does not speak, can follow instructions given in Telugu. She communicates through gestures | | |
| 10. Significant information about the MR person | : She is a spastic child with mild mental retardation | | |
| 11. Associated conditions and referrals if any | : Speech impairment | | |
| 12. Goal | 1. Motor skills
2. Expressive Language skills
3. Time concept
4. Money concept.
5. Arithmetic skills
6. Recreation (Drawing) skills | | |
| 13. Staff Responsible | : SIMI SAXENA | | |

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

ITP NO. : 1

INDIVIDUALIZED TRAINING PROGRAMME

Date of Programming: 16.9.87

Date of Evaluation: 26.11.87

Staff Responsible: SIMI SAXENA

PART B

Skill ARITHMETIC SKILL (ADDITION)

Present Level/
Baseline Bharati can write numbers upto 10
and can do simple additions which
sum upto 5

Objectives

When given in writing, the child will
do additions of single digit, two rows within
ten with 80% accuracy within a period of two months

Materials needed Beads, small stones, seeds, used match
sticks, buttons etc.

Procedure:

1. Motivate the child by showing crayons, coloured marbles etc for counting the number of objects.
2. Give a dictation of numbers till 10.
3. Write numbers 1-10 with some numbers missing and let the child count and fill in the appropriate missing number. Prompt if needed.
4. Reward the child for every successive approximations, initially, that is - closer to the objective.
5. Help the child to do simple additions upto 10 using materials such as beads, stones, used match sticks, buttons etc.
6. Give single digit additions which sums up within 10 with concrete objects drawn on a paper.
7. Give single digit additions which sums up within 10 without concrete objects drawn on a paper.
8. Reward the child for every correct response.
9. Ask simple questions like, "How many do two red pencils and 4 black pencils make together?" Give many more such examples with concrete objects.
10. For generalization, ask the child in various situations outside classroom to add and tell. For eg. "2 plants on her left and 5 plants on her right = ?". In the play ground if 2 boys and 4 girls are playing, how many children are playing and so on.
11. Do not forget to reward the child for each attempt.

Evaluation

1 2 3 4 (5) 6 7

Remarks:

Anni Desena
Signature of Staff

NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD

ITP NO. : 2

INDIVIDUALIZED TRAINING PROGRAMME

Date of Programming: 16.9.67

Date of Evaluation: 25.11.67

Staff Responsible: SIMI SAXENA

PART B

Skill. RECREATION (DRAWING)

Present Level/
Baseline Bharati can draw a hut, a cup,
an apple, a flag and a cat

Objectives

When asked the child will draw a
bat and a ball, a butterfly and an umbrella
with 80% accuracy within a period of two months

Materials needed white paper, pencil and eraser.

BAT AND BALL.

FIG I



FIG II



FIG III

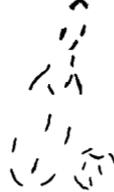
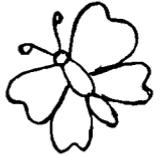
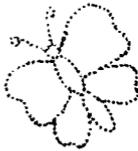
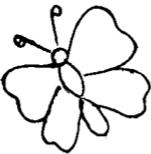


FIG IV



FIG V

BUTTERFLYUMBRELLA

Procedure:

1. To motivate the child, show the picture of bat and a ball and tell her about the picture.
2. Draw the picture of bat and a ball and tell her that she will also be drawing it Fig I
3. Draw the picture of bat and a ball in a dotted fashion Fig II
4. Ask the child to complete the picture by joining the dots
5. Draw the picture of bat and ball with the increase in the distance of the dots Fig III
6. Ask the child to complete the picture by joining the dots
7. Draw the curved lines of the picture of bat and ball Fig IV
8. Ask the child to fill in the remaining of the drawing.
9. Now ask the child to draw the picture of bat and a ball on her own Fig V
10. The same procedure is used for drawing a butterfly and an umbrella
11. The child's drawing will be exhibited in the classroom notice board and the child will be praised of her work in the presence of the whole class.

Evaluation

1 2 3 4 (5) 6 7

Remarks:

Note: In an integrated set up, the child will be placed in art and craft period along with normal children and the regular teacher will be provided with the above procedures for teaching.

Sini Saxena
Signature of Staff