
Unit - 4 □ Assessment at Adult and Vocational levels

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4.1 Introduction

Assessment in special education is the most crucial step towards planning the programme for a person with intellectual disability (PwID). Assessment aims at assessing the potentiality of an individual with intellectual disability and helps at preparing him/her towards independent living following the result of assessment. The information gained through the assessment process have to be utilized meaningfully for the programme planning for independent living of PwIDs. Education is a mean to independent living and economic independence to everyone including persons with disabilities. To achieve this, vocational training and placement is imperative.

The persons with intellectual disability have also the right to get meaningful employment for their livelihood. Special Educators asses and plan a training programme which focus on transition from school to work. Transition from school to work means scientifically plan transfer of a student from school to world of work with requisite

skills. Comprehensive transition from school to work planning and implementation require participation from all relevant school, parents and the children with intellectual disability. Very often, comprehensive transition planning requires restructuring and rethinking of professional roles. Refining professional roles is not enough, participation of the family members of the persons with intellectual disability and the community must also be encouraged.

Service delivery of persons with intellectual disability is typically initiated by a referral, subsequently screening tests are conducted and a rigorous assessment process follows using standardized tools, which are appropriate to the culture and society. National and International tools are used to assess different domains of adaptive behavior and independent living of people with intellectual disabilities.

Rehabilitation has gained the due importance on the agenda of the Central Government. The Government has planned and implemented a lot of schemes, programmes and projects which are supported by an 'infrastructural network' of the Disability Division in the MoSJE. MOSJE assure several provisions and schemes for vocational competency development of these people on behalf of government.

Finally a comprehensive report is necessary to mobilize the community. Collecting information through assessment report is necessary to make the community more accessible in resource mobilization.

4.2 Objectives

After going through this unit, you will be able to :

- Demonstrate knowledge and information about the significance of assessment for PWID's independent functioning including its aim, principles, approaches and future perspective.
- Demonstrate knowledge and information regarding the importance and stages of transition from school to work along with the assessment procedure.
- Use Indian assessment tools for independent living like BASAL-MR and VAPS.
- Enlist the various provisions and schemes of MOSJE for vocational rehabilitation.
- Discuss and implement the documentation of assessment and by enlisting the component write report on assessment, also use the outcomes for community living.

4.3 Significance of Assessment for Independent living of PwIDs.

Assessment: Concept

Assessment is a process of collecting data for the purpose of making decisions about learners.

Assessment information is used to make decisions about what learner have learned, what and where they should be taught, and the kind of services they need.

Assessment is an integral part of the learning process, required in order to:

- Judge performance, measured against intended learning outcomes.
- Determine whether progression to the next level is appropriate.
- Provide useful feedback, which indicates attainment and also areas for improvement.
- Identify what has not been understood, thus helping to inform evaluation of teaching methods and approaches.

An assessment in special education is the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions. Assessment, also known as evaluation, can be seen as a problem-solving process (Swanson & Watson, 1989) that involves many ways of collecting information about the student.

According to Gearheart and Geatherat (1990' cited in Pierangelo and Giuliani, 2006), assessment is "a process that involves the systematic collection and interpretation of a wide variety of information on which to base instructional/intervention decisions and, when appropriate, classification and placement decisions. Assessment is primarily a problem-solving process." Considering independence, independent living, rehabilitation as our primary goals; assessment of adaptive behavior/functional abilities becomes very important as this is the first step in the process of planning a programme for a person with special needs.

The importance of assessment should never be underestimated. In special education, you will work with many professionals from different fields. You are part of a team, often referred to as a multidisciplinary team that tries to determine what, if any, disability is present in a student. The team's role is crucial because it helps determine the extent and direction of a person's personal journey through the special education experience.

Consequently, the skills you must possess in order to offer a person the most global, accurate, and practical assessment. The development of these skills should include a good working knowledge of the following components of the assessment process in order to determine the presence of a suspected disability.

- Collection : Process of tracing and gathering information from many sources of background information on a person.
- Analysis : Processing and understanding of patterns in person's educational, social, developmental, environmental, medical, and emotional history.
- Evaluation : Evaluation of person's academic, intellectual, psychological, emotional, perceptual, language, cognitive, and medical development in order to determine areas of strength and weakness.
- Determination : Determination of the presence of suspected disability and the knowledge of the criteria that constitute each category.
- Recommendation : Recommendations concerning educational placement and program that needs to be made to the school, teachers and parents.

Functional Abilities and Its Assessment

Comprehensive assessment of functional ability is the basis for developing a rehabilitation programme. Functional ability measures a person's ability to perform ADL's as well as instrumental activities of daily living. ADL's include activities performed to meet basic needs, such as personal hygiene, dressing, and toileting, eating and moving. ADL's also include activities that are necessary for independent living, such as the ability to shop for and prepare meals, use the telephone, clean, manage finances and travel, as one grows older.

The significance of assessment is much more than merely testing an individual. It involves gathering information in many ways like testing the individual directly, observing him/her in various environments and interviewing family members and others significant in his/her life. Informations collected through these means are analyzed to make decisions related to the purpose for which the assessment is carried out.

Vocational Assessment has very important role to guide the PWIDS in rehabilitation process which is the ultimate goal. A PwID becomes independent only through proper rehabilitation.

Through vocational assessment the special educator finds out the skills, performance and interest of the persons with Intellectual Disability which helps in planning and executing the planned vocational training programme in individual and group setup.

Vocational assessment can be broadly defined as the “Process of obtaining information about worker’s skills and performance in order to make appropriate training decisions” (Bellamy, Horner and Inamn, 1979).

Vocational assessment is a comprehensive process that systematically utilizes work in real or simulated as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. It also incorporates medical, psychological, social, educational, vocational, cultural and economic data in selecting goals for vocational training and rehabilitation.

To enhance the independent living of PwIDS the mode of assessment should be functional in nature. Purposes of functional vocational assessment for persons with intellectual disability are :

- Provides information on work readiness skills.
- Helps to identify suitable jobs in the community.
- Provides information on jobs selected.
- Identifies areas in which training is needed.
- Emphasizes on-the-job training.
- Evaluates work related skills and work behavior.
- Targets employment for all trainees who are assessed.
- Extends support for job retention

Aim of Vocational Assessment

The main aim of vocational assessment is to help in assessing the individual’s skills and capacities and in pin-pointing the strengths and weaknesses for eventual vocational programming. Vocational assessment needs to address four major issues namely:

- a) Eligibility for services.
- b) Vocational potential - which involves assessment of intellectual ability, academic achievement, aptitudes and interests.

- c) Social adaptation and level of psychological and emotional functioning, and
- d) Evidence of problems that require treatment.

Principles of Vocational Assessment

Some of the important principles of vocational assessment are as follows:

- The vocational assessment must be ecological.
- Vocational assessment must be carried out in settings where in individuals' response can be evaluated in relation to naturally occurring environmental cues in a situation.
- The assessment instruments should have predictive validity for determining the individual's ability.
- Vocational assessment must include both quantitative and qualitative components.
- Vocational assessment should focus on work related skills and behavior that could impede the employment opportunities.
- Vocational assessment must proceed from global to specific measures as the individuals prepare for gainful employment.

Initially, a baseline assessment should be done using criterion referenced norms to obtain information about the individual's vocational potentialities. Then, formative assessment should focus on information related to vocational training Programme. The final stage encompasses on-the-job evaluation.

Relevance of Vocational Assessment

Education is a means to independent living and economic independence to everyone including persons with disabilities. To achieve this, vocational training and placement is imperative. When a student is around 15 years of age, preparation for suitable vocation should be the focus of curriculum planning so that when he is 18 years, he will be ready for a vocation. The various assessment relevant to vocational training and placement include.

- Adaptive behavior
- Ability and current level of functioning
- Aptitude
- Occupational
- Transition

- Ecological
- Life skills
- Family resources and concerns

Choice of vocation is dependent on abilities, interests and aptitude. Psychologists play a major role in finding out aptitude of the persons with intellectual disability. There are also tools for occupational assessment and life skill assessment and life skill assessment. As school curriculum focuses on academic and functional skills, transition assessment to vocational training is also a development in recent years. Transition assessment focuses on adaptive behavior, life skill measures, knowledge and skill related competencies. (Cronin & Patton, 2007). What is important is how the test results are interpreted. For a person with intellectual disability, one should consider, job skills, job related skills and generic skills. For example, job skill may be the direct job to be performed, say 'lift operator' in a public building. This will include operating of the lift as required by the users and managing/reporting problems if and when it occurs, maintaining log book and relevant register and so on. The job related skill may be to be on time, related social skills of routine pleasantries and courtesy with people who use the lift, maintaining well groomed, acceptable appearance, and so on. The generic skills refer to prerequisites such as time, travel and money management skills. The assessment report should generate this information systematically so as to appraise the abilities of the candidate in reference and plan a programme to groom him suitably. The vocational assessment profile will include the aptitude of the candidate and will list more than one job skill that he may be suitable for. It is imperative that the vocational assessment report holds information on the health issues if any, about the candidate, benefits and concessions that he is receiving and details regarding registration in employment exchange/special employment exchange.

Interpreting the vocational assessment should be with the vocational options in perspective. The avenues may be open employment, sheltered employment or supported self employment, depending on the ability of the student, family resources and plans for the trainee and the ecological details. The vocational training may be through regular vocational education programmes such as the industrial training institutes (ITI), vocational rehabilitation centers (VRCs) or special institutes meant for persons with mental retardation, both, Government and non-government, community based rehabilitation (CBR) programmes is another major avenue for vocational training. Therefore the teacher has to carefully interpret the assessment information by assembling all pertinent information to fit the person in the correct vocational setting for training.

As rightly noted by Polloway, Patton and Serna (2007), students must be provided with opportunity to become aware of and explore various occupational options that are potentially available to them. This is possible only by wish interpretation of the assessment reports by the teachers.

Approaches of Vocational Assessment

Since vocational assessment greatly influences vocational training and rehabilitation, professionals have become increasingly concerned about the use of appropriate assessment strategies.

Broadly there are two types of assessment approaches; namely: the traditional and contemporary assessment approaches.

Traditional assessment approach measures abilities and prior learning assuming that already learned traits can predict subsequent learning and performance. Traditionally, vocational assessment relied upon standardized techniques, like, intelligence test, measures of aptitudes, interests and norm-referenced instruments to obtain profiles of vocational potential.

Contemporary Approach to Vocational Assessment

Contemporary approach include three newly developed areas to vocational assessment of intellectually disabled persons. These are assessment of adaptive behavior, survival skills and process assessment approach.

Adaptive behavior refers to a wide range of appropriate behaviours in diverse social contexts.

The survival skills refer to those vocational and social behaviours which facilitate to obtain and maintain employment.

Process approach emphasizes the importance of direct assessment of actual competencies in contrast to product approach of relying on measures to infer performance.

Future Perspective

The successful placement of Intellectually Disabled individuals into an integrated work setting depends upon a multitude of inter-related personal and situational variables and hence it is imperative to assess a wide range of personal skills and vocational attributes.

Professionals are faced with the task of devising vocational assessment package

that adopts the best of both traditional and contemporary approaches. The package should provide information that is maximally useful for :

- a) Identification of target population.
- b) Programme planning for vocational training.
- c) Placement and gainful employment.
- d) Monitoring worker progress.
- e) Programme evaluation.

The vocational assessment package should be simple and time and cost effective.

Some of the important areas which can be used as framework for vocational assessment of intellectually handicapped persons include general mental ability, skill levels, language and communication, adaptive behavior, daily living skills, social competence, level of independence and level of integration. These parameters can be measured by use of relevant assessment techniques which would serve the purpose of vocational planning, monitoring progress and evaluating programme effectiveness, information about occupational interests and aptitudes will be useful in matching a person with job that is not only feasible but is also of interest to the employee. In this way vocational assessment can be sensitive to the interaction between skill level and job requisites, thus providing more relevant information for vocational training and vocational rehabilitation.

Improving quality of life for handicapped individuals should be overriding concern all of human service programmes and measures of life-style satisfaction should be the prime yardstick to evaluate success in vocational rehabilitation.

4.4 Assessment for Transition from School to Work

Transition from school to work

Transition from school to work means scientifically plan transfer of a student from school to world of work with requisite skills. Comprehensive transition from school to work planning and implementation require participation from all relevant school, parents and the children with intellectual disability Very often, comprehensive transition planning requires restructuring and rethinking of professional roles. Refining professional roles is not enough, participation of the family members of the persons with intellectual

disability and the community must also be encouraged.

Transition for any children with Intellectual disability involves several key components such as:

- An appropriate school programme.
- Formalized plans involving parents and the entire array of community that are responsible for providing services and.
- Multiple, quality options for meaningful post-school training and gainful employment.

Transition plans may begin with a parent, school or an agency responsible for providing post school vocational services.

There are several models of transition from school to work. They are :

- Office of Special Education and Rehabilitation Services (OSERS) model of transition.
- Wehman, Kregal and Barcus - 1985 Transition model.
- Pathways model of transition.
- Halpern's revised transition model (1985).
- NIMH Vocational Transition model for persons with Mental Retardation (Intellectual Disability)

The most practiced transition model in Indian context is NIMH Vocational Transition model for persons with Mental Retardation (Intellectual Disability), developed by National Institute for the Mentally Handicapped, Secundrabad.

This model states that transition plan is very important stage and role of special educator is also essential in planning and exhibiting the proper transition programme for the overall development of the persons with intellectual disability.

The flow chart of NIMH Transition Model has focused on four stages of vocational transition and employment of persons with intellectual disability. The stages are :

- School Instruction Stage
- Planning for Transition
- Placement in Employment
- Ongoing Support Services

School Instruction Stage

Systematic school instruction is the foundation of vocational training and related employment. The children with Intellectual Disability are being taught daily living skills through functional curriculum from pre-primary to pre-vocational levels. The functional curriculum equips the children with intellectual disability with related/required work readiness skills.

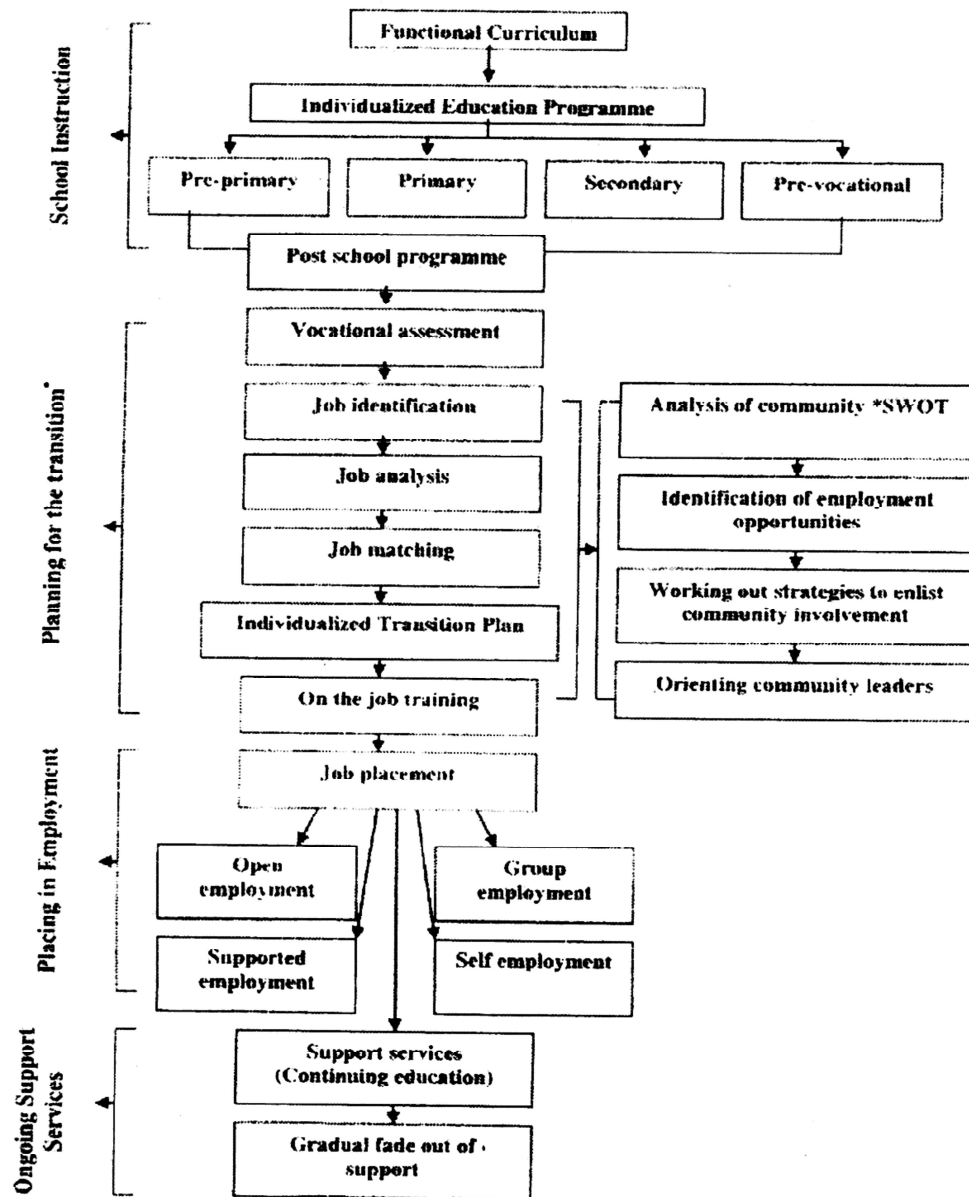
The main objectives of school based curriculum are :

- It develops work habits, positive attitudes, value toward work and daily living skills.
- It provides instructions and guidance for establishing and maintaining relationship at home, school and at work.
- It develops the work related skills among the persons with Intellectual disability to be placed in the community.
- The students with intellectual disability complete their education through functional curriculum from pre-primary to pre-vocational with the age range from 3 years to less than 18 years. After completion of stipulated training in particular class/group, decision will be taken for promotion (After achieving more than 80% task prescribed in the particular group the student could be promoted to the higher class).

Planning for Transition - This stage consists the community assessment, vocational assessment and individualized transition plan.

Community assessment consists of : (i) Analysis of community (SWOT analysis i.e. Strength, Weakness, opportunity and threat analysis), (ii) Identification of employment opportunities, (iii) Working out strategies to enlist jobs in community, and (iv) Job identification within their own community (if possible).

**NIMH VOCATIONAL TRANSITION MODEL FOR PERSONS
WITH MENTAL RETARDATION**



Vocational assessment involves : (i) Family assessment of persons with mental retardation, (ii) Generic skill assessment, (iii) Specific skill assessment of the persons with intellectual disability.

Individualized transition plan focus mainly on : (i) Job analysis, (ii) Job matching, and (iii) On job training of the persons with intellectual disability.

Placement in Employment

The students with intellectual disability are prepared for a job right from the beginning of their schooling. As they reach the final stage, the search for the real job starts. The training continues in simulated job setting and job sites. By the end of the training, as they leave school, the students with intellectual disability are placed in actual sites. It can be in one of the following types of employment such as open employment, supported employment, sheltered/group employment and self/home based employment.

Ongoing Support Services

The role of special educator does not get over once the persons with intellectual disability placed in the actual job site. Even the role gets more important as the persons with intellectual disability who has been placed on real job setup where he/she has to face the new challenges such as expectations of the employer, getting involved with the co-workers etc. Hence, ongoing support services is very essential for the new employees to continue on-the-job are given importance in this model. The special educator should observe the persons with intellectual disability on the real job sites and provide additional support as and when it is required to cope up with the new situation. The special educator should also provide necessary skill training to succeed in the carrier through proper counseling to special employee, employer and the co-worker. Gradually reduce the level of support to make the persons with intellectual disability/special employee independent at their work setup/job site, which will enhance the quality of life of the persons with intellectual disability and become an earning member of the family and society.

Planning for Vocational Transition : the Process

This is the important phase of a transition model. Transition programme would have no meaning without specific planning.

➤ **Formal individualized student plans**

It is essential to develop a formal, individualized transition plan for every student with intellectual disability. Formal plan should specify the objectives to be acquired. The plan should include annual goals and short term objectives that reflect skills required to function on the job, at home and in the community. Transition plan should be comprehensive in scope. In addition to specific job skill training, students must also be prepared to use community services effectively, manage money, and travel to and from work place independently. Plans must take care of all these skill areas to meet the comprehensive needs of the students and at the same time should be individualized. Each individual requires a different set of post-school services.

Transition plans must also be longitudinal in nature. Participation of all individuals and agencies involved in the transition process during the initial development and the plan is required till the final placement. The plan initially should be for a longer period and should then be modified once in a year.

➤ **Consumer input**

Wherever appropriate, the person with ID should be consulted for his views and options as he is the consumer of the plan proposed. When the person with intellectual disability is not capable of making decision, the parent or primary caregiver becomes the consumer to represent the student concerned, Therefore, parental involvement in vocational transitional plans is important. They should be made aware of the employment alternatives available to their children. They must acquire knowledge and skills required to participate effectively in transitional planning. Systematically planned parent education programs will improve the effectiveness and duration of parent involvement.

Parent education meeting should be conducted by the school personnel for the purpose of enhancing parental involvement. The meeting should.

- Orient the parents to the community agencies providing post-school services to handicapped youth.
- Familiarize parents with specific responsibilities of special education, vocational education and vocational rehabilitation in the vocational transition process.
- Prepare parents to work with various agencies to develop transition plans and to apply for future services.

➤ **Inter-agency co-operation**

It refers to coordinated efforts across different agencies like schools, rehabilitation services and vocational training centers so as to ensure the delivery of appropriate, non-duplicated services to each student (Morton et al. 1983) However, it is a difficult attempt. Since agencies differ widely in their opinion, services continue to be duplicated. Solutions to these problems are yet to come up.

➤ **Employment outcome**

Employment outcome is the outgrowth of appropriate secondary special educational programme and a meaningful transition plan. As a result of the implementation of individualize transition plan the trainee should be in a position to work in open employment, supported employment, sheltered employment or self-employment setup. It is essential that communities should provide different vocational alternatives, in order to make transition programme a success.

➤ **Necessity of follow-up services**

Though outcome stage is the final stage in the transition model, the responsibility of the special educator does not end with this. In order to monitor the transition effectively, it is the essential to follow-up the individuals-who are placed on jobs in regular interval. It is also essential to ensure job retention by the person concerned. Here, we have to collect information about the student's perception of his/her present job status, parents' satisfaction and the employer's evaluation of his/her work performance. The follow up services in addition to helping the students in retaining the job will help the professional in gathering information about the effectiveness of the transition programme.

4.5 Assessment Tools for Independent Living - BASAL - MR, V APS

Assessment Tools and methods vary depending on the purpose for which assessment is to be carried out and the type of the data that has to be gathered. Service delivery for the persons with intellectual disability is typically initiated by the referral, subsequently screening tests are conducted and a rigorous assessment process follows using standardized tools, which are appropriate to the culture and the society. Each tool has

its strengths and benefits, and potential utility depending upon the assessment criteria and subject eligibility. Assessment in special education is the most crucial step towards planning and programme for adult. Tools to assess different domains of adaptive behavior are widely used across all countries including India.

BASAL-MR - Behavioural Assessment Scale for Adult Living-Mental Retardation.(ReetaPeshawaria, D.K. Menon, Don Bailey et al., 2000) This scale has been developed at National Institute for the Mentally handicapped Secunderabad. This tool is developed for assessing the adaptive and maladaptive behavior of the adult persons with Intellectual Disability (Mental Retardation) above 18 years old.

BASAL-MR gives a profile of skill behaviours and problem behaviours, while the problem behavior checklist is meant to measure only the problem behaviours of the adult person with Intellectual Disability. The tool is a standardized assessment tool and used widely in country. The underlying assumptions of BASAL-MR are the same, they recognize that certain skill behaviours and problem behaviours are unique to specific groups.

BASAL-MR contains the following domains/areas :

Part : A

- Personal care
- Food management
- Household tasks & responsibility
- Community & Leisure
- Sexuality
- Work
- Functional literacy
- Social-communication

Part - B

- Physical harm towards others
- Damages property

- Misbehaves with others
- Temper tantrums
- Self-injurious behaviours
- Repetitive behaviours
- Odd behaviours
- Inappropriate social behaviours
- Inappropriate sexual behaviours
- Rebellious behaviours
- Hyperactivity
- Fear

Administration of BASAL-MR (Pat A)

The following points need to be followed while administering the Scale :

1. Read each item within every domain in the scale to assess whether the given adult with Intellectual Disability can or cannot perform that item.
2. As far as possible, use direct observational techniques rather than interview techniques to determine actual performance of the adult, i.e. how will the adult can or cannot perform the said item.
3. It is essential that the user should complete the behavioural assessment of the adult using the scale within a single session. Two or more sessions may be required to assess the adult on certain items on the scale.
4. The user needs to administer all the items within a given domain for each and every adult being assessed on the BASAL-MR.
5. The items within each domain of the BASAL-MR (Part A) have been classified as far as possible on increasing level of difficulty. However, the user is advised to administer all the items on the scale. The present scale doesn't only focus on normal ways to perform an activity but also effective ways to accomplish the task.
6. Use the scale for each adult. Enter the performance of the adult and the score obtained on the scale for all the four occasions.

7. The user must refer to the glossary where ever the item in the scale is marked with an asterisk (*). This will help clarify issues related to the administration of certain items. As the user gains experience in the use of the items the need for referring to the glossary will decrease.
8. The user must refer to the material in Chapter VI, where ever the item in the scale is marked with an (#) and use the material while administering BASAL-MR (Part A).

Scoring of BASAL-MR (PART-A)

Each adult with Intellectual Disability may show different levels of performance on every item on the BASAL-MR (Part A), the six possible levels of performance under which each item can be scored are as follows:

Scoring: Adult Performance

Each adult with Intellectual Disability may show different levels of performance on every item on the BASAL-MR (Part A). The six possible levels of performance under which each item can be scored are as follows : Use appropriate boxes in the scale to enter the scores obtained by the adult on each item.

Level Two : Independent (Score 5)

If the adult performs the listed behavior without any kind of physical or verbal assistance or clueing/ modelling. It is marked as independent and given a score of 5, Level Two :

Clueing/ modelling (Score 4)

If the adult performs the listed behavior only with some kind of verbal hints (example, up, down, right, left, etc,) or gestural clues (example, pointing with fingers, shaking forefinger to hint “no” or having to show him how to do and then only he does, etc.), it is marked as “clueing/modelling” and given a score of 4. To continue the previous example, even after the trainer’s verbal instruction to “undress” if the adult is unable to perform, and requires additional verbal clues such as (pull, open, bend etc) in order to perform the activity, then the adult’s performance is at the level of clueing.

Level Three : Verbal prompting (Score 3)

If the adult performs the listed behavior only with some kind of accompanying verbal statements (example, “keep holding paper with left hand as you cut”, “Now cut in into small pieces” etc.) it is marked as verbal prompting and given a score of 3.

Level Four: Physical Prompting (Score 2)

If the adult performs the listed behavior only with any kind of accompanying physical or manual help (example, requires physical help in untying shoe lace, removing shoes from feet, etc.) it is marked as physical prompting and given a score of 2.

Level Five : Totally dependent (Score 1)

If the “adult does not perform the listed behavior currently although he can be trained to do so (example, others have to place order in the restaurant and the adult makes no attempt to place order in the restaurant on his own), it is marked as totally dependent and given a score of 1.

Level Six : Not Applicable (Score 0)

If an adult is not able to perform the listed activity due to physical or sensory handicaps. For example an adult mentally retarded individual with visual impairment will not be able to read train timings or play computer games. Similarly the item “Plays basketball” may not be applicable to an adult mentally retarded individual with cerebral palsy were his upper limbs are grossly affected it is marked as not applicable and given score of 0.

Table : Scoring of the Items

Responses	Scoreing
Not Applicable	0
Totally Dependent	1
Physical Prompting	2
Verbal Prompting	3
Clueing/Modeling	4
independent	5

Administration of BASAL-MR (Part B)

The BASAL-MR (Part B) is to be administered individually on each person with Intellectual Disability. The trainers/user should go through the entire scale and familiarizes with the meaning of each item before beginning to administer the scale. The following points need to be considered while administering the scale ;

1. Administer BASAL-MR (Part B) as also the (Part A) on the adult with Intellectual Disability. Do not presume or assume whether a particular person has or does not have behavior problems.
2. Read each item within every domain in the scale and assess whether the given person with Intellectual Disability has or does not have, the stated problem behavior.
3. As far as possible, use direct observation techniques rather than interview techniques to determine if the client has or does not have the stated problem behavior.
4. It is not essential to complete the behavioural assessment of the person using BASAL-MR (Part B) within a single session. Depending on the nature of problem behaviours observed or reported, adults may have to be assessed over few sessions of observation. In some cases, where direct observation of problem behaviors is not possible, information can be elicited using interview method and supplemented from key informants such as parents/caretakers.
5. Enter the performance of the individuals and the score obtained as you administer the scale for all four occasions that you assess and evaluate the client during the year.

Scoring of BASAL MR (Part B)

The following is the criteria of scoring which need to be used for BASAL-MR (Part B)

1. For the given person with Intellectual Disability, check each item of the scale and rate them along a three point rating scale, viz. never, occasionally or frequently.
 - a) If the stated problem behaviour has “never” been observed or reported in the person, then give a score of 0.
 - b) If the stated problem behavior occurs sometimes, that is, once in a while or now and then, it is rated “Occasionally” and given a score of 1.
 - c) If the stated problem behavior occurs quite often or, habitually it is rated as “frequently” and given a score of 2.

Thus, for each item on the BASAL-MR (Part B) an adult with Intellectual Disability may get any score ranging from 0 to 2 depending on the frequency of that problem behavior. Enter the appropriate score obtained by the person for each item in the appropriate boxes.

2. The maximum possible score for a person on BASAL-MR (Part B) is 240.
3. Add the individual scores of the person on each item within a domain and express it as 'obtained score' for that domain. Convert it into percentage for each domain.
4. Calculate the total 'obtained score' for all the twelve domains and express it as Grand Total 'obtained score' for BASAL-MR (Part B). A lower score indicates fewer/less behavior problems.
5. Convert the total obtained score into percentages by dividing the total obtained score with the maximum possible score i.e. 240 and multiply by 100.
6. Administer the BASAL-MR (Part B) according to the above procedure on four occasions each time along with BASAL-MR (Part A).
 - a) The first or initial assessment of the person is done before starting the teaching or training/management programme. This is called as baseline assessment.
 - b) Repeat the next three assessments at the end of every three months i.e. one quarter or after a predetermined interval as per policy.
7. Enter the obtained scores, percentages, grand total scores and percentages attained by the person at the end of each assessment of evaluation in the appropriate boxes.

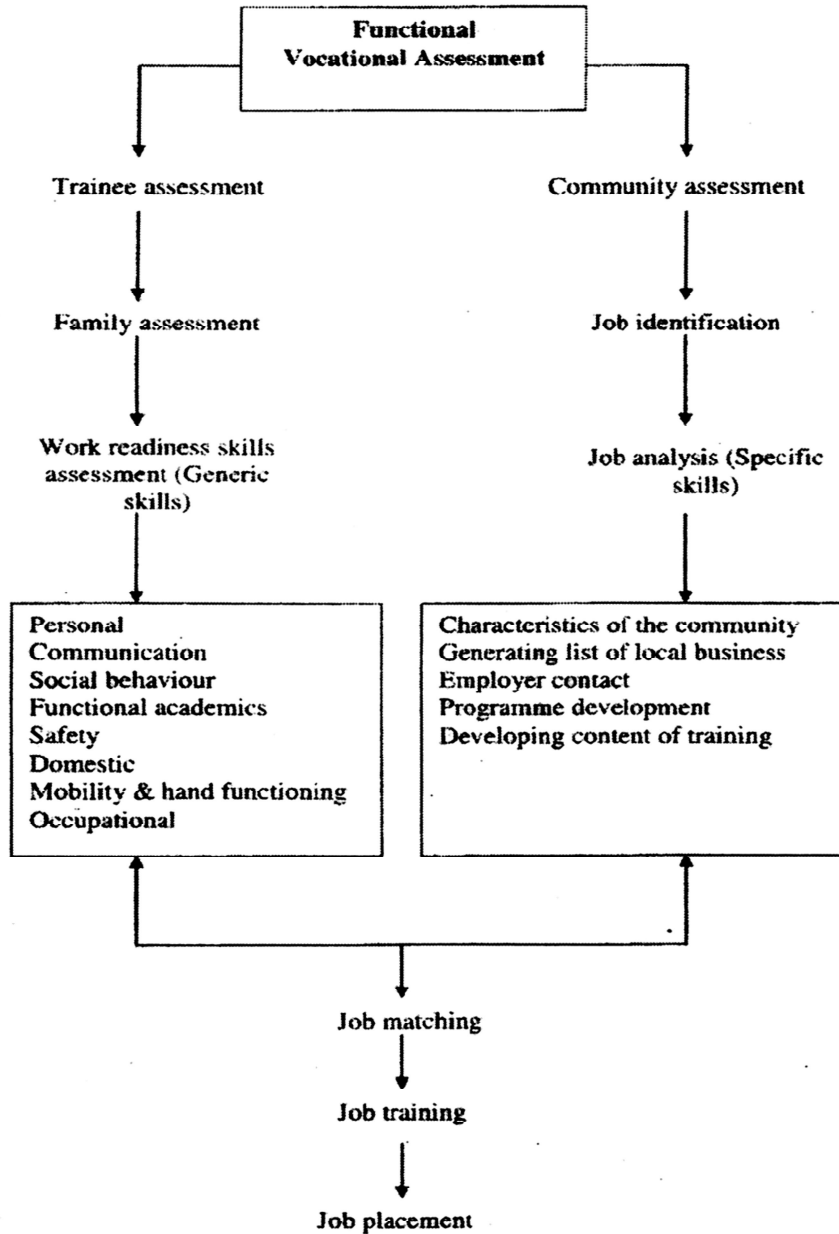
NIMH - VAPS (NIMH Vocational Assessment and programming system for persons with Mental Retardation) -

In Indian content the first assessment tool for vocational assessment was developed by the National Institute for the Mentally Handicapped, Secundrabad. The name of the scale is "NIMH Vocational Assessment and programming system for persons with Mental Retardation.

This vocational assessment tool was developed by A.T. Thressia Kutty in 1991. By using this tool conducting the vocational assessment is simple, easy and cost effective. Here assessment of the persons with Intellectual Disability is conducted in systematic manner.

NIMH VOCATIONAL ASSESSMENT AND PROGRAMMING
SYSTEM (VAPS)

FUNCTIONAL VOCATIONAL ASSESSMENT MODEL



There are two aspects in trainee's skills assessment in the functional vocational assessment:

- Generic assessment.
- Specific skills assessment.

Generic skills are the pre-requisite skills/work readiness skills for a specific job selection and training. Generic skills include personal, social, academics, domestic, safety, hand functioning and mobility skills. NIMH has developed an 80-item generic skills checklist to assess the pre-requisite skills. Based on the job selected, a criterion-referenced checklist can be developed for assessing the pre-requisite skills for specific job training.

Specific skills are the information gathered from the community assessment, interviews, the job analysis. The skills identified as required for success on community jobs should be the same skills on which trainees are assessed. Both work skills and work related skills should be considered in relationship to actual jobs available in the community. When trainees reach 18 years of age, vocational trainers should consider specific placements.

NIMH Vocational Assessment and Programming System (VAPS) has the following parts:

- Vocational Profile
- Generic Skills assessment Check list
- Job Analysis Format
- Work Behaviour Assessment Check List
- Vocational profile consists of trainees identification data, family history, socio-economic status, readiness skills assessment, associated condition, training received, daily routines, employment experiences (if any), possibilities of employment, required area of guidance and selection of suitable job.
- Generic Skills assessment Check list contains 80 items under 8 domains. The domains are personal, communication, social behavior, functional academics, safety skills, domestic behavior, mobility and hand functioning and occupational skills. Tick (✓) means the trainee is able to perform the activity independently without any help or support whereas cross (X) means the student with Intellectual Disability is not able to perform the activity or required kind of support such as physical prompt, verbal prompt and gestural prompt.

- Job analysis format consists title of job, Job site, job trainee, job programmer along with main working areas, additional duties, and work-related activities. The work related activities include personal, functional academics, sex education, recreation and independent living. The independent living include the following areas- safety, travel, family and community living,
- Work behaviour assessment checklist consists physical appearance, personal interaction, regularity and punctuality, communication and social manners, quality and quantity aspects of work. In this assessment checklist 3 for always, 2 for often, 1 for rare and 0 for never is the norm of scoring.

Vocational assessment should be conducted considering the students background by using VAPS in simulated environment (parents also should be included and involved during the assessment) in the generic skill area. Special educator then conduct the work behavior assessment of the trainee. After conducting detail vocational assessment, the special educator/vocational instructor will get assets and needs of the persons with Intellectual Disability. Considering the assets of the persons with Intellectual Disability and job identification through job survey, an individualized vocational training programme should be planned and implemented first in the simulated environment followed by the actual job site. During the training, evaluation should be conducted to find out the learning outcomes of the student with intellectual disability. At the initial level the special educator should provide the different level of support as and when required for the persons with intellectual disability. Gradually the level of support should be reduced to make the persons with intellectual disability independent in the particular task.

4.6 Provisions & Schemes of MoSJE for Vocational Skill Development

India is a welfare state that is specially committed to the welfare and development of its citizens in general and of the disadvantaged in particular. It is the Ministry of Social Justice and Empowerment (MoSJE) which is responsible for all round development of persons with disabilities. As the name suggests the MoSJE is to ensure equitable treatment to such sections of the society who have faced and suffered injustice, social inequalities, discrimination and exploitation.

Approach to Rehabilitation:

Rehabilitation has gained the due importance on the agenda of the Central Government.

The Government has planned and implemented a lot of schemes, programmes and projects which are supported by an 'infrastructural network' of the Disability Division in the MoSJE.

- i. National Action Plan - A National Action Plan for Skilling the Persons with Disabilities has been prepared by the Department of Persons with Disabilities (DEPwD) with the following main components:-
 - A Project Monitoring Unit (PMU) to be set up in the Department of Empowerment of Persons with Disabilities. The PMU would have the following components :
 - Training need assessment unit
 - Content Generation unit
 - Training Monitoring and Certification unit
 - Employer Connect unit
 - IT Unit to provide support for creation of E-learning modules, monitoring of training, E-certification and training centres / creation and maintenance of a job portal.
 - The vocational / skill training would be provided by a network of skill training providers led by NGOs, private training institutions and Public Sector/Govt. Sector training institutions like VRCs. The vocational training would be provided by a cluster of training providers scattered over the country, having an established track record of providing skill training with high employability ratio. These training partners would be provided outcome based financial support by Deptt. Of Empowerment of Persons with Disabilities (DEPwD) and Ministry of Skill Development & Entrepreneurship (MSDE). Synergistic support would be provided to these training providers by the National Institutes of DEPwD, training institutions of Ministry of Human Resource Development, Ministry of Micro, Small & Medium Enterprises, other Central Ministries and State Governments.
 - A separate cross cutting Sector Skill Council for PwDs is being created in collaboration with Ministry of Skill Development & Entrepreneurship and the private sector. Rehabilitation Council of India (RCI), in consultation with the Sector skill council and various National Institutes of the DEPwD would help generate a homogenous course curriculum and certification mechanism for the training providers.
 - DEPwD would help these training providers by connecting them with various private

sector organizations and PSUs for providing employment connect as well as for obtaining CSR support.

- DEPwD will coordinate with State Governments to support proactively by offering infrastructure and resource support to these clusters of Vocational Training Providers.

Targets of the National Action Plan:

- The DEPwD, in collaboration with NSDC, has set a target of skilling 5 lakh persons with disability in next 3 years (1 lakh in first year, 1.5 lakh in second year and 2.5 lakh in third year). After achieving the target for three years, we would have achieved a momentum and would have created a robust online-skill training platform enabling us to skill 5 lakh PwDs every year, thus skilling 2 Million more PwDs during 2018-2022. Thus, till the year 2022, the National Action Plan will lead to skilling of 2.5 Million PwDs (with 70% target employment). This would be a major contribution to “Skill India” initiative of Hon’ble Prime Minister.
- The skill training will be provided by a network of more than 200 clusters of Training Partners’, thus setting a target of skilling about 500 PwDs in the first year for each of the cluster. The lead NGO may empower and take the help of small NGOs in the rural areas for the skill training but every such training centre will be monitored by the PMU. The network of training providers and capacity thereof will keep increasing every year.

Objective & Coverage of the scheme

- 1) The Scheme aims at providing financial assistance for skill training for persons with disabilities.
- 2) The scheme will cover Persons with Disabilities (PwDs) with not less than 40% disability and having a disability certificate to this effect issued by a competent medical authority.
- 3) 30% reservation for women candidates: As an endeavour to encourage women, 30% of the total intake of each training program shall be earmarked for women candidates.
- 4) The scheme will operate through training institutions recognised by this Department as per the eligibility conditions contained in this scheme.

Title of the Scheme and Date of Commencement The title of the scheme is “Financial Assistance for Skill Training of Persons with Disabilities”. The scheme is effective

from the date of notification of the scheme or from 1st May, 2015 whichever is later.

Conditions of Eligibility

a. Eligibility of the Trainees

- (a) A citizen of India
 - (b) A person with disability with not less than 40% disability and having a disability certificate to this effect issued by any competent medical authority.
- ii) The National Skill Development Corporation India, (NSDC) is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions.

NSDC provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organisations that provide skill training. It will also develop appropriate models to enhance, support and coordinate private sector initiatives. The differentiated focus for the 21 sectors under NSDC's purview and its understanding of their viability will make every sector attractive to private investment.

- iii) The National Handicapped Finance and Development Corporation (NHFOC) was set up by the Ministry of Social Justice & Empowerment, Government of India on 24th January 1997 as a company not for profit under section 8 of Companies Act 2013 with the objective of serving as a catalyst in the economic development of PwDs. NHFDC functions as an apex financial institution of the country and provides financial assistance, in the form of concessional loans, to Persons with Disabilities for self-employment ventures, higher education and other activities. The fund is channelized through the State Channelizing Agencies (SCAsJ nominated by the respective State/ UT Government(s) Also, the concessional loan of NHFDC is made available through some Public Sector Banks (Punjab National Bank, Andhra Bank, IDBI Bank and Bank of Baroda) for self-employment and higher education.

NHFDC provides Self Employment Loan ; UptoRs. 25 lakh (Interest rate of 4-8% p.a); Education Loan : Study in India (Rs. 10 lakh), Rs. 20 lakh (abroad) interest rate @ 4% p.a; Skill Training to PwDs : Free of cost and stipend of Rs. 2000 per month; Scholarships : 3000 scholarships for professional courses.

- iv) The Government of India has set up 17 Vocational Rehabilitation Centres (V.R.C's). The main purpose of these centres is to evaluate the capabilities of disabled clients. They also sponsor candidates to potential employers. There is acute shortage of sheltered workshop for severely disabled persons. The Ministry of Social Justice and Empowerment is therefore exploring the production centres manned largely by disabled persons on the pattern of welfare factories in China.

The main objectives of V.R.C's are:

- Vocational evaluation and adjustment of disabled persons
- Assessment of the medical, psychological, rehabilitation needs
- Assist in developing rehabilitation plans depending upon the specific needs
- Sponsor disabled registrants against notified/identified vacancies
- Act as distribution centre's for various schemes like scholarship/aids and appliances
- Make referrals to financial institutions for funding self-employment ventures

v) National Awards for People with Disabilities :

On the International Day of Disabled Persons on 3rd December each year, the MoSJE has been giving Nationals Awards since 1969 in different categories including best employer of the disabled, outstanding employee, best individual, institutions, creative disabled persons etc. it has served the aim of creating awareness amongst the disabled persons and brought them in the mainstream.

vi) District Disability Rehabilitation Centres (DDRC) -Background

During 1985-1990, District Disability Rehabilitation Centres (DDRCs) started as outreach activity of the Ministry of Social Justice and Empowerment of Government of India for providing comprehensive services to the persons with disabilities at the grass root level and for facilitating creation of the infrastructure and capacity building at the district level for awareness generation, rehabilitation and training of rehabilitation professionals. Suitable changes as were deemed necessary for the PwD Act have been effected accordingly.

The District Disability Rehabilitation Centres are set up under the Plan Scheme . "Scheme for implementation of Persons with Disabilities (Equal Opportunities, protection of Rights and Full Participation) Act 1995 (SIPDA). Initially, establishment of DDRCs started as an out reach activity of this Ministry for providing comprehensive services to the persons with disabilities at the grass root level and for facilitating creation of the infrastructure and capacity building at the

district level for awareness generation, rehabilitation and training of rehabilitation professionals.

Objectives of setting up of DDRC

Setting up of District Disability Rehabilitation Centres (DDRCs) which would provide rehabilitative support to persons with disabilities through

- Survey & identification of persons with disabilities through camp approach;
- Awareness Generation for encouraging and enhancing prevention of disabilities, early detection and intervention etc.
- Early Intervention;
- Assessment of need of assistive devices, provision/fitment of assistive devices, follow up/repair of assistive devices.
- Therapeutic Services e.g. Physiotherapy, Occupational Therapy, Speech Therapy etc.;
- Facilitation of disability certificate, bus passes and other concession/facilities for persons with disabilities;
- Referral and arrangement of surgical correction through Govt. & Charitable institutes;
- Arrangement of loans for self employment, through banks & other financial institutions;
- Counseling of persons with disabilities, their parents & family members;
- Promotion of barrier free environment;
- To provide supportive and complimentary services to promote education, vocational training and employment for persons with disabilities through:-
- Providing orientation training to teachers, community and families
- Providing training to persons with disabilities for early motivation and early stimulation for education, vocational training and employment.
- Identifying suitable vocations for persons with disabilities, keeping in view local resources and designing and providing vocational training and identifying suitable jobs, so as to make them economically independent.
- Provide referral services for existing educational training, vocational institutions.

4.7 Documentation of Assessment, Result Interpretation and Report Writing-Implications of Assessment, Outcomes for Community Living.

Documentation of Assessment

The assessment process involves collection of data through various modes. This may involve collection of data from various sources such as parent, caretaker, teachers, therapist, psychologist, social workers, and observation of child, testing informal and formal setting etc. Further the data may be collected in one setting or over a span of time. This is essential as the assessor or teacher aims at collecting information in all the areas of development of the child with mental retardation by using the appropriate and standardized special education assessment tool. Information should be collected through observation, interview and direct testing. The assessment data is used for the classification and placement decisions of students with mental retardation. The checklist should be kept properly for the documentation of the assessment report. Depending on the need of the child, age, ability, level etc different checklist may be used. Every standardized tool have data collection formats and specific scoring system to record the assessment. Initially case history format is used as a basic documentation tool for assessment. Psychologist, therapist and others involved in the assessment process may use different self-developed or standard formats to document assessment information. The assessment documentation process must be able to elicit and document every relevant information regarding the child, family, community etc those may be even distantly be related to making decisions about the child's educational programme.

Result Interpretation

Interpretation is a process of perceiving the pros and cons of assessment report or evaluation report. Interpretation helps the educator, the parents and other professionals' associated with the training programme to understand the assessment report. It is a relevant factor influencing the training programme.

Interpretation must be done at three levels of assessment.

Level - 1 Interpretation during the initial assessment.

Level - 2 Interpretation during the training programme

Level - 3 Interpretation after the completion of training programme.

Level - 1 Interpretation during the initial assessment.

When an individual training programme is decided for a student, it is essential to collect information about the student's background, student's present performance, student's ability and resources to be mobilized to accelerate the training programme. Information collected from all the above factors must be interpreted to see all possible positive factors that could be integrated for the training programme.

- Interpretation of Personal Data
- Interpretation of Student's Ability
- Interpretation of Student's Performance
- Interpretation of Resources

Interpretation of Personal Data

During history taking to understand the personal data such as pre-natal, natal, post-natal, education, family, social, medical, immunization and developmental data ; it is essential to conclude the factors responsible for the student's condition, considering the above factors to understand the student helps in developing training programme for the student.

Interpretation of Student's Ability

It is essential to understand the student's ability in terms of intelligence, and aptitude. Assessment also should focus to understand the interest and attitude of the student for different training Programmes. The student's overall ability and specific ability must be assessed and interpreted to decide specific task for training.

Interpretation of student's Performance

Student's performance must be understood from different angles. Usually the performance is elicited by using a behavioural scale during assessment. Other than the result of the behavioural scale, the past opportunity given to the student must be noted. The background information of the student like the family details, education, involvement in training, and exposure and social-cultural background must be understood for giving a conclusive statement on performance.

Interpretation of Resources

Data must be collected to understand the resources available for development of the student and training to the student. For example, toilet training to a ten year by the Intellectual disability. Before deciding the training place, nature and training programme, it is essential to know a few aspects like:-

- The type of toilet used by the family
- The person would be involved in training
- The cultural belief for toileting
- Cleaning methods after toileting etc.

Developing teaching materials for the student must be based on the resources of the parents; if the parents are affordable to purchase highly costly materials then it will be worthwhile to prescribe such materials. On the other hand, the poor people could be advised to develop teaching materials with locally available materials with less expenditure.

Level - 2 : Interpretation during the training programme

It is essential to see the speed of training, and other relevant factors influencing training during different phases of the programme. Understanding the result, the methods, the efficiency of materials, and the usefulness of techniques is essential to enhance the training programme. Hence, it is essential to interpret the intermittent improvement, and other associated factors for training programme. For example, brushing skills is decided for training a eight years trainable child with Intellectual disability. The period decided for training was three months. After two months of training, it was observed that, the student has achieved the task. But, the parents are still continuing the training as because the period was decided for three months. There may be other instance wherein a particular strategies or a particular teaching aid may not be effective for a long time; however the training is continued with same strategy and materials due to absence of intermittent interpretation. Here, it must be noted that, interpretation during the training programme would help to bring changes in the training programme as per the requirement.

Level - 3 : Interpretation after the completion of training programme

After the completion of training programme, it is essential to review and understanding the various factors those influenced the training programme. Interpretation of the overall result, specific result i.e. result in each skills, the methods used for training programme such as - a) play way method, b) structured method, c) project method and techniques used for training programme. It is essential to understand the whole scenario of the training programme. It also give idea for deciding the further training programme to be given to the student. The interpretation of level - 3 is also helpful for modification in existing programme in case the goals were not achieved and also for further planning.

Report writing

The interpretation and reporting of assessment results are guided by a set of general principles.

Using Structured format : When analyzing and reporting assessment result, remember the reasons for referral and work toward answering the main assessment questions. Whether the interpretation and report are verbal or written, you must proceed in an orderly fashion to present a cohesive picture of the student's learning problems.

The major components of an assessment report are :-

- Identification Data—All essential demographic information about the student : name, gender, address, birth date, and so forth.
- Reason for Referral - The basis for and source of the referral.
- Relevant Background - Significant information about the student's medical, developmental, educational, and socio-cultural background.
- Behavioural observations - Description of the student's behaviour during assessment.
- Assessment Result and Discussion - Scores and other results in pertinent areas, such as personal, social, communication, reading, mathematics, and so forth.
- Summary and Conclusions - A brief statement of the level of performance and strengths and weaknesses in the areas assessed.
- Recommendations - The goals and objectives, special service, and service delivery model(s) appropriate for the student's educational needs.
- Data Sheet - All the formal and informal results for independent analysis and reference.

Some important tips for report writing :

- Report only relevant data - Choose the most pertinent data to answer the assessment questions and disregard the rest.
- Report information once and then mention it only as needed avoid making the same point again and again. For example, distractible behavior has bearing upon all the results. Discuss it once in the appropriate place and then clarify its significance at a crucial point.

- Report facts and data accurately and simply-avoid making unfounded statements or inferences.
- Insert sensitive information tactfully-when information may be offensive or unpleasant to someone (for example, information about student abuse, a recent death in the family, or teacher-parent disagreements) and significant for interpreting the data, choose diplomatic language to make the point.
- Note the source of any information and report the data accurately - When appropriate, attribute statements to the parents, teachers, and other people who made them. Useful phrases are “As his mother reported...” or “From an interview with her teacher...” “Use similar references in the case of tests and informal procedures, including observations and task analysis, “As measured by the WISC-R...” or “From observations in the classroom...”
- When reporting data from previous assessments do so briefly and with full reference to the source - For example, a useful phrase may be. “The results of a recent psychological examination at Children’s Clinic ...” If appropriate, similarities or differences with the data to be reported can be noted in the discussion of results.
- Mention the absence of critical data, such as recent vision and hearing assessments - such data may be necessary for a full interpretation. When unavailable, it may be one of the recommended areas for further assessment.
- Report any test administration errors or problems and reservations about the findings. This should also be done only once and at the most significant point. Of course, if there were major problems in the administration of tests and the results are highly questionable, you should discard and not report them.
- Consider information about instructional factors in the classroom and non-instructional correlates (medical, social, and cultural) - Test results must be interpreted in relationship to many factors. Among instructional variables are past educational experience and current conditions in the classroom. For example, a teacher may be using a particular procedure that enhances or limits good achievement.
- In addition, the student’s medical, social, and cultural background may have bearing upon school performance. For example, a vision problem may be compounding reading difficulties.
- Address discrepancies between data and present possible explanations. For example, there may be disagreement among test results, or between test results and a teacher’s

opinion. It may be possible to explain these discrepancies by referring to test construction, student behavior, classroom procedures, and so forth.

- When interpreting test results, remember that there are two levels of analysis : statistical and clinical-interpret tests and other procedures individually and statistically first. Statistical analysis is computing the scores, identifying the important scores for interpretation, and perhaps arranging them on a profile. Clinical analysis establishes whether the performance is average, what the strengths and weaknesses are, and how the performance on the tests relates to other factors. Placing values on and the making judgments about test performances fall into the clinical analysis category.
- Selectively use theoretical constructs - Their use in interpreting and reporting results may be considered part of a description of the pattern of learning problems or an attempt to unify the results of assessment. However, these efforts may lead to unwarranted statements of cause and effect.
- Reports are written keeping in mind different implication. Different implications of report writing are given below :

A) Writing report for administrative decisions

- Diagnosis and certification.
- IQ assessment.
- Placement in appropriate schools, Vocational training institute.
- Eligibility to various benefits and concessions offered by the governments.
- Access to suitable adaptive devices for independent mobility, communication and learning.

B) Writing reports for educational programming / vocational programming.

This report is solely written by the teacher at the initial stage, formative stage and summative stage for promotions to next level or for future use. The following points are to be kept in mind while writing the reports.

- Objectively
- Relevance or use
- Clarity in content and presentation

- Authenticity
- Unbiased
- Up to date
- Simplicity
- Precise
- Provision of support documents where applicable

C) Writing reports for referral

Referrals are made in the beginning at the time of initial team assessment, during the implementation of the educational training and / or on the completion of school education.

D) Writing reports for alternative placements

This is a concept more applicable to the western countries where the placements are governed strictly by law. A team decision becomes absolutely essential to decide on the placement of the child with inclusion in focus.

Community - In general terms, a community is a sub-set of society but larger than a family. It constitutes a group of people, living together in social context generally with a common goal, common cause and develop a sense of belongings.

Using assessment information for Community support for Individual with Intellectual **Disability** : Collecting information through assessment report is necessary to make the community more accessible in resource mobilization. Resource mobilization is a philosophy of offering services to disabled persons in their own communities. The persons with intellectual disability face direct and indirect discrimination in society ; assessment result gives authentic information of not only their weaknesses but also their strengths, hence helps to create a positive attitude of the society towards them.

his or her strengths and weaknesses, abilities and interests along with demographic profile, these data facilitates the community resource to be mobilized to promote the education and rehabilitation of people with intellectual disabilities. The society can make itself more accessible by the help of a compact assessment report.

Community Mapping - This means preparing a list of all those resources in the community, which can help the education of children with intellectual disability.

Networking - for developing community awareness and resource mobilization for rehabilitation of persons with intellectual disability lays in establishing networks i.e. linkages, among those who are directly and indirectly responsible for social change.

4.8 “Check Your Progress”

1. Define Assessment. Write down the significance of assessment for adult with intellectual disability.

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2. State the role of vocational assessment for the rehabilitation of persons with Intellectual Disability.

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3. Enlist five purpose of vocational assessment.

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4. State any three important principles of vocational assessment.

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5. State the approaches of Vocational Assessment.

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6. Explain the future perspective of Vocational Assessment.

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7. Enlist the key components of transition for persons with Intellectual Disability.

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8. Enlist the four stages of transition according to NIMH transition model

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9. Write short notes on the following :

- a) BASAL—MR
- b) VRC
- c) DDRC
- d) NIMH—VAPS

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10. Write down the several implications of report writing.

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4.9 Let us Sum up

- The information gained through the assessment process have to be utilized meaningfully for the programme planning for independent living of PwIDs. Vocational Assessment has very important role to guide the PWIDS in rehabilitation process which is the ultimate goal. A PwID becomes independent only through proper rehabilitation. Through vocational assessment the special educator finds out the skills, performance and interest of the persons with Intellectual Disability which helps in planning and executing the planned vocational training programme in individual and group setup. Initially, a baseline assessment should be done using criterion referenced norms to obtain information about the individual's vocational potentialities. Then, formative assessment should focus on information related to vocational training Programme. The final stage encompasses on-the-job evaluation. Choice of vocation is dependent on abilities, interests and aptitude. The avenues may be open employment, sheltered employment or supported self employment, depending on the ability of the student, family resources and plans for the trainee and the ecological details. Since vocational assessment greatly influences vocational training and rehabilitation, professionals have become increasingly concerned about the use of appropriate assessment strategies. Broadly there are two types of assessment approaches; namely: the traditional and contemporary assessment approaches.
- It is essential to develop a formal, individualized transition plan for every student with intellectual disability. Formal plan should specify the objectives to be acquired. The plan should include annual goals and short term objectives that reflect skills required to function on the job, at home and in the community. Wherever appropriate, the person with ID should be consulted for his views and options as he is the consumer of the plan proposed. Parent education meeting should be conducted by the school personnel for the purpose of enhancing parental involvement. Inter-agency co-operation refers to coordinated efforts across different agencies like schools, rehabilitation services and vocational training centers so as to ensure the delivery of appropriate, non-duplicated services to each student. As a result of the implementation of individualize transition plan the trainee should be in a position to work in open employment, supported employment, sheltered employment or self-employment setup. The follow up services in addition to helping the students in retaining the job will help the professional in gathering information about the effectiveness of the transition programme. Transition from school to work means

scientifically plan transfer of a student from school to world of work with requisite skills. Transition plans may begin with a parent, school or an agency responsible for providing post school vocational services. The most practiced transition model in Indian context is NIMH Vocational Transition model for persons with Mental Retardation (Intellectual Disability), developed by National Institute for the Mentally Handicapped, Secunderabad. This model states that transition plan is very important stage and role of special educator is also essential in planning and exhibiting the proper transition programme for the overall development of the persons with intellectual disability.

- BASAL-MR–Behavioural Assessment Scale for Adult Living- Mental Retardation. (Reeta Peshawaria, O.K. Menon, Don Bailey et al., 2000) .This scale has been developed at National Institute for the Mentally handicapped Secunderabad. This too! is developed for assessing the adaptive and maladaptive behavior of the adult persons with Intellectual Disability (Mental Retardation) above 18 years old. BASAL-MR gives a profile of skill behaviours and problem behaviours, while the problem behavior checklist is meant to measure only the problem behaviours of the adult person with Intellectual Disability.

In Indian content the first assessment tool for vocational assessment was developed by the National Institute for the Mentally Handicapped, Secunderabad. The name of the scale is “NIMH Vocational Assessment and programming system for persons with Mental Retardation. This vocational assessment tool was developed by A.T. Thressia Kutty in 1991. By using this tool conducting the vocational assessment is simple, easy and cost effective. Here assessment of the persons with Intellectual Disability is conducted in systematic manner. There are two aspects in trainee’s skills assessment in the functional vocational assessment: Generic assessment, Specific skills assessment.

- The Government has planned and implemented a lot of schemes, programmes and projects which are supported by an ‘infrastructural network’ of the Disability Division in the MoSJE.
 - i) National Action Plan - A National Action Plan for Skilling the Persons with Disabilities has been prepared by the Department of Persons with Disabilities (DEPwD). The Scheme aims at providing financial assistance for skili training for persons with disabilities.
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- The assessment process involves collection of data through various modes. This may involve collection of data from various sources such as parent, caretaker, teachers, therapist, psychologist, social workers, and observation of child, testing informal and formal setting etc.

Result Interpretation

Interpretation is a process of perceiving the pros and cons of assessment report or evaluation report. Interpretation helps the educator, the parents and other professionals' associated with the training programme to understand the assessment report. It is a relevant factor influencing the training programme.

The interpretation and reporting of assessment results are guided by a set of general principles. The interpretation and reporting should present a cohesive picture of the students' performance. It should include the following components : Identification data, reason for referral, relevant background, behavioral observations,

assessment result and discussion, summary and conclusions, recommendations, data sheet. There can be many purposes of report writing.

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