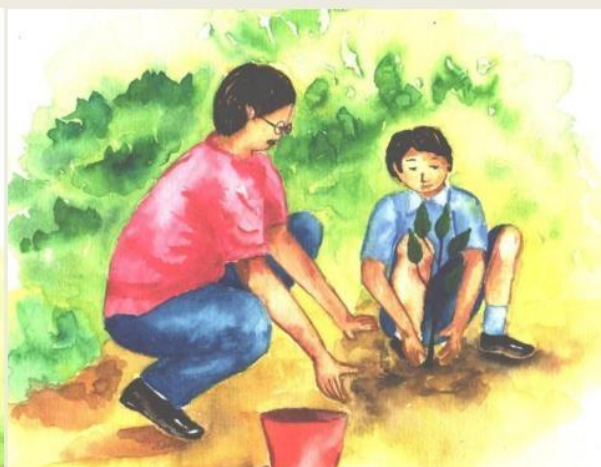


Effective Transition for students with Multiple Disabilities

(A model)

An illustrated resource manual for Rehabilitation Professionals and Parents

Rajesh Ramachandran (M. Ed Spl. Edn)



Effective transition for students with multiple disabilities- A model

(An illustrated resource manual for Rehabilitation Professionals and Parents)

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5. In November, 2000 moved to Hertfordshire, UK.



DR. REETA PESHAWARIA- MENON
19th Nov 1950- 14th July 2012

(Renowned & a Passionate Psychologist, dedicated her life for the empowerment of people having special needs and their families)



In Memory of my teacher Reeta Ma'am, who always believed in me!

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Acknowledgements



Right from the beginning of my career as a Rehabilitation Professional, I was inspired by Reeta madam to publish a resource manual which is lucid and slightly different in presentation. Art is always a passionate way to express and in accordance with some of the artistic talent in me I decided to present this manual in that fashion.

I would like to put on record the guidance and motivation to bring out this manual to Late Dr. Reeta Peshawaria, Former Lecturer in Clinical Psychology, NIEPID (Formerly NIMH) and Dr. Deshkeerti Menon, Former Director, NIEPID (Formerly NIMH). A special thanks to Dr. Jayanthi Narayan, Former Deputy Director, NIEPID (Formerly NIMH) for her valuable comments

Publication and completion of this manual is possible with the grant received from India Vision Foundation for having me selected for the prestigious Reeta Peshawaria Menon Fellowship award. I with utmost humility would like to thank Dr. Kiran Bedi, Retd. IPS, for her words of encouragement.

I would like to mention special thanks to my wife Ms. Srigowri Rajesh, now a Clinical Psychologist by profession for proof reading and giving necessary support to me. I would also like to thank my son Utkarsh for allowing me to use some of his ideas in creating drawings for the manual. I am thankful to Dr. K. Balabaskar, V Sreerajyalakshmi, Ms. C. Kayalvizhi for helping me in collecting data and putting in order. Thanks are due to all my classmates of BMR 7th Batch (1994-97). Last but not the least, my sincere thanks to Dr. Himangshu Das, presently Director of NIEPMD, Ms. Simmi Santha, Dr. Mousimi Bhaumick, Dr. M. Thomas Kishore and Dr. Sujata Bhan for their support. I am also thankful to Mr. M. Kathiravan, Principal NIEPMD special school for allowing me to use the Transition model in the Transition unit, also would like to thank Mr. Jayakumar, Special Teacher for carrying out the activities in the Transition Unit. I would also like to thank students of Social Work from various colleges of Tamilnadu for helping me in creating Tasks. My special thanks to the parents and students who accepted the training from this manual

A special mention of gratitude to my Mom and Dad



National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan)

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Ministry of Social Justice & Empowerment, Govt. of India

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Foreword

Decisions about future can be tough to make but planning ahead helps!



Planning for transition for a child with multiple disabilities involves a coordinated set of activities designed to be within a result oriented process, that is focused to facilitate the child's move from school to post-school activities, including vocational education, integrated employment, independent living, community participation etc. The intent of transition planning is creation of opportunities that would result in positive life outcomes as an adult. For students with multiple disabilities, transition planning involves engaging in assessment of interests, preferences, and needs, building self-awareness, self-identity, self-esteem and self-determination skills. Acquiring the skills and experience necessary for utilizing community for supports in socializing and developing long term relationships, as well as engaging in activities both at school and in the community.

Transition is an ongoing process of planning, implementing, evaluating and balancing the details of the parent's lives with the details of their children's lives to achieve an integrated quality of life for the entire family. Throughout the period of transition, the families remain key players in the lives of individuals who have multiple disabilities. The families often play a critical role in influencing the quality of life for the person, and are also resourceful for making vocational choices, guardianship, advocacy issues, needs for recreation and leisure etc. The ultimate aim of transition planning is to improve early childhood, educational and employment outcomes; and raise expectations of all individuals with multiple disabilities, their families, their communities and the nation. This manual written by **Mr. Rajesh Ramachandran** will help contribute for a better understanding and experience of transition for students with multiple disabilities and their families. It will also provide guidance for educators and other rehabilitation professionals, in transition planning for students with multiple disabilities. The manual also draws attention to the types, models, assessment planning and other aspects and dimensions of transition, reflecting years of hands on experience.

As we prepare and plan for the transition of students and youth with multiple disabilities to adult life, we must do everything we can to provide them with the information, services and supports they need to ensure that they have the opportunities to achieve their goals. I'm sure this manual will facilitate improved outcomes for the students and youth with multiple disabilities. The manual will most certainly pave the way forward in strategically planning for a future protocol for transition for individuals with multiple disabilities in the country.

Dr. Himangshu Das
(Director, NIEPMD & NIEPID)

SPECIAL MESSAGE BY

**PROF. P. JEYACHANDRAN, (Father of Special Education in India)
DIRECTOR,**

VIJAY HUMAN SERVICES,

New No 4, Old No 7/2,

Lakshmipuram 3rd Street, Royapettah, CHENNAI- 600014



I know Rajesh Ramachandran, author of this illustrated manual, effective transition for students with multiple disabilities from his student days. He has developed the model and trying to establish the workability and suitability since his student days at National Institute for Mentally Handicapped (NIMH) Secunderabad.

A talented and creative person who always think out of the box in creating rehabilitation services and activities for Persons with Disabilities. He is an intelligent, innovative, hardworking, committed, dependable person and completes the task given to him on time.

This illustrated manual, conceived, designed and evolved to the present level. His effort in this regards is praise worthy. In this effort he has touched upon all aspects of Transition in a very simple and effective way. I am sure his work will be used by all the professionals and parents of persons with disabilities. The model created by him is quite unique and striking along with a scale which is very practical and substantiated by statistics. The tasks given in the manual by him are observable and measurable.

I wish him all the best and hope that this manual will be definitely very useful in the field.

Prof. P. Jeyachandran

Vijay Human Service, Chennai, Tamilnadu

PREFACE

"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence."

—Helen Keller

I always thought of a model which could be easy for the students and also for the implementers to understand and use. Hence the idea of developing a resource book on "Effective Transition for students with Multiple Disabilities- A model struck my mind and was selected under the auspicious Reeta Peshawaria Menon Fellowship Award for the year 2018, which is instituted by India Vision Foundation, New Delhi.

Transition is quite challenging not only for people having special needs but also we, since it is a natural process, for most of the people, transition from one life setting to another is complicated and challenging, moving from adolescence into adulthood, changing a living situation, or experiencing the death of parent or caregiver are some of the most difficult experiences, though we somehow manage to successfully transitioned but people with special needs/disabilities and or that matter multiple disabilities, it is often tough.

Many professionals have written number of books and manuals with great precision and for that I am not a match for it. Initially I thought to write using lot of scientific studies and using technical languages, but then sometimes it would be difficult for some of the parents to appreciate the scientific work, hence it was decided to write with more illustrations to make the manual more interesting. The questionnaire which is developed has statistical input. The manual also has information pertaining to the campaigns developed by the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India. It also has information about RPwD Act 2016 with regard to the number of disabilities covered.

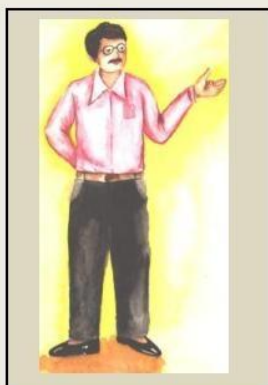
I don't take the credit that this manual is without flaws, there are may be many, hence it is open to suggestions and recommendations. This manual also can be used by other people but giving due credit to the author and the agency who had supported me in this endeavour.

I am sure that this would go a long way in empowering people with multiple disabilities. My sincere thanks and pranam to my mentor Late Dr. Reeta Peshwaria Menon.



Rajesh Ramachandran, Chennai

INTRODUCTION



Hi, I am **Rajesh Ramachandran**, the following manual is titled *Effective transition model for students with multiple disabilities*. This is a resource manual in simple language with illustrations for easy understanding.

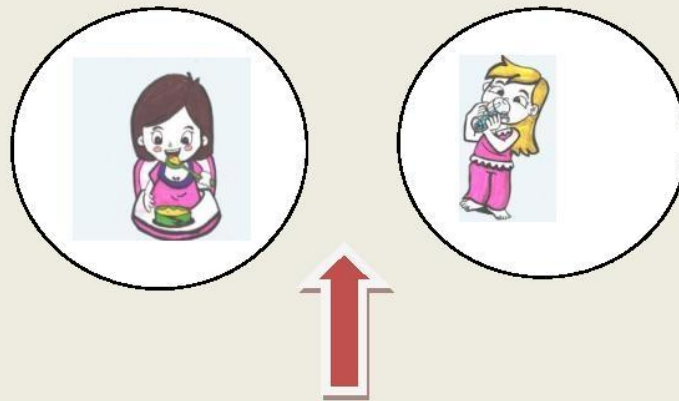
To begin with let us look at a case vignette

Ma. X is a 16 years old boy being diagnosed as Intellectual Disability along with Autism Spectrum Disorder. The developmental milestones as reported by the mother are delayed. He does not speak in words but makes sounds for no apparent reason. He flaps fingers, is obese, gets violent occasionally. He also has seizures. He can eat on his own, can dress and undress, can use toilet. Mother does brushing for him since he eats paste. He is interested in group play but unable to follow rules. He assists mother in cutting vegetables, in preparing upma. He can match shapes, colours but cannot identify them. He can copy his name in English.

If you look carefully the boy is under the category of multiple disabilities. So what are multiple disabilities? An individual can be said to have multiple disabilities if he or she has several different disabilities, difficulties in learning, along with controlling his or her movements and / or with hearing and vision.

Defining Multiple Disabilities

Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems (RPwD Act, 2016)
(<http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPwD%20ACT%202016.pdf>)



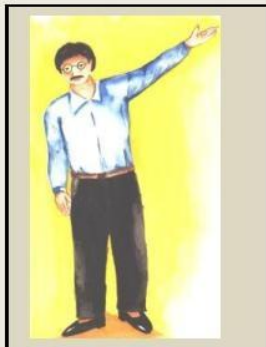
All human beings are diverse and have diverse needs, in this sense every child is different and every child with multiple disabilities is different

The person who has the condition of multiple disabilities undergoes the stress of additional disability and thereby his functional efficiency decreases drastically limiting his activities of daily living, interaction with environment and society.

For example, a person with hearing impairment usually depends on the visual senses for his activities of daily living and communication for socialization.

However, if a person is deaf and blind he is also deprived of both hearing and visual sensory stimulation. Thus, these people have immediate need for rehabilitation, for which services are to be given by trained professionals in the designated areas of multiple disabilities.

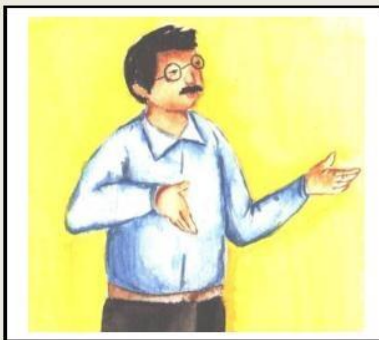
Combinations of Multiple Disabilities



The various combinations of Persons with Multiple Disabilities could be;

- 1) Persons with Sensory and additional disabilities
- 2) Persons with multiple disabilities including impaired vision
- 3) Persons with multiple disabilities including hearing impairment
- 4) Persons with Multiple Disabilities including deafblindness
- 5) Persons with Mental Retardation having additional disabilities

Characteristics of Multiple Disabilities



- Significant impairments in intellectual functioning
- Poor adaptive skills
- Significant motor and physical impairments
- Sensory dysfunction
- Communication impairments

Source: <https://fainmd.wikispaces.com/characteristics+of+Multiple+Disabilities>



Image source: <https://sw250.wordpress.com/2016/04/13/6-definitions-of-disabilities/>

Commonly identified combinations of Multiple Disabilities

Cerebral Palsy + Intellectual Disability

Cerebral Palsy + Low Vision

Intellectual Disability + Autism Spectrum Disorder

Intellectual Disability + Mental Illness

Intellectual Disability+ Visual Impairment

Intellectual Disability+ Low Vision

Intellectual Disability+ Hearing Impairment

Cerebral Palsy +Autism Spectrum Disorder

Cerebral Palsy +Hearing Impairment

Locomotor Disability+ Hearing Impairment

Locomotor Disability+ Mental Illness

Mental Illness+ Cerebral Palsy

Low Vision + Hearing Impairment

Cerebral Palsy+ Intellectual Disability Visual Impairment

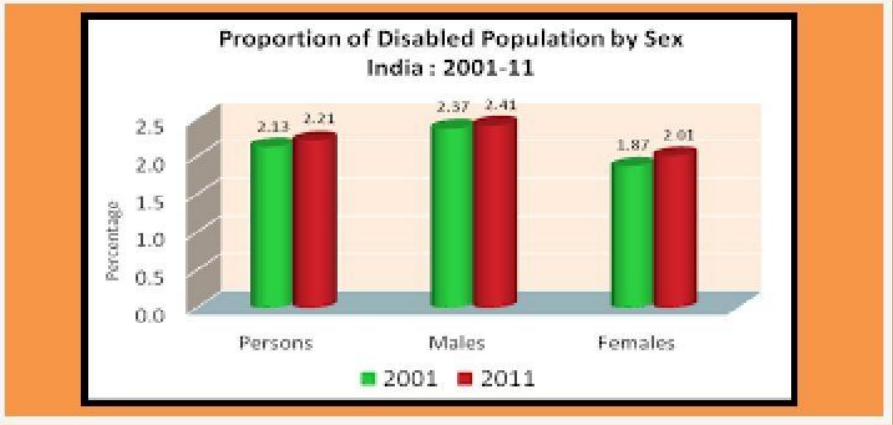
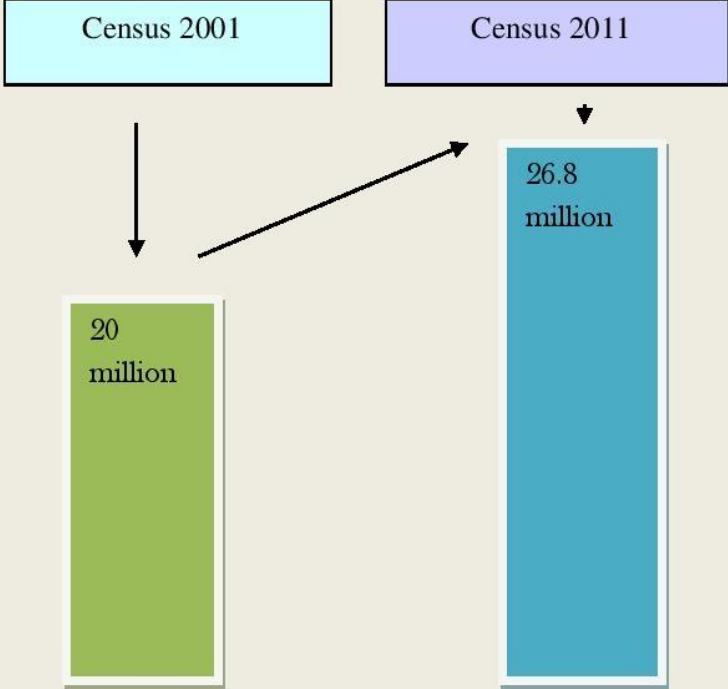
Cerebral Palsy+ Intellectual Disability + Hearing Impairment

Intellectual Disability + Locomotor Disability + Mental Illness

Intellectual Disability + Autism Spectrum Disorder + Cerebral Palsy

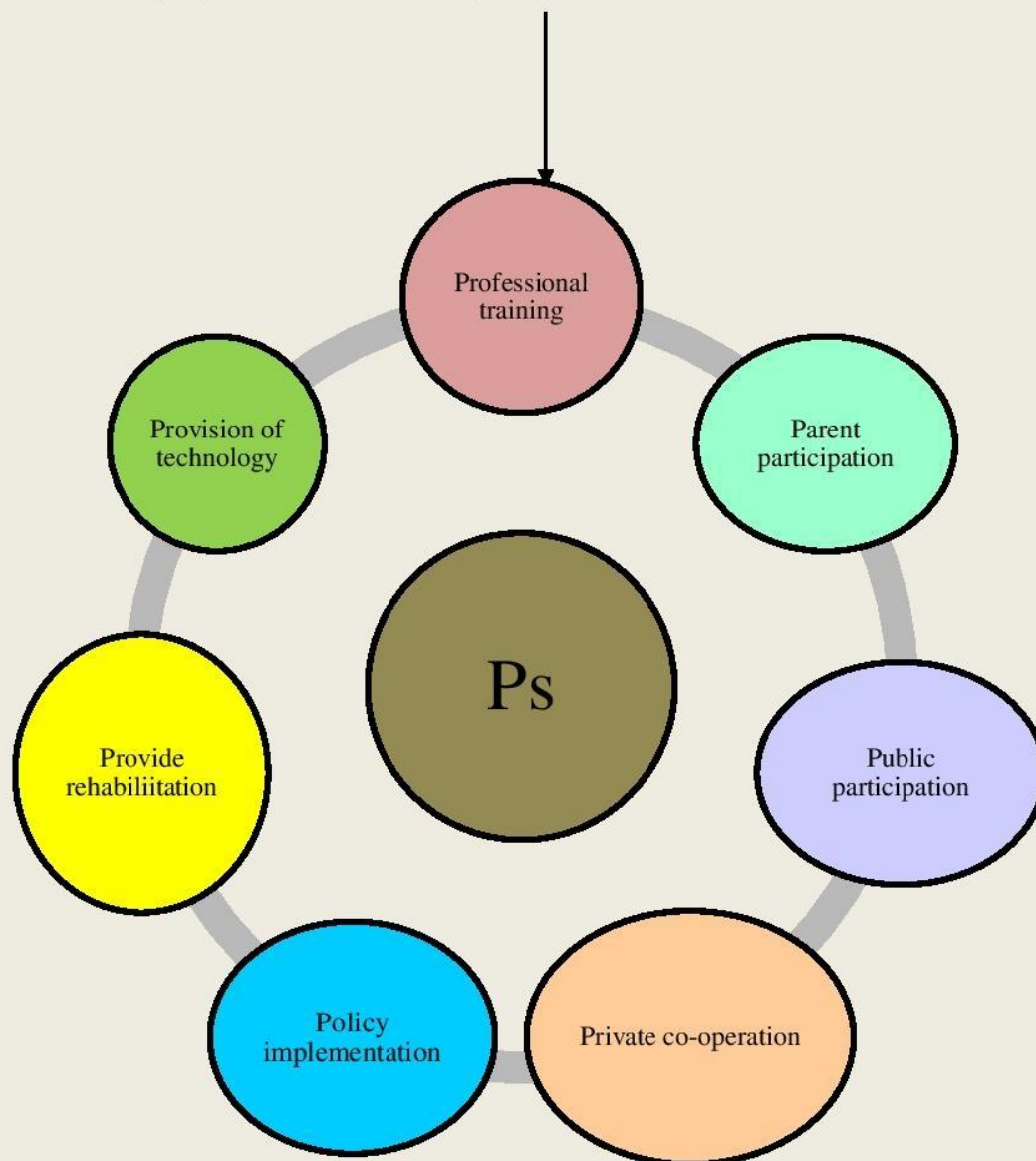
Deafblindness

POPULATION OF DISABILITIES IN INDIA



MY 7 Ps

In the field of disability rehabilitation, many have given and in fact worked on developing a proper plan of action, I came out with 7 Ps which is important for any disability rehabilitation or any transition programme to be successful and reach the maximum.



Before we move, what?



While planning transition for students, we must remember that it requires a detailed and systematic plan;

Points to remember

We should be able to predict when to begin transition

what are the areas to concentrate

who all should be a part of the team

How to proceed with the transition programme

Transition

For most of the people transition from one life setting to another is complicated and challenging, moving from adolescence into adulthood, changing a living situation, or experiencing the death of parent or caregiver are some of the most difficult experiences.

However, these challenges may be compounded for people with multiple disabilities. The transition programme involves participation from school personnel, adult service providers, parents and the individuals themselves.

Blacher, 2001 stated that transition success correlates highly with the quality of life of individuals with disabilities as well as of their families.

Multiple disabilities is a term where in Individual usually has more than one significant disability, such as movement difficulties, sensory loss, and/or a behavior or emotional disorder. Hence the transition process for students with multiple disabilities becomes more complicated and stressful.



This picture shows the transition of fish from one bowl to another

What is Transition?



Transition mean changes and growth.

Individuals in their life time go through many change over in life, like they move from protective environment of family life to school and then from elementary to high school. Then once they complete schooling, the changeover comes in the form of adult life and all the paths and possibilities that might offer.

Getting a job, following a career dream, taking post-secondary training at a university or college, finding a place to live, being involved in regular community activities, developing relationships with other adults, getting married, starting a family. And there's so much more. Everyone's situation is different and we're all on the move.



(image courtesy 6418619_orig <https://sites.psu.edu/pandyapassion/2016/09/20/adulting-is-hard/>)

Key Areas related to transition

Every single student with disabilities must be subjected to uniquely designed rehabilitation programmes and develop them for;



Stage wise implementation of the transition programme

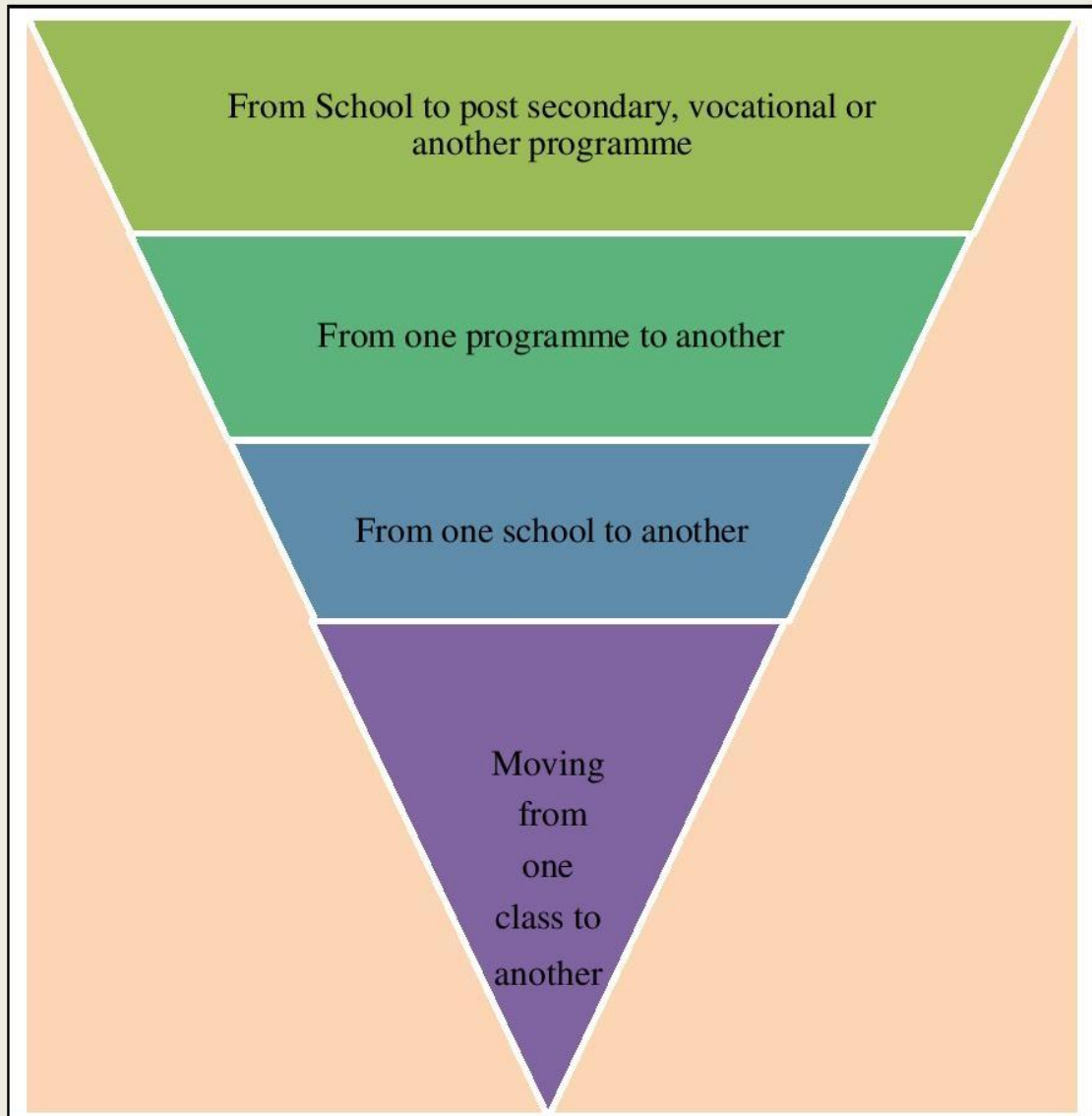
Stage 1- Meeting with caregivers or parents regarding planning transition Programme

Stage 2- Assessing the abilities and inabilities

Stage 3- To begin the transition plan

Stage 4- Evaluating the progress made

Types of transition



Essential with respect to transition



Start at age
14

Skills related
to moving
from school
to adult life

Individual needs
& interests

www.disabilityrightsnc.org

Literature Review



Katsiyannis and Zhang (2005) examined data from the longitudinal transition study which indicated that nearly 60% of students with Intellectual disability have their transition plan begun by the age of 14 years

Hallum (1995) presented that transition is particularly difficult for an adolescent who is dependent on others for physical care and other independent living skills. Many of the transitional issues faced by adolescents with disabilities and their parents have roots in infancy

Hitchings et al. (2001) delineate that absence of knowledge about options and understanding of disability-related needs of youth by service providers, educators, parents and community members affects a young person's transition process negatively

Lindsay et.al (2017) in their study mentioned that for improving vocational training programme peer electronic mentoring (e-mentoring) may be used. The e-mentoring will help in increase copying skills, which in turn make it possible for a proper regularization of transition to adulthood

Will, M (1984) came with an idea of transition model focusing on secondary programmes, generic employment services, time limited employment services, ongoing employment services and adult employment alternatives.

Literature Review (-Cont-)



Philbin (2009) reiterated the fact that Transition plan prepared should help people with disabilities to move further in education, employment and independent living. The plan should focus on the individual's interest and abilities.

Pandey & Agarwal (2013) in their study stated that the transition process can have numerous and complicated impacts on youth with disabilities and their families. Problem can emerge concerning social, occupational leisure roles, which may influence self-esteem, self-concept and sense of hope

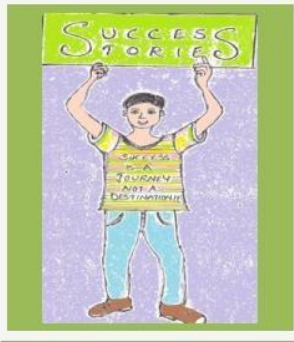
Ramsdell (2014) in his quasi experimental study investigated the relationship among with quality of transition programme and student engagement and learning strategies during their phase of transition from school to college. Differences suggested that peer support and stigma were quite an influencing factor.

Stewart et.al (2001) explored the experiences of youth with physical disabilities in transition. From 34 participants who participated in the study conducted, it was reported that young people having disabilities faced difficulties in transition from adolescence to adulthood, for which community based transition services need to be planned.

Tiana Povenmire-kirk et.al (2014) proper transition from vocational training to work situation is not happening in many of the centres which is catering to the needs of Persons with Multiple Disabilities

Success stories of Transition, abroad

James



James was a high school student in special education. His programme consisted of regular instruction with an Educational Associate, resource instruction, and speech and language therapy. James was always a pleasant and shared jokes. He related well with the teachers but was shy and nervous when dealing with the other students or adults he didn't know. The family's greatest fear was that he would never leave home and become independent.

The team consisted of James, his mom and dad, the resource teacher, the teacher assistant, the principal, and the special education coordinator. Transition planning began when James was in grade ten. It was decided that James' programme would contain a large component of life skills training, social skills training, work experience, and problem solving skills. His programme also contained functional academics and skills he would need to become independent.

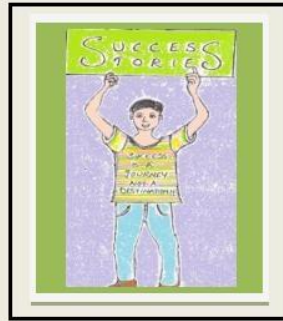
During the next three years James worked in various places in the community. These included the lumber store, the hospital, the nursing home, a hardware store, a potato packing plant, as well as home maintenance with a teacher assistant's coaching. During his job experience James discovered a love of mechanical work. His favorite job was the lumber store where the owner and staff always kept a place waiting for him in the coffee room.

SACL's Employment Education and Transitions Facilitator joined the transition team to help with planning for post-secondary placement. James wanted to attend a post-secondary institute away from home. With funding assistance from the local Lion's Club, the school arranged trips to Medicine Hat College, Vermillion College, and Palliser Institute in Moose Jaw so James and his family could examine various options.

James decided he would like to attend the two-year Vocational Life Skills program at Medicine Hat College. He was able to find supported living with three other adults close to the campus. In his first year, James won an award for excellence. Not only has James overcome his shyness to a great extent, he has become a socially active young man.

Success stories of transition, abroad

Samantha



Samantha in her ninth grade studied in a school wherein the school offered only functional living skills programme for students with disabilities. The parents of Samantha wanted her to be in regular classes and they succeeded in making her learn through some adaptations.

Since Samantha belonged to a family of mechanics, her desire to make it a part of living was considered and transition began by forming a team. So the team slowly started to give her transition experiences in a garage, store etc.

Samantha received support from SACLEDUCATION Employment Education and Transition Facilitator and they started providing Transition experiences to Samantha, first in school and then transitioned to actual work situation

During the Transition phase, it was suggested to improve her interpersonal skills. She was made to meet and work with the person whom she imitated. The work of improving her interpersonal skills took off with the support of the parents and other professionals working in the transition group.

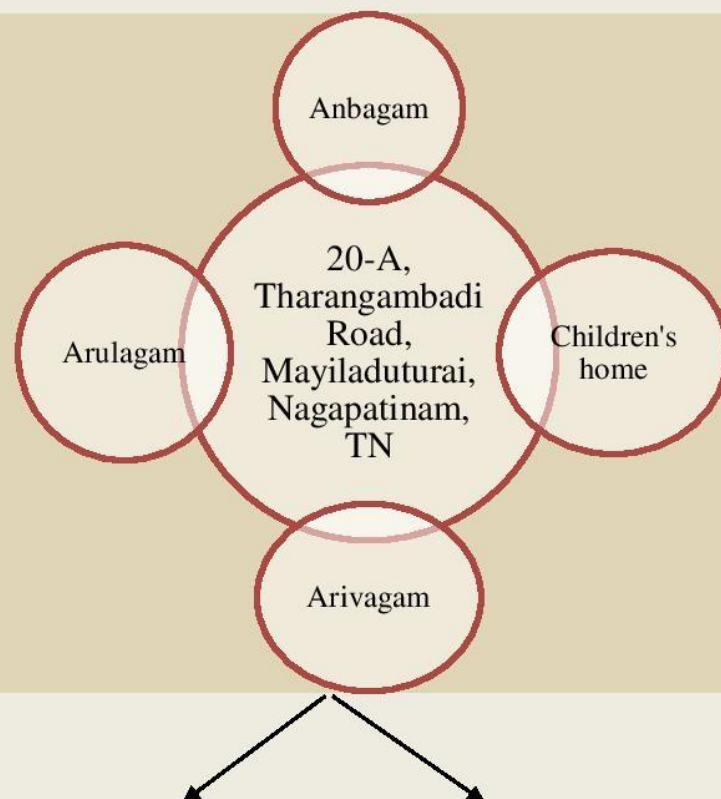
Presently she has been engaged as a mechanic assistant within her neighbourhood vicinity with confidence and better interpersonal skills.

VIEW POINT

The success stories which is mentioned in the previous pages are not the only one, but there are numerous stories about successful transition about students having single disabilities. For students having multiple disabilities Transition is a tough process due to the multiple conditions that is associated with the student.

There are individual or individual organisations who are trying to establish smooth transitioning activities for students with multiple disabilities out of the box

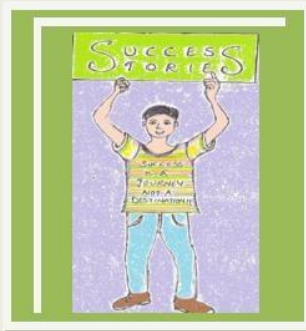
Anbagam a special school and home for persons with multiple disabilities is one such organisation working in the rural belt of Tamilnadu in Mayiladuturai from 1996. It is also trying to provide transition for persons with multiple disabilities through activities pertaining to rural tasks involved.



Extra support, Extra care, Extra service and Extra effort in providing rehabilitation to persons with multiple disabilities

Success stories of transition, India

(Success story from NIEPMD)



Mr. S (name not disclosed) now aged 23 years was diagnosed having Intellectual Disability associated with Hearing Impairment at NIEPMD. He was initially placed in the Vocational Training unit and then with transition activities of arranging books, he was placed in the library of NIEPMD.

Mr. S (name not disclosed) belongs to poor and broken family. Being 2nd child of the family he is supported by all the family members especially his elder brother, younger sister and mother. He was given training in personal skills, domestic skills, safety skills, sex education, orientation & mobility, work behaviour and functional academics.

Within 3 months he picked up the activities. The duties he performed were quite impressive and then he was placed in a near Engineering college as an assistant in Library. Now he is earning a good amount and supporting his family also.

Ms. A.P a 25-year-old having Intellectual Disability, studied upto 7th std. in a regular school followed by availing special education at various places. She was put in the Vocational Training Unit wherein her contribution, attitude, zeal to take up higher activities has inspired every one and has gained exclusive identity among her co trainees.

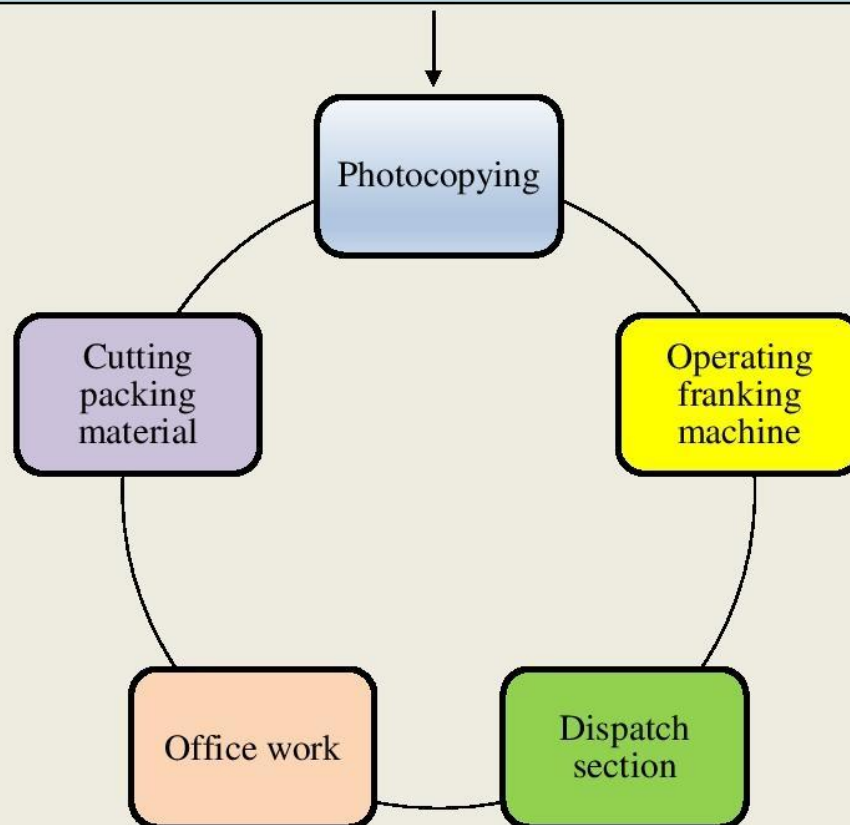
During the tenure of her training she used to lead the team of fellow trainees on safety skills and grown as a role model. Thus she remains as a role for managerial skills, leadership qualities, self-advocacy and esteem. Based on her laudable victory in every given assignment, she was placed as an assistant in the early intervention of NIEPMD.

Success stories of transition, India

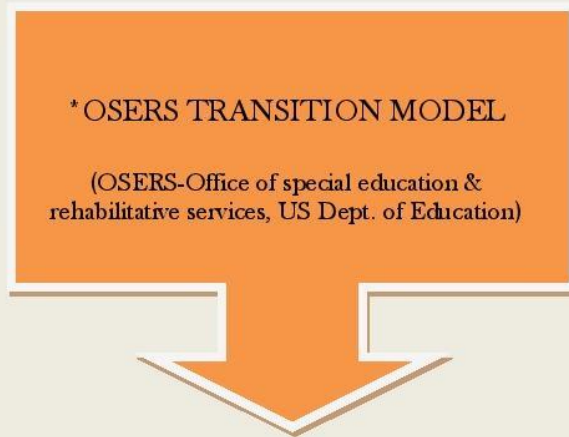
(Success story from NIEPID)



NIEPID (Formerly NIMH) carried out a project on Transition from school to work, under the project “Transition from School to Work”, wherein many activities have been developed for Persons with Intellectual Disabilities.



Transition Model- Example-1



H
I
G
H

S
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L

Regular jobs with no special services

Regular jobs with Time limited services

Regular jobs with ongoing services

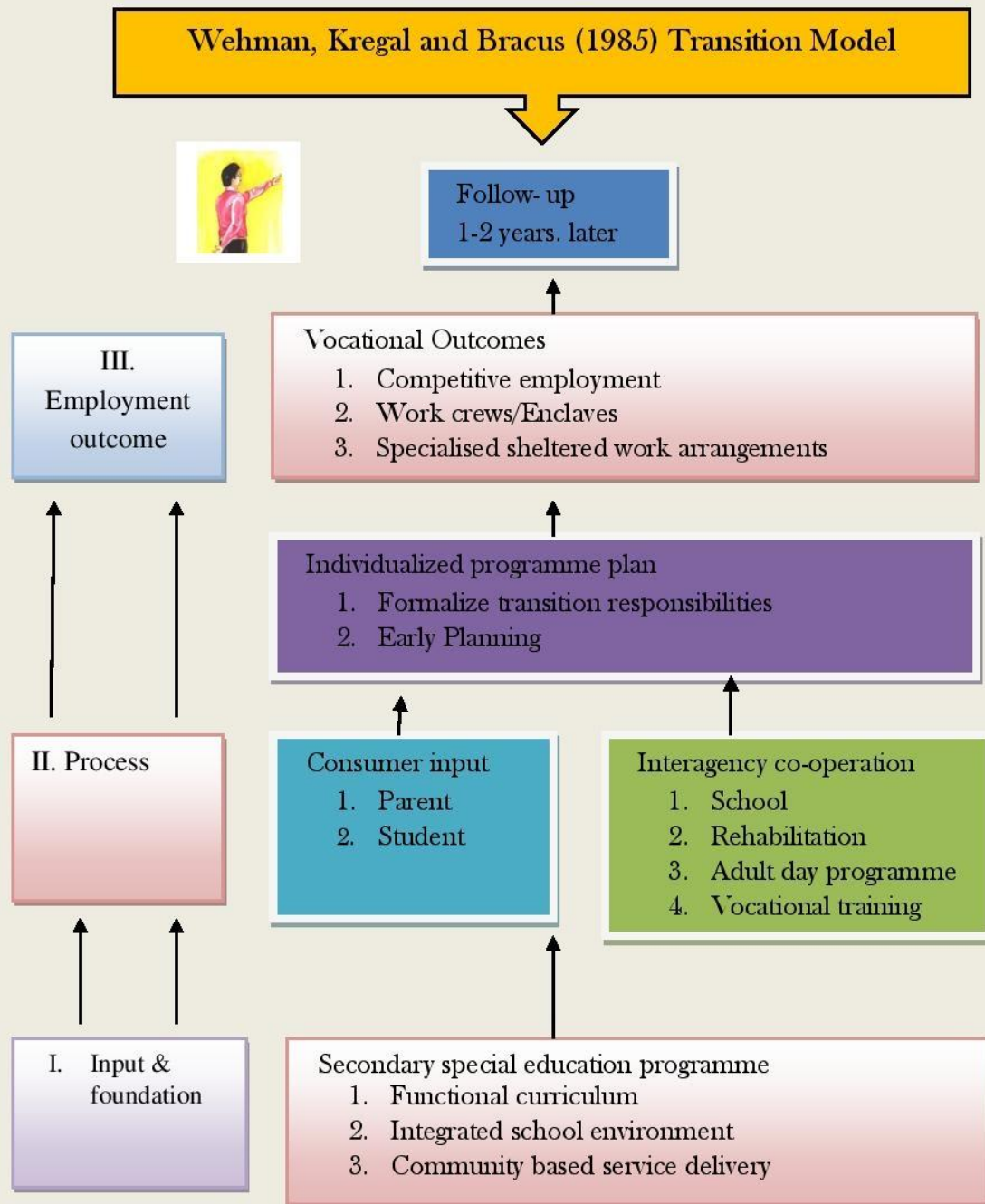
E
M
P
L
O
Y
M
E
N
T

(Source: Transitions of persons with mental retardation, From School to work- A guide, Kinty, T & Rao, L. 2001 (NIMH))



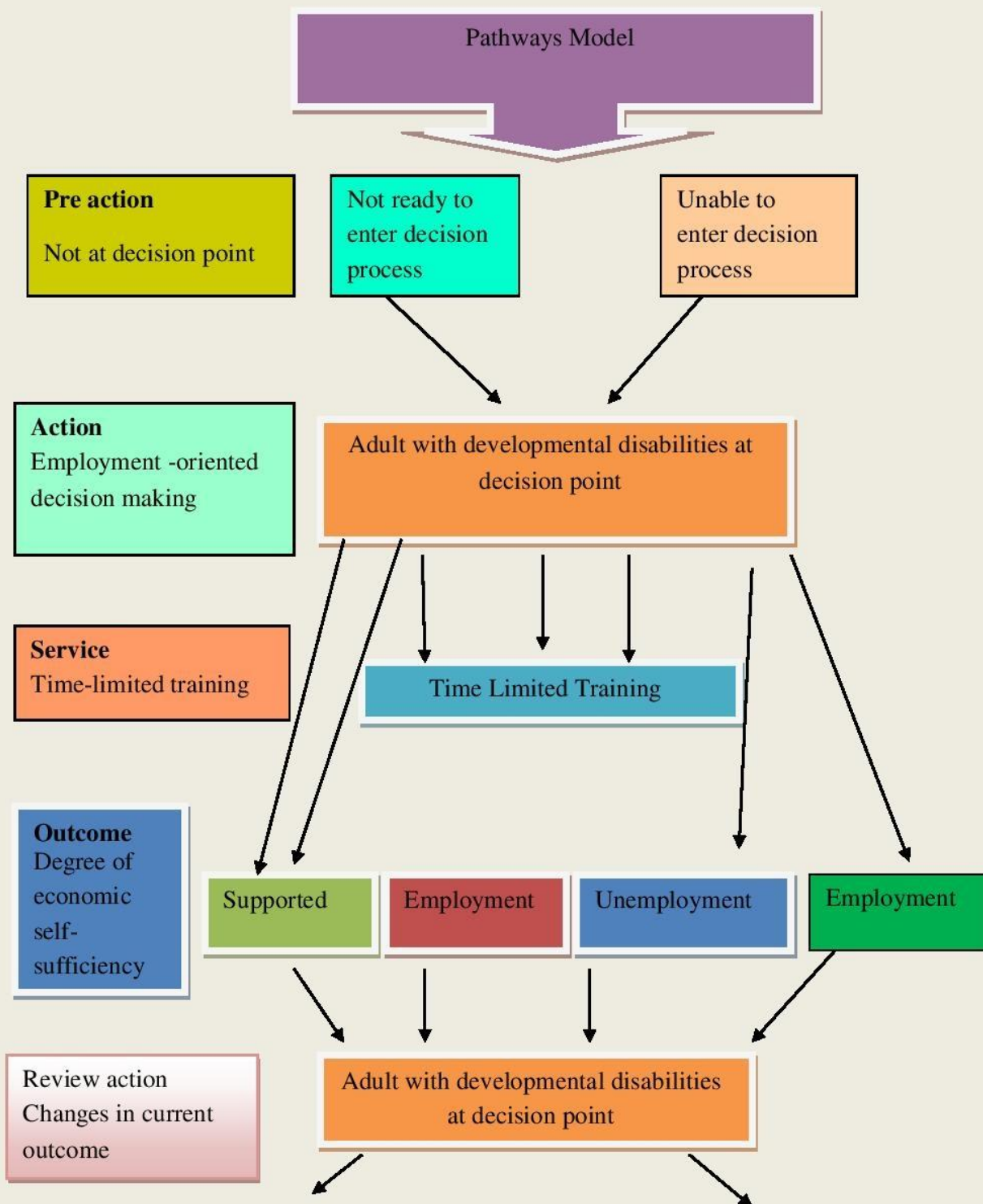
Image Source: Brainy Quote

Transition Model- Example-2



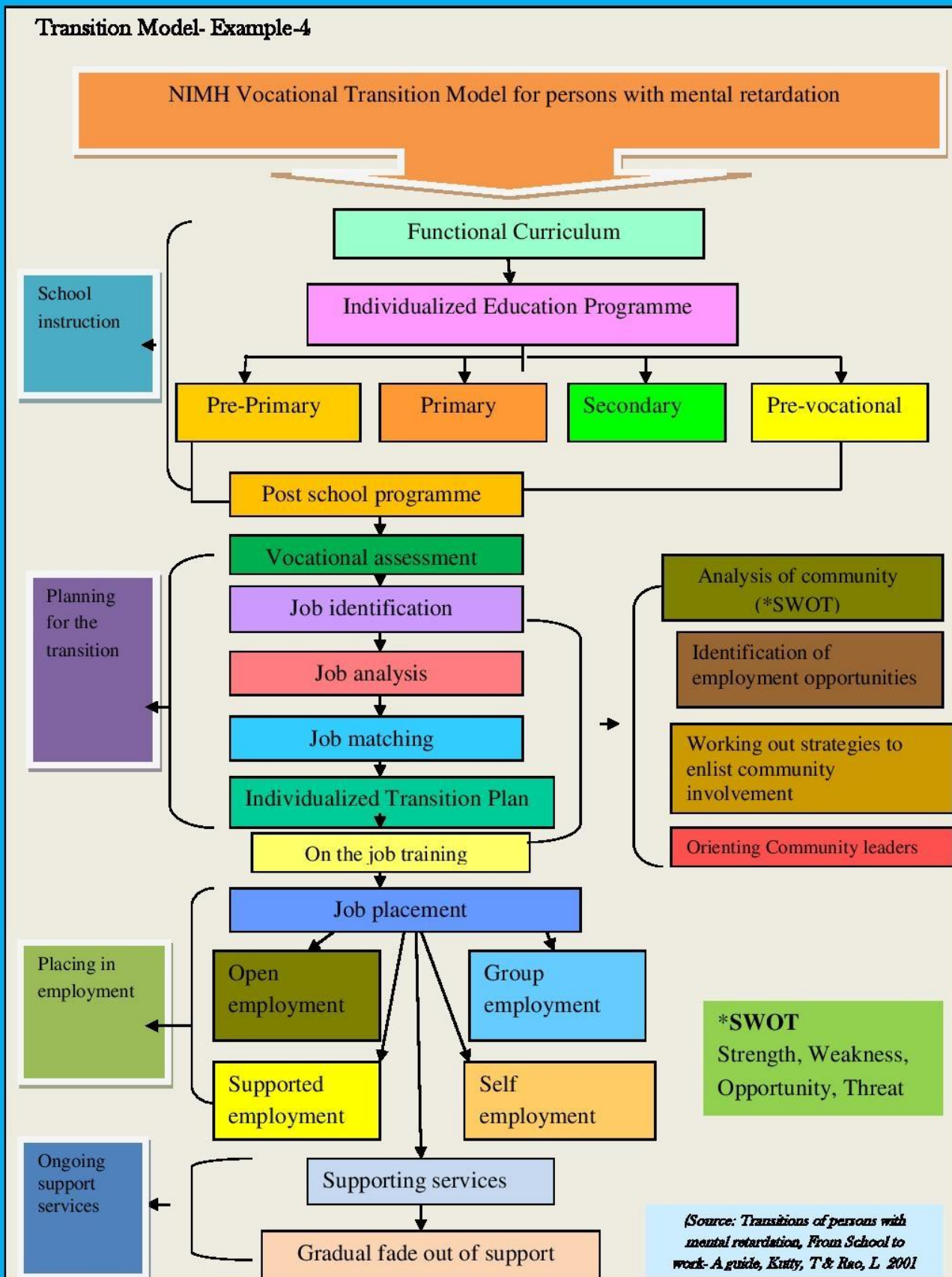
(Source: Transitions of persons with mental retardation, From School to work- A guide, Kutty, T & Rao, L. 2001 (NIMH))

Transition Model- Example-3



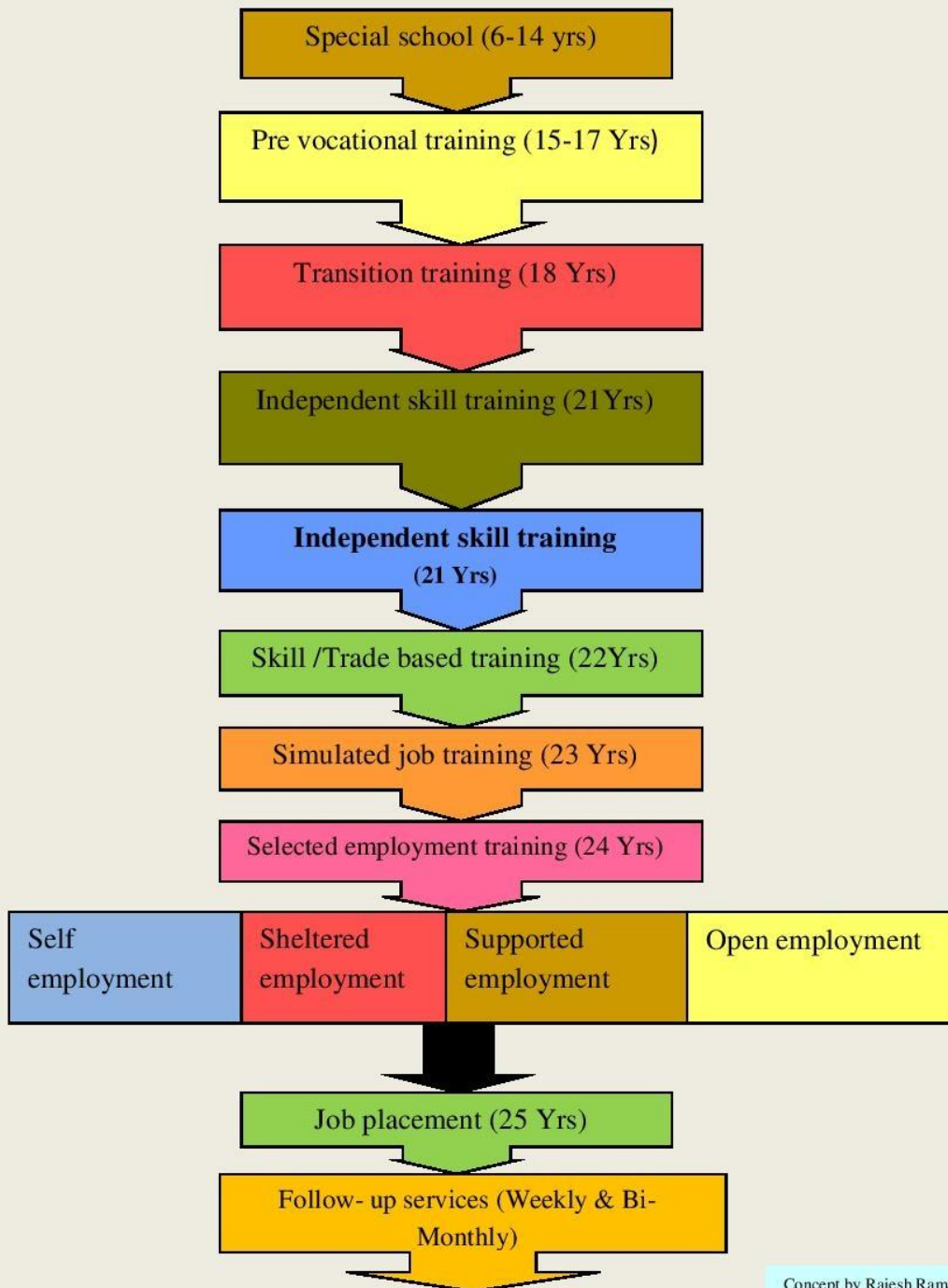
(Source: *Transitions of persons with mental retardation, From School to work- A guide*, Kutty, T & Rao, L 2001 (NIMH))

Transition Model- Example-4



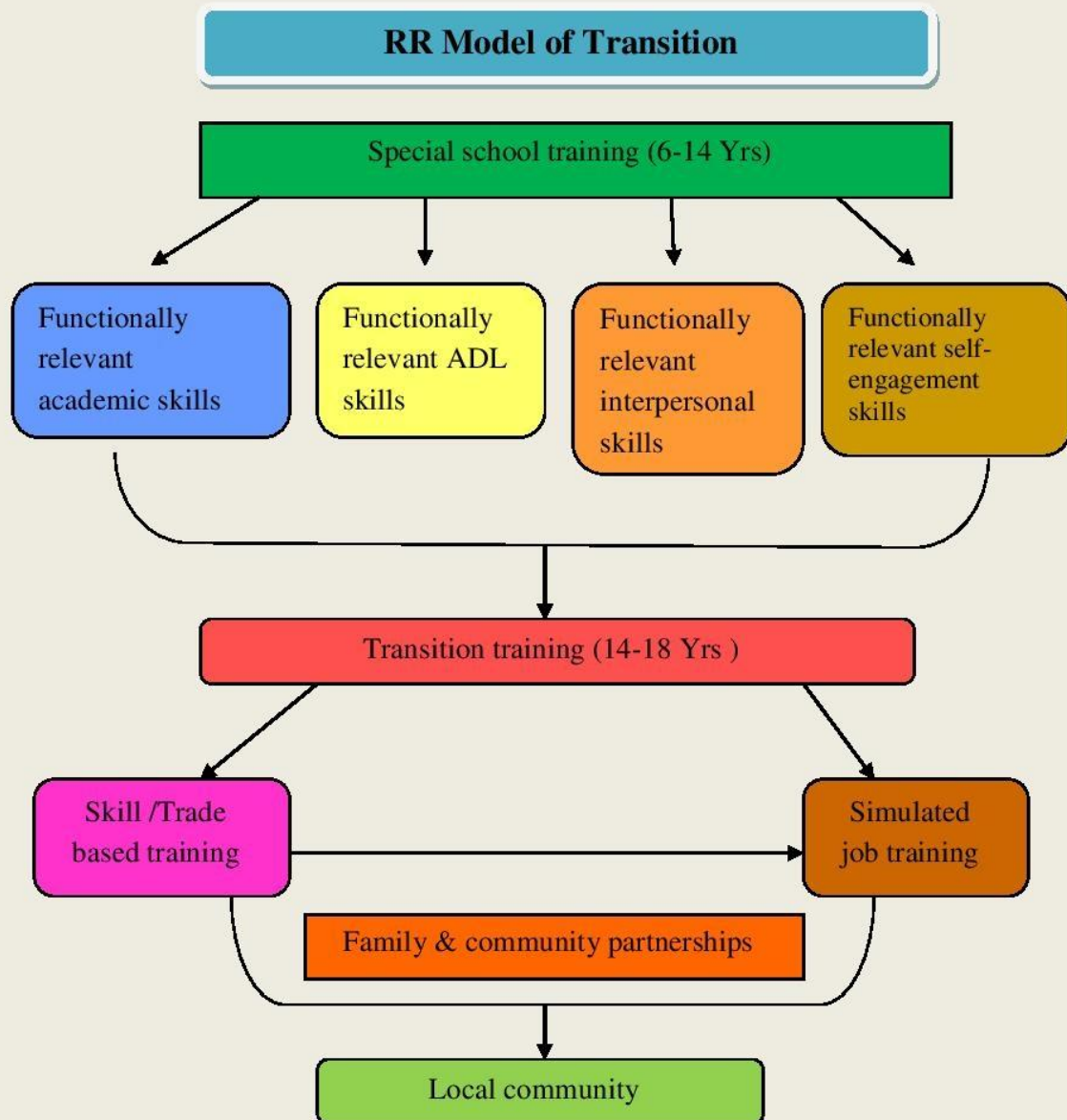
Transition Model- Example-5

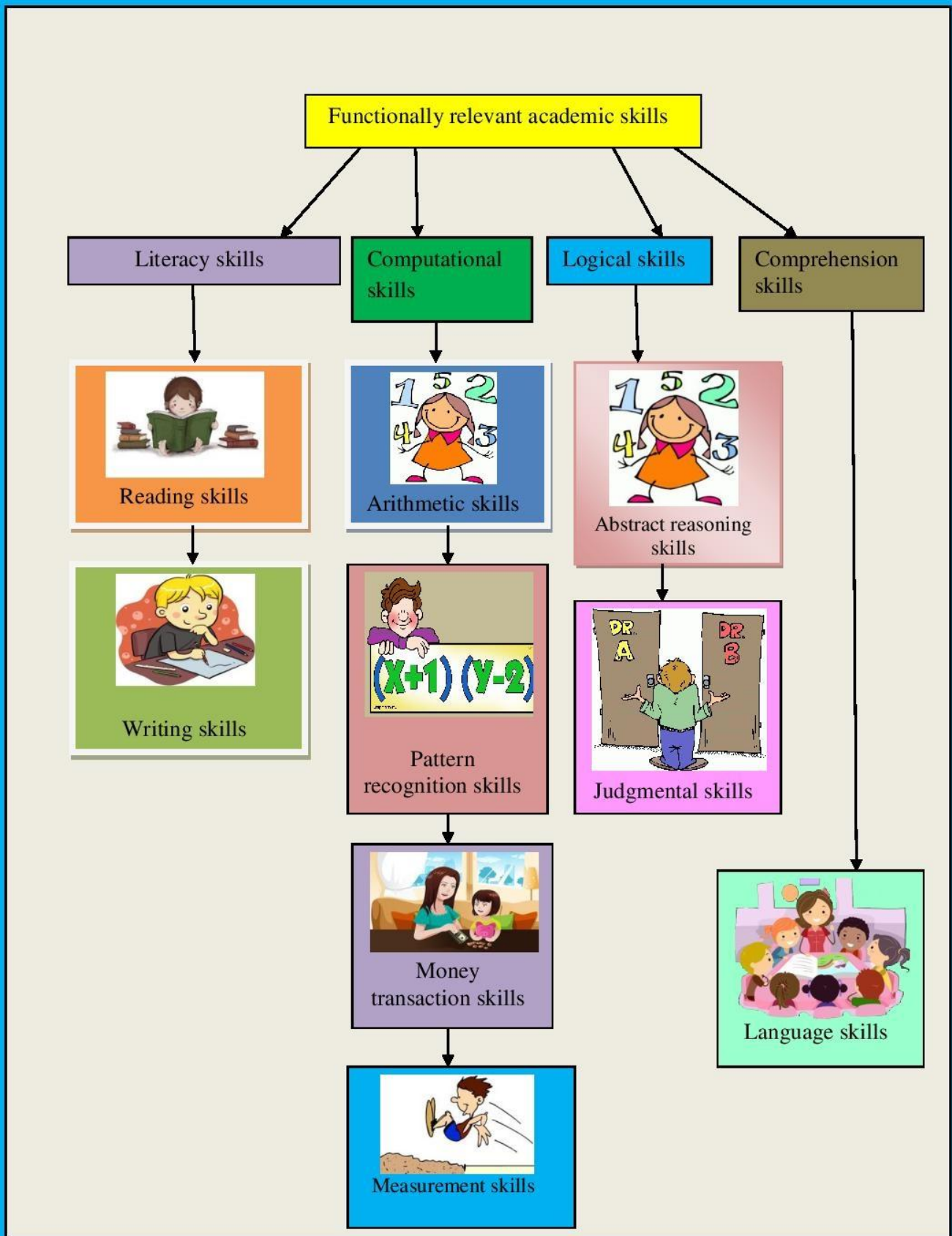
NIEPMD PROTOCOL FOR VOCATIONAL TRAINING & EMPLOYMENT FOR PERSONS WITH MULTIPLE DISABILITIES

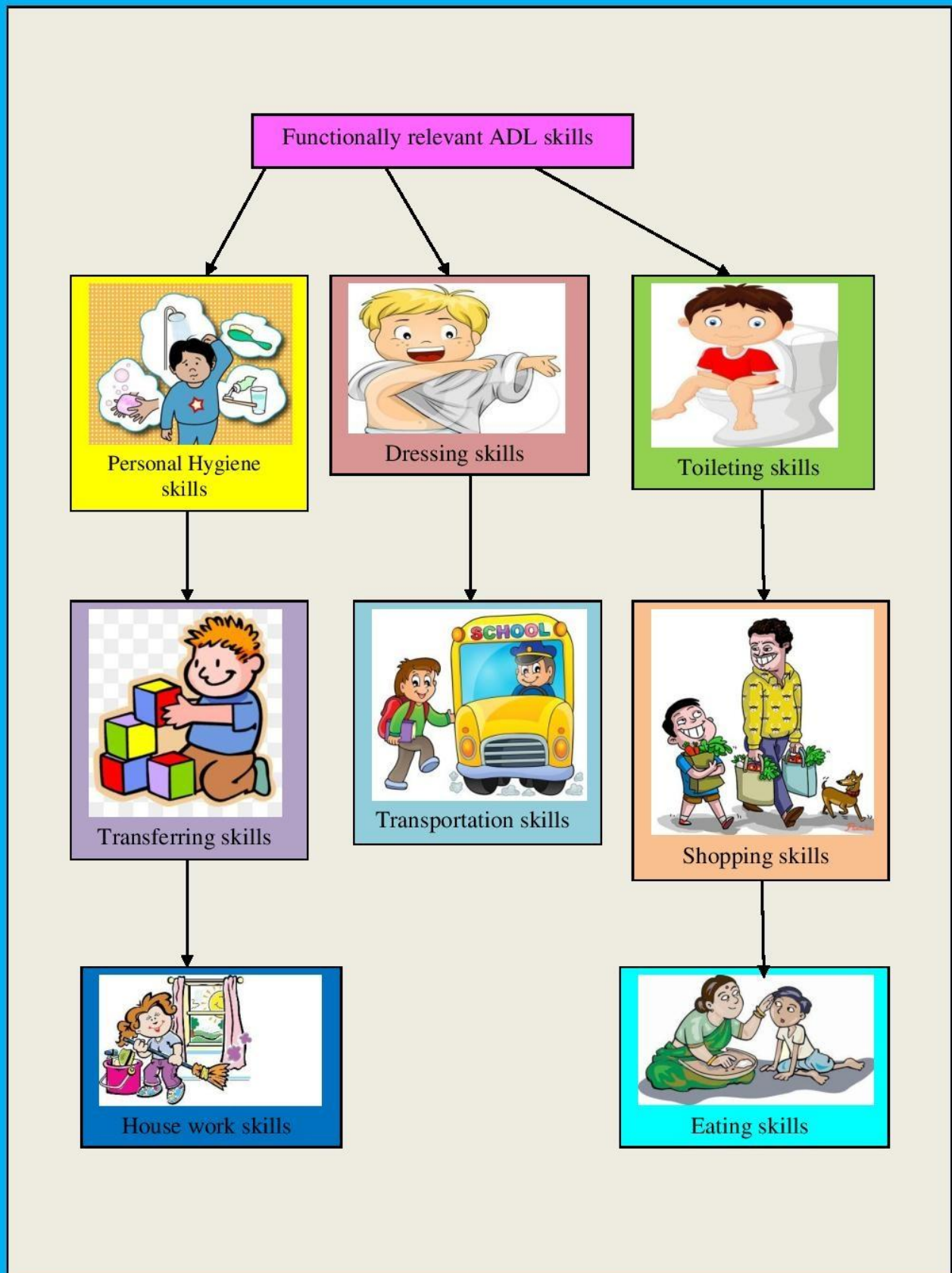


Concept by Rajesh Ramachandran,
Developed by Dr. K. Balabaskar

Transition Model- Example-6 (RRMT)

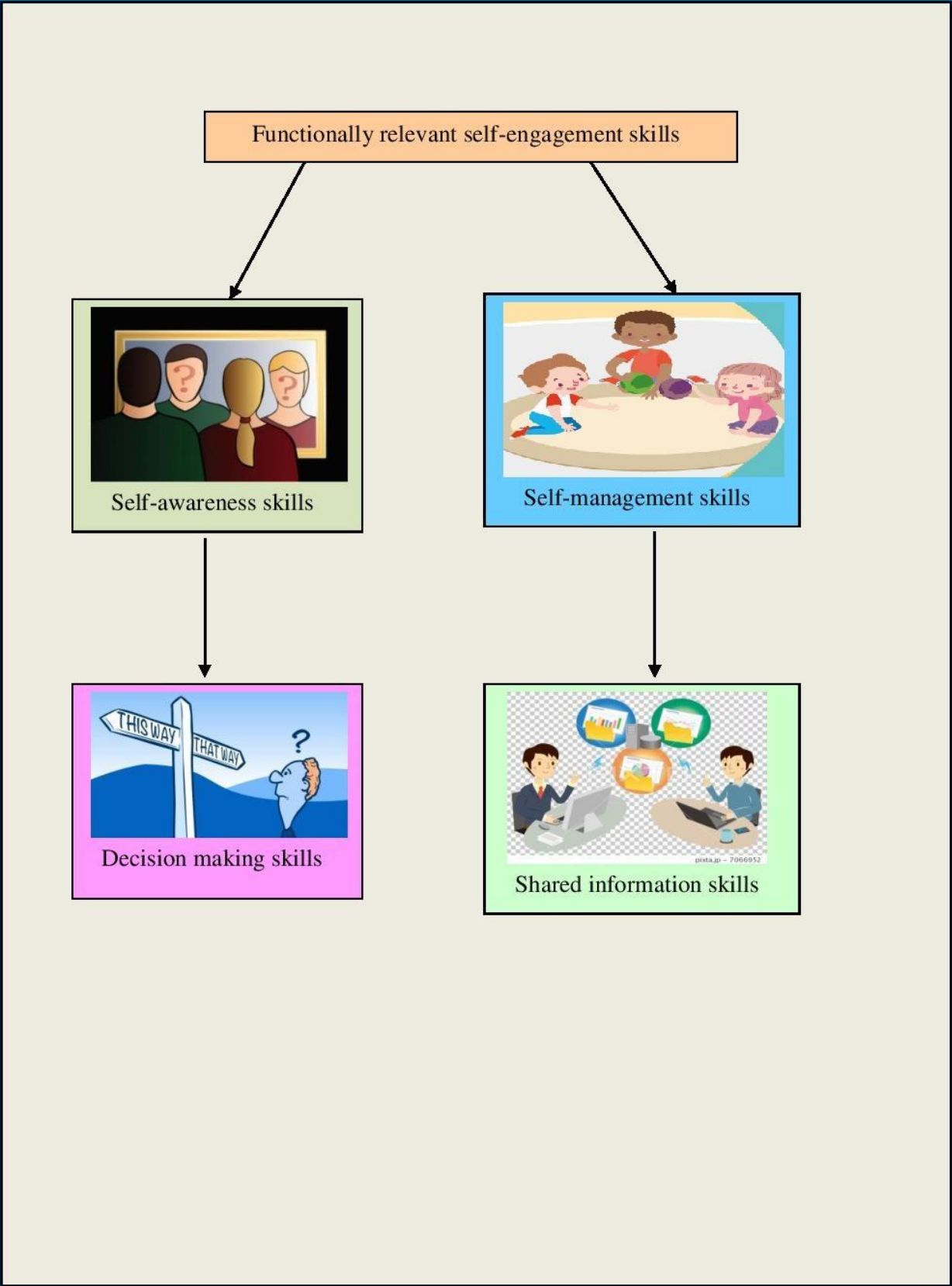






Functionally relevant interpersonal skills





SCALE FOR ASSESSING SKILLS WITH REGARD TO TRANSITION

(SAST)

Functionally relevant Academic skills

1. Can read /spell his or her name
2. Can spell parents name
3. Can tell parents phone number
4. Can read address.
5. Can write address.
6. Can write address on the envelope for sending post.
7. Can tell the day of the week
8. Can identify the days and months of the year
9. Can tell 1-10 continuously
10. Can identify the number on the clock
11. Can tell what time it is now
12. Can arrange the items from big to small
13. Can tell parts of the body
14. Can identify the colours/Shapes.
15. Can draw and colour simple figures
16. Can tell the residential address
17. Can name the things around
18. Can tell the weight
19. Can tell the height
20. Can celebrate according to the festival applicable
21. Can identify bank
22. Can open an account in a bank
23. Can operate bank account like withdrawal and deposit in the bank
24. Can undertake the process of saving money to bank account
25. Can identify ATM
26. Can withdraw money from ATM
27. Can make purchases from shops and can tender exact change amount from shopkeeper

Functionally relevant ADL: (Activities of Daily Living)

1. Brushes daily twice independently
2. Uses toilet independently
3. Identifies and uses toilet appropriately in public places (like Railway station, Theatre, Bus Stand)
4. Bathes independently every day
5. Dresses independently
6. Shows preference to wear dress
7. Does wash clothes
8. Is aware of using washing machine for washing clothes
9. Dries own clothing
10. Folds cloth after drying
11. Irons clothes
12. Gives to laundry for ironing clothes
13. Washes hand before and after eating
14. Eats independently
15. Does take and put dish plates to the sink after eating
16. Orders food by seeing a menu independently in eateries/restaurant
17. Applies powder, comb hair and keeps self-groomed
18. Uses razor and shaves (boys)
19. Goes independently to the saloon for shaving
20. Uses sanitary pads during menstruation (girl)
21. Uses hand kerchiefs during running nose
22. Makes own bed for sleeping
23. Uses nail clipper for cutting nails
24. Cleans the ear with buds or takes help in cleaning the ear

Functionally relevant Interpersonal Skills:

1. Introduce self to others
2. Makes friendship with others
3. Face the person by making proper eye contact while talking?
4. Spot out the common play area to play with friends.
5. Does maintain appropriate distance while speaking to others
6. Understands when reprimanded
7. Completes a given task without showing any discomfort
8. Gives respect to elders
9. Apologizes when hits somebody unknowingly.
10. Responds appropriately when someone give gifts.
11. Pay respects to the family members when any death occurs in neighbourhood
12. Knows when and where it is ok to touch other persons
13. Knows when and where other people can touch

Functionally relevant Self-Engagement skills:

1. Identify self as a boy/girl
2. Engages self in a hobby
3. Shares and enjoys jokes
4. Reads newspapers and watches news on T V
5. Uses social media like Facebook, Wats app
6. Controls anger or frustration
7. Does enjoy favourite thing in the company of others
8. Engages in prayer at appropriate place
9. Applies powder, comb hair and keeps self-groomed
10. Informs caretaker about injury and tries to clean the wound
11. Identifies what is done during day and night respectively
12. Keep self-engaged while going to park, cinema hall
13. Goes to beach, park, mall, theatre for spending leisure time.
14. Listen to film music during leisure time.
15. Reads/flip through books during leisure time.
16. Reacts by responding to appropriate agencies regarding fire, theft, accident

Brief about the scale

SAST- Scale for assessing skills with regard to Transition has been formulated to assess students with multiple of the age group 14- 18 years. The scale can be also used as a curriculum for the Transition unit

The scale has been divided into four domains. The four domains consisted of 80 items altogether

1. Functionally relevant academic skills- *27 items*
2. Functionally relevant ADL skills- *24 items*
3. Functionally relevant interpersonal skills-*13 items*
4. Functionally relevant self-engagement skills-*16 items*

Scoring pattern

Does on own-**5**
Does with hint-**4**
Does with verbal encouragement-**3**
Does with physical encouragement-**2**
Fully dependent -**1**
Not applicable-**0**



Since most of the scales uses words like prompt, cues, independent, totally dependent. Here it was thought to use certain words which are quite common in usage

Change as suggested in sentence of the scale

Initial sentence	Changed Sentence
Able to write address on the envelope for sending post”	Can write address on the envelope for sending posts”
Able to tell 1-10 continuously	Can tell 1-10 continuously
Aware of banking	Can identify Bank
Brush the teeth twice a day.	Brushes daily twice independently
Identify the toilet in public places (railway station/airport/theatres/malls etc)	Identifies and uses toilet appropriately in public places (Like Railway station, Theatre, Bus stand)
Able to iron clothes	Irons clothes and Added- Gives to laundry for ironing clothes
Grooming (applying power, combing hair)	Applies powder, comb hair and keeps self-groomed
Able to make friends	Makes friendship with others
When do you feel angry or frustrated	Controls anger or frustration
What is the most favourite thing you enjoy doing with others	Does enjoy favourite thing in the company of others

RESULTS

A study was conducted in the Model School for Children with Multiple Disabilities, NIEPMD on a random sample of 20 students under the category of Multiple Disabilities. 12 Male and 8 females were taken as the sample. The scores obtained under various domains were calculated by using descriptive statistics (parametric tests) where in standard deviation, which is a quantity expression by how much the members of a group differ from the mean value for the group was done. T test (basically to find the evidence of a significant difference between the population mean and a hypothesised value).

In this we had conducted a pre-test after preparing the scale and then after a period of 3 months, we conducted a post test, so to find a significant difference between the scores obtained in the pre and post T test was conducted. So we can conclude that post test scores were higher as compared to the pre-test scores, which indicates that the students learnt the curriculum and shown improvement.

The detailed statistical analysis is supported by a small booklet which is available along with this manual. Since the manual is also available in digital format, a separate pdf will take the readers to the statistical analysis.

RELIABILITY OF THE SCALE – SAST



Reliability is the degree to which an assessment tool or scale produces stable and consistent results

In order to find the reliability of the scale, we used inter rater reliability. So here the rater 1 is pre-test values of the scale (SAST) and rater 2 is post-test values of the scale (SAST). The results using statistical analysis show that there is a high degree positive correlation between pre and post values of the scale.

VALIDITY OF THE SCALE- SAST



Validity is how well the scale is developed and reflects the reality it claims to represent.

In order to find the validity of the scale SAST, scale was circulated among the special educators who were attending the CRE programmes at various places. The total number of special educators were 120 and they were asked to rate the content (items) of the scale in terms of Highly relevant, quite relevant and somewhat relevant.

The results here show that the special educators have rated the scale as highly relevant, some special educators who said somewhat relevant about the items, were restructured accordingly.

TASK ANALYSIS

What is task analysis?

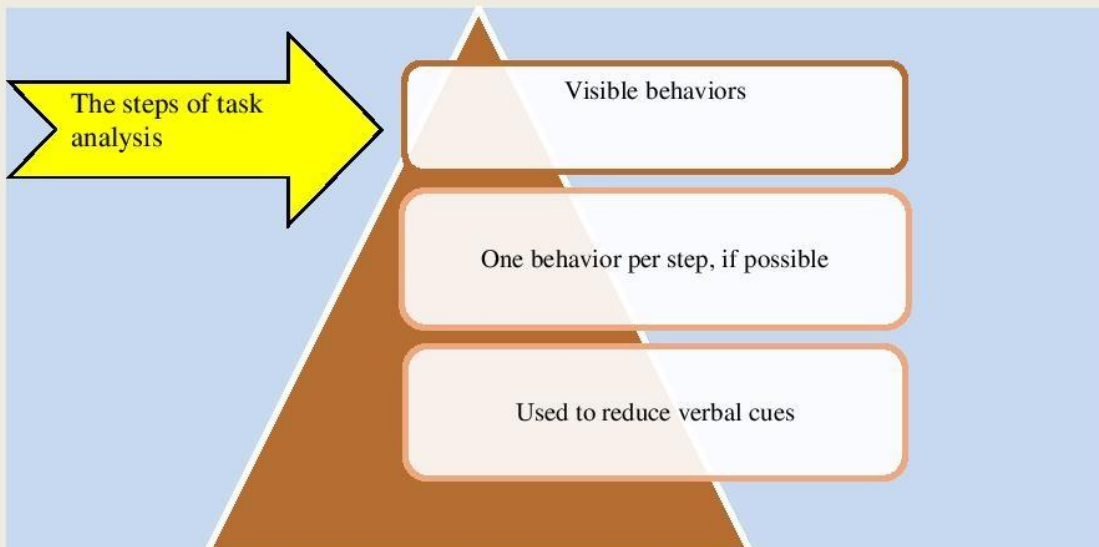
In simple terms

Task- Skill or activity

Analysis- breaking down



Task analysis (TA) is the process of breaking a skill down into smaller, more manageable components (Szidon & Franzone, 2009). It is a step by step guide of performing an activity.



(Source: <https://www.teacherspayteachers.com/Product/Task-Analysis>)

Example of a Task Analysis

Preparing a Poly Bag for Nursery Garden, since it is the simplest task, hence taken

Materials needed

Black colour Polythene bags



Punching machine



Gardening tool



Already prepared Mixture of sand, soil and manure



Seeds/ Cuttings



Bucket, mug & Water



Tasks analysis

Classroom teaching of the activities related to Polybag
Nursery garden



Collecting appropriate size of polythene bags

Mixing of soil
(Appropriate safety measures, like putting on plastic
Gloves)



Putting the soil in the polythene bag



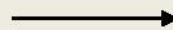
Putting the cutting of the plant
In the polythene bag



Watering the bag

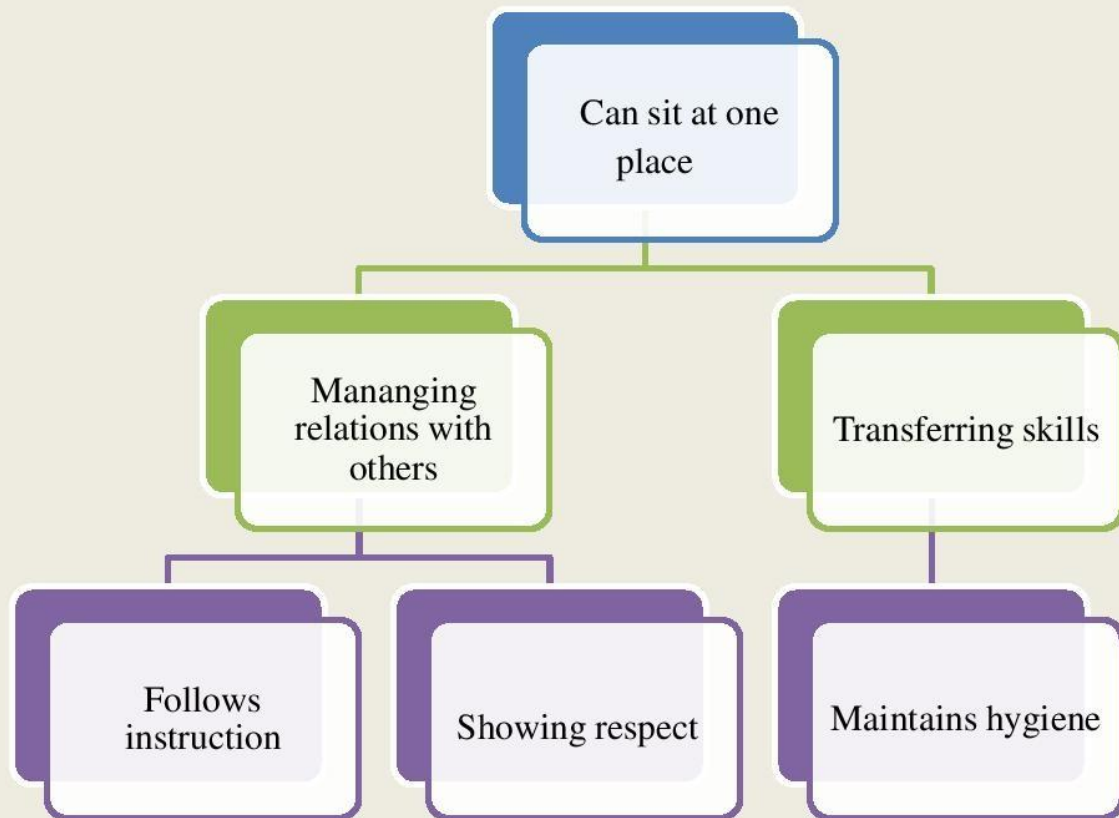


Taking the bag and keeping at a proper place

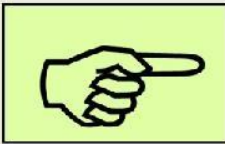


If you see, we started with classroom teaching and then slowly transition took place from classroom to garden

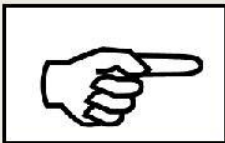
Work related skill behaviour



Independently performing the gardening activity



Innovatively putting plants in old tyre,



Innovation using an old tree for putting the plants

A Small sample study on the transition activity- Preparation of polybag nursery

Literature Review:

Kutty (1992) developed a series on the Job analysis and on the job training for persons with mental retardation (Preparation of polybag nursery, Vegetable garden and seed packets. The persons with mental retardation showed significant achievement in the skills.

Felix (1989,1993) through 3Cs approach created a model stating that Agriculture is a form of self-expression and also can improve the functional skills of person with mental retardation.

Methodology:

It was a case study method, where in four (n= 4) students in the age group 14- 16 years who were attending Respite Care Centre services at NIEPMD were taken.

Various methods are used in the preparation of nursery, but the preparation of polybag nursery is taken due to the simple tasks involved, because of the simple task the achievement level is also high and there will be less of frustration among students with Multiple Disabilities. Systematic training will definitely improve the skills and can be taken as a vocational activity.

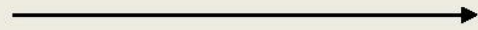
Result: The task analysis of the activity of the preparation of the polybag nursery showed that all the four students taught improved from 0%, to 22.2%, 33.3%, 44.4% and 33.3% respectively. Similarly, the work related skills and work behavior also improved significantly from 0% to 12.5%, 62.5%, 50% and 25% respectively

Example of another task analysis- Ceramic mug sublimation printing

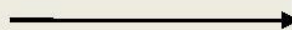
Materials needed

(Safety measures like gloves etc. to be used)

Ceramic Mugs



Sublimation printing machine



Dye sub ink



Heat resistant Tape



Sublimation transfer paper



Scissors



TASK ANALYSIS

Classroom teaching of the activities related to ceramic mug sublimation printing

Select the ordered product for sublimation



Stick the printed paper with the glue tape
Over the ordered product



Fix correct position of particular product in the mould



Connect the wire in the plug point



Set correct temperature and time



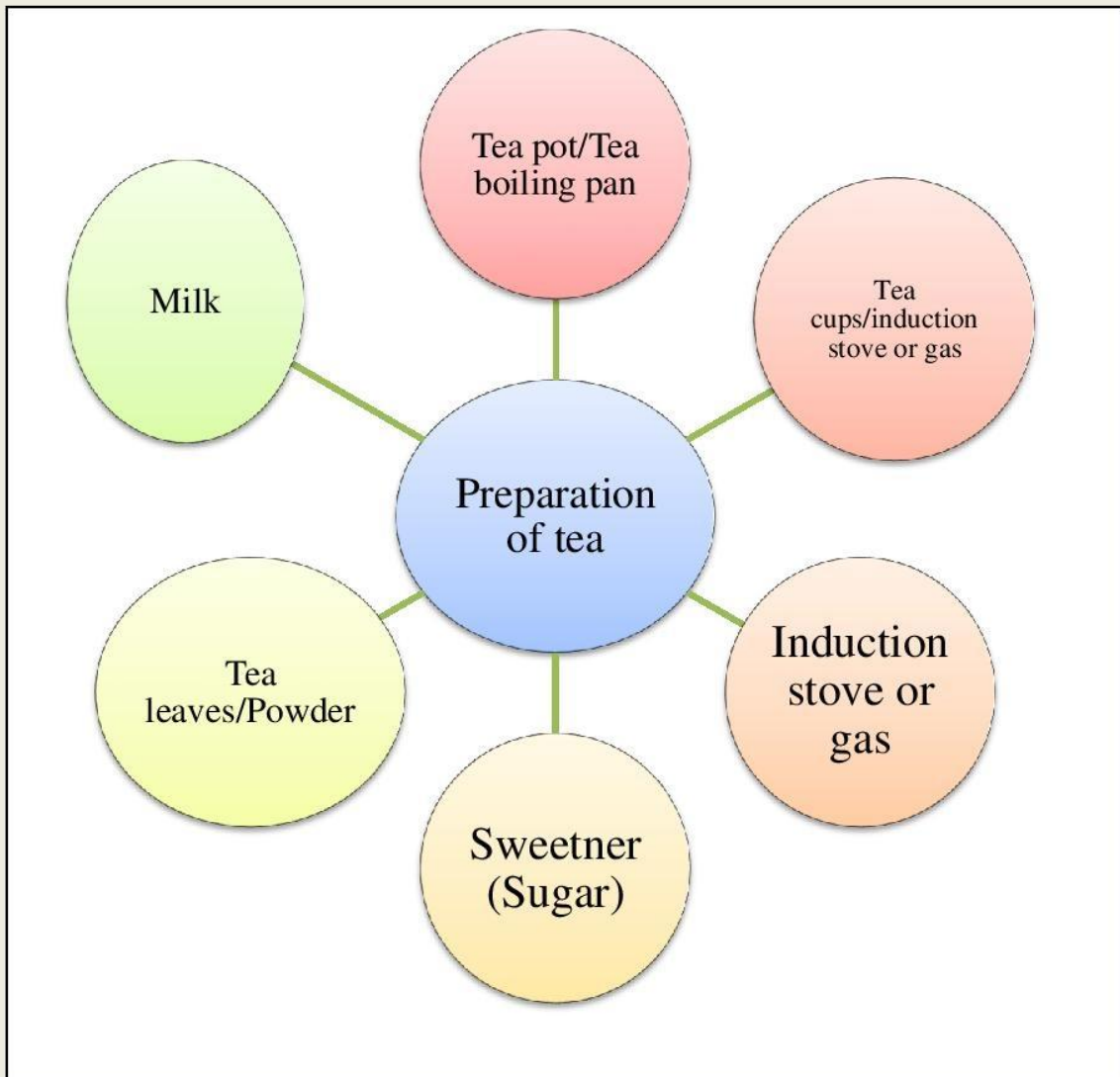
Remove the product carefully



Important: Safety skills like hand gloves, sharp objects etc. to be handled under supervision

Example of another task analysis - Preparation of tea (Most of us like to drink anytime, since it is a beverage hence we will just see the flow chart of the same activity)

Materials needed



Always take safety precautions, since it is going to be boiled on a gas burner, handling should be done carefully and under supervision

TASK ANALYSIS



Connecting the stove to the electricity



Keeping the pan on the induction stove

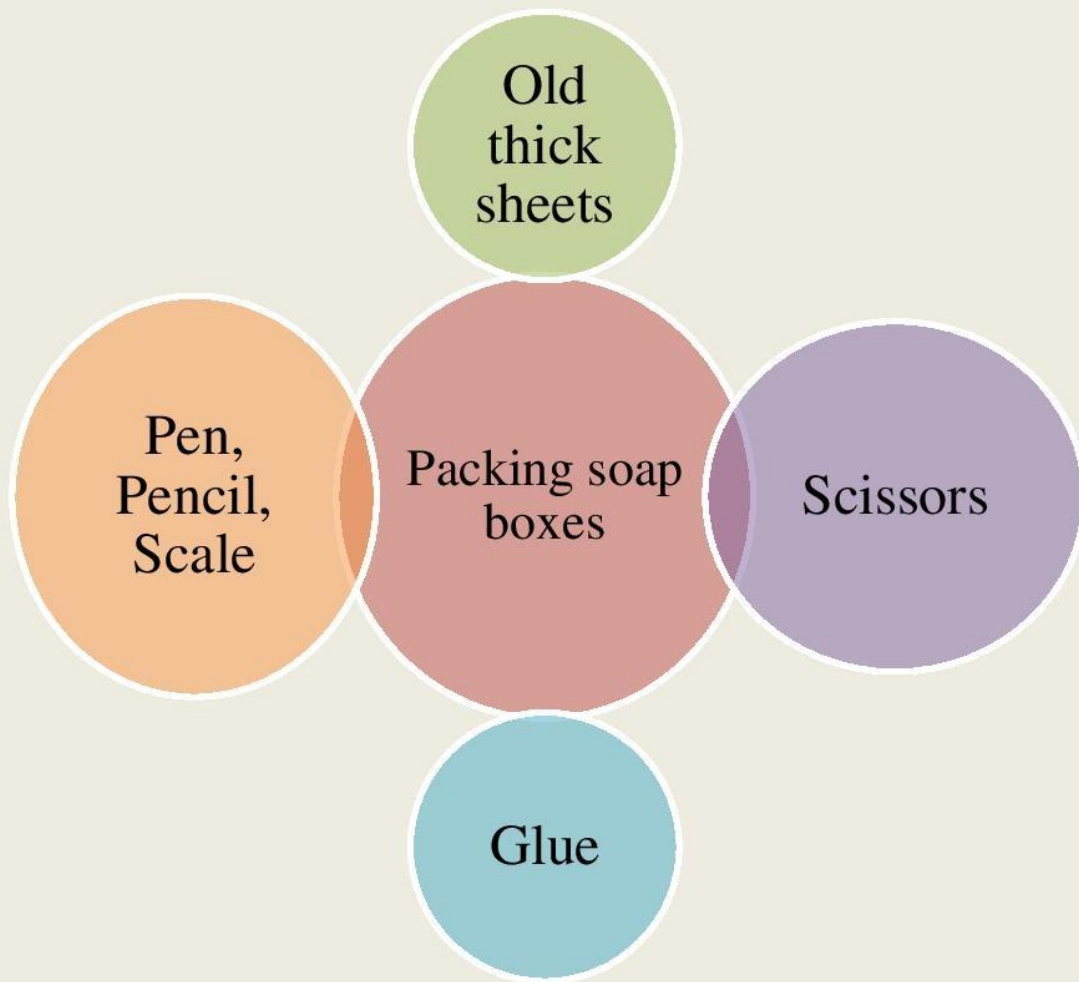


Adjusting the temperature of the stove

Other tasks related to putting tea leaves, sugar and milk performed independently

Example of another task analysis- Packing soap boxes

Materials needed



In classroom the student will be taught on how to do packing, and then transitioned from classroom to simulated work environment

Task analysis



Unwrapping the soap box



Marking the border of the sheet



Cutting alongside the border



Pasting on the sides

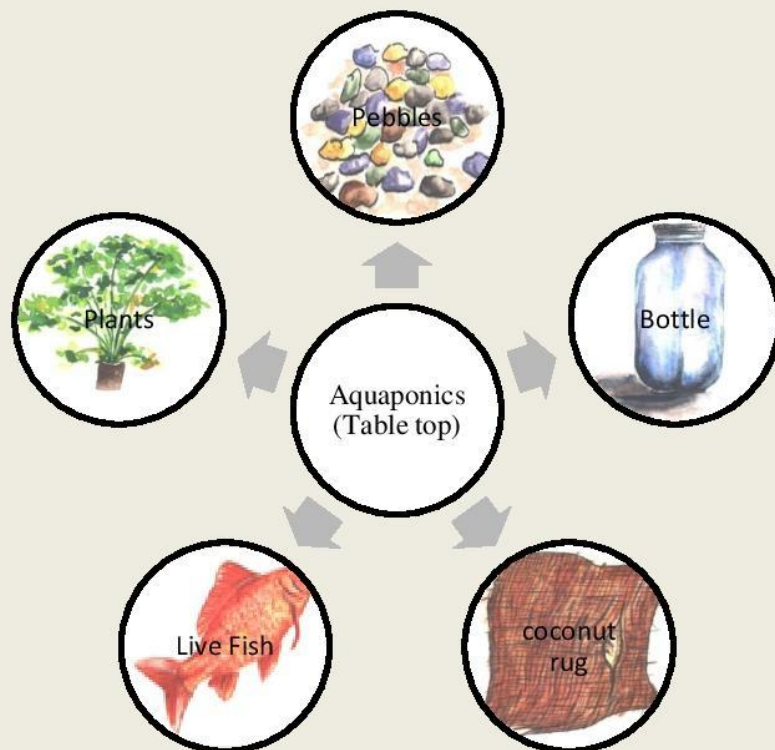


Closing the sides to make a box

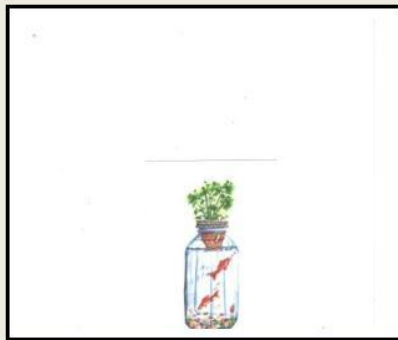
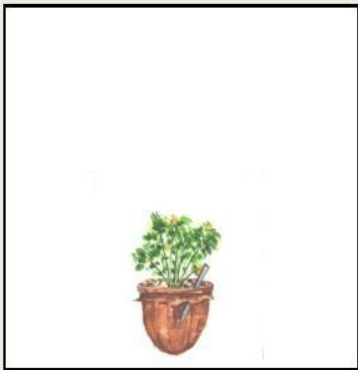
Example of another task analysis- Aquaponics (Table Top)

Aquaponics is now a days gaining popularity, because of the dual nature. The fishes in the bowl or bottle feeds on the plants and the plants get manure and water

The teacher can take the class and demonstrate and then the students can be transitioned to build Aquaponics (Small, table top)

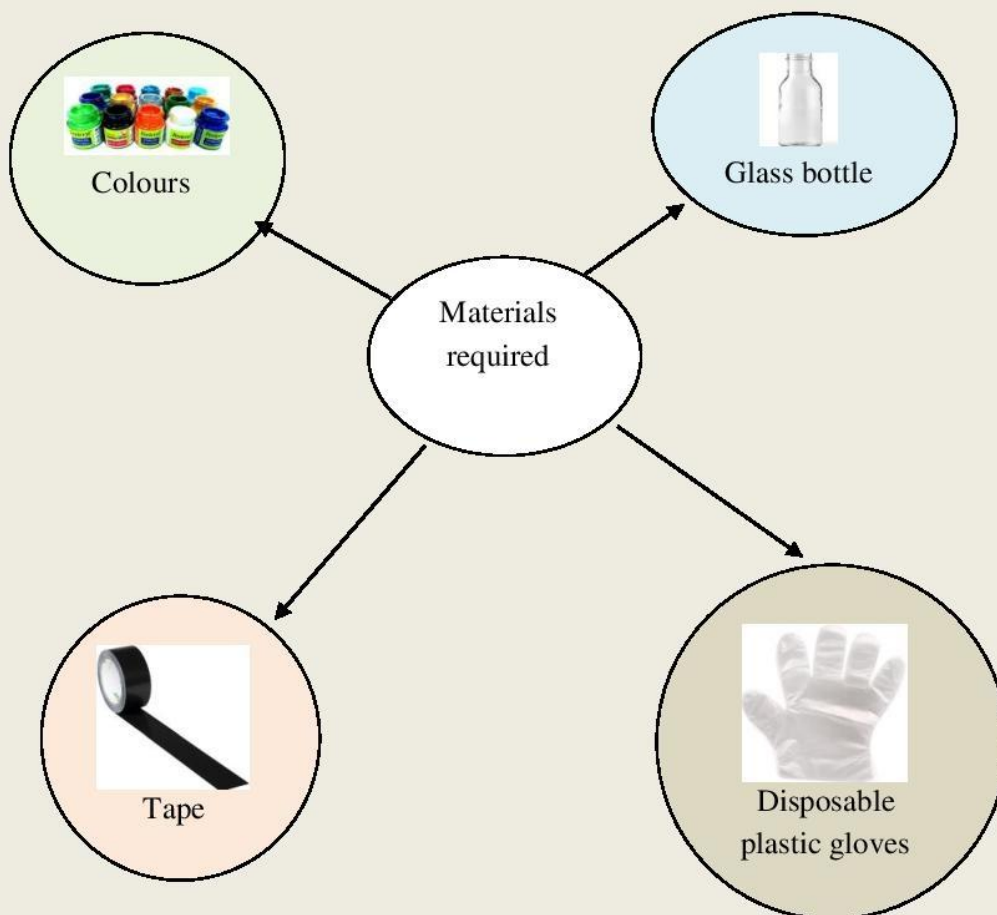


Finished aquaponics product,
how does it look like?



Example of another task analysis- Decorating Bottles

Now a days there are many states in our country that has banned the use of plastics and plastic bottles. Here in this activity we have taken glass bottles which are thrown away in garbage and made something decorative for use at home.



TASKS ANALYSIS



EXAMPLE OF ONE MORE TASK- DECORATING CLAY POTS

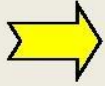
Materials Needed



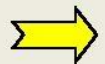
TASKS ANALYSIS



TESTIMONY



A microcephaly girl aged 14 years diagnosed with Mild Intellectual Disability along with congenital heart disease was given intervention in the conventional mode by special educators, Speech Therapists. She was then given training as per SAST curriculum on transition on the four areas of functionally relevant Academic skills, ADL skills, Interpersonal skills and self-engagement skills. She showed significant progress in interpersonal skills.



On similar lines a boy aged 14 years diagnosed as having Intellectual disability along with Autism was also given training based on the curriculum designed according to this manual. He showed reduced problem behaviours and improvised social skills.



Some more students with multiple disabilities or having associated conditions were intervened using the curriculum. The picture shown in the next page shows the happiness when they move out for a trip.



Bonding



Reaching new heights



Enjoying the touch

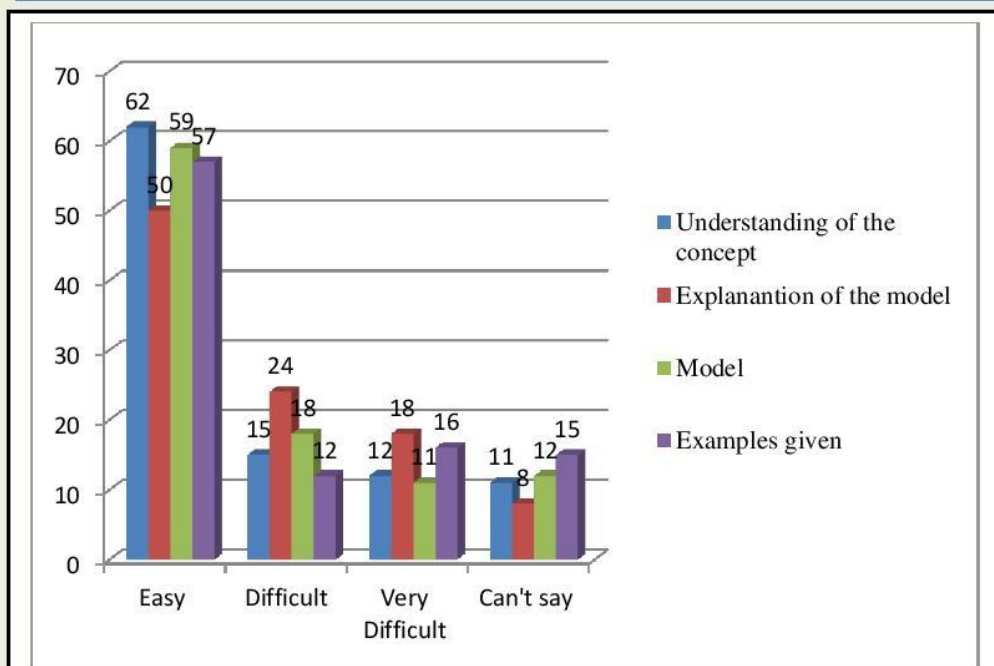


It's really a great feeling to be with students

FEEDBACK

To get the feedback, the following RR Transition Model was introduced in the Continuous Rehabilitation Programmes (CRE's) planned across. The title for the CRE programme was **Understanding Transition in the Life of Persons with Disabilities across Life span, Infant, Children and Adolescent**. These CRE's are meant for Special Educators working with children having disabilities in various set up. Each CRE consisted of 30 participants.

S. No	Place	Target Group	No of Participants	Date
1	Punjab	Special Educators	30	26 th to 30 th September 2018
2	Gorakhpur	Special Educators	30	8 th to 12 th October 2018
3	Rajasthan	Special Educators	30	21 st to 25 th October 2018
4	Kerala	Special Educators	30	17 th to 21 st November 2018



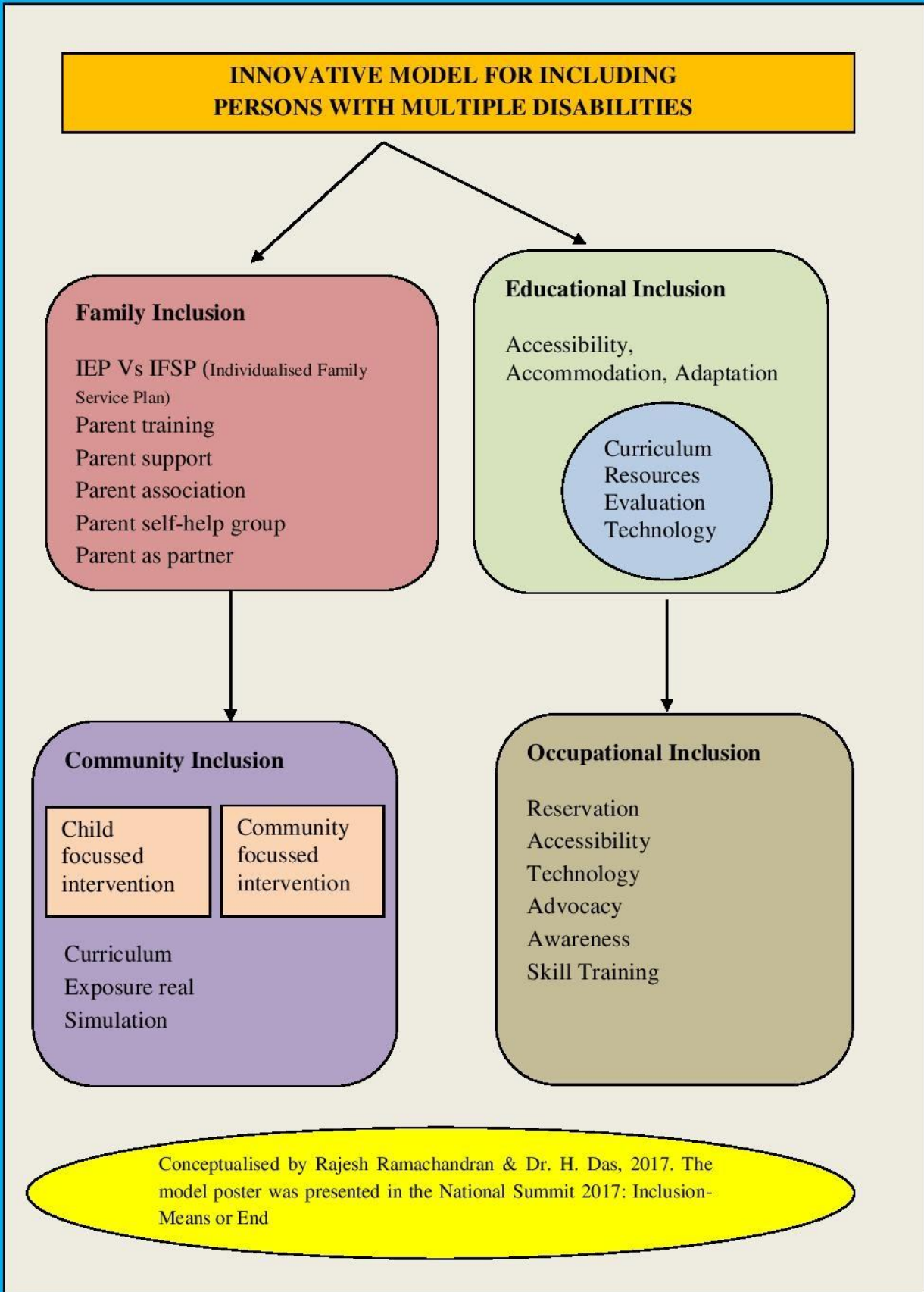
CONSULTATION MEETING AND EXPLANATION TO PARENTS



Presentation and Discussion regarding the Transition Model developed under the Reeta Peshawaria Menon Fellowship Award 2018 on 2.11.2018 during the meeting of model curriculum development at NIEPMD



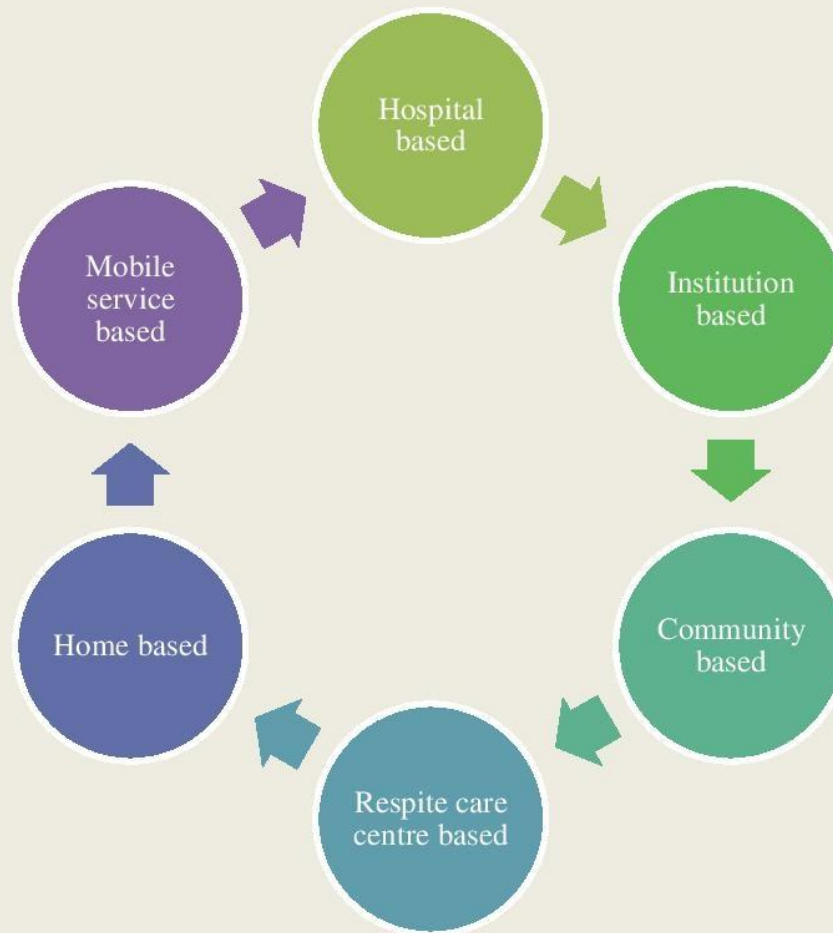
Presentation on the Transition model being developed under Reeta Peshawaria Menon Fellowship Award 2018 on 30th November under the programme on SIPDA for Parents



NATIONAL INSTITUTES (For Persons with Disabilities)

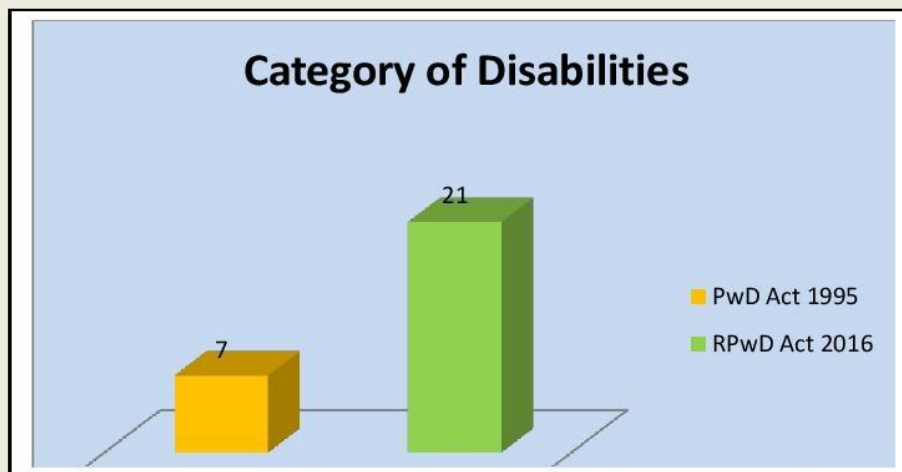
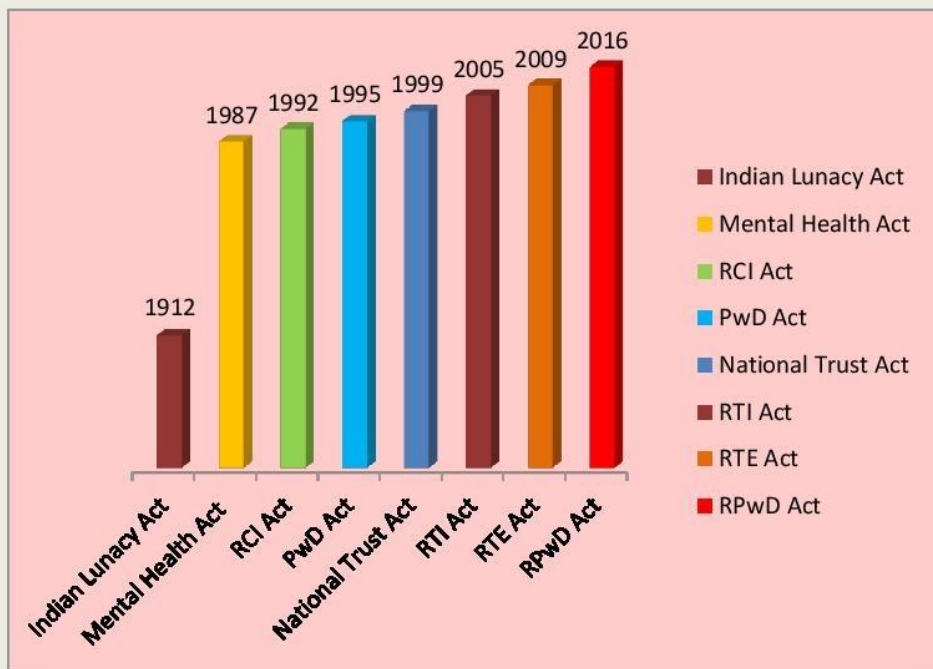


SERVICE DELIVERY MODEL FOR PERSONS WITH MULTIPLE DISABILITIES



Neeradha, Chandramohan, Balabaskar Kuppuswamy & Rajesh Ramachandran, 2008

INDIA'S ACTS



Most of the categories of disabilities are included in the new act



The Rights of Persons with Disabilities Act 2016 (RPwD)

Before the year 2017, Department of Empowerment of Persons with Disabilities, Ministry of Social Justice & Empowerment, Govt. of India brought out the act, which in turn paved way for 21 categories of disabilities. Let's see the 21 categories of Disabilities

Blindness	Autism Spectrum Disorder
Low Vision	Cerebral Palsy
Leprosy cured person	Muscular Dystrophy
Hearing Impairment	Chronic Neurological conditions
Locomotor Disability	Specific Learning Disabilities
Dwarfism	Multiple Sclerosis
Intellectual Disability	Speech and Language Disability
Mental Illness	Thalassaemia
Haemophilia	Sickle Cell Disease
Multiple Disabilities Including Deafblindness	Acid attack survivors
Parkinson's disease	



CERTIFICATION

Certifying Authority for the issue of disability certificate- The Tamil Nadu Government Gazette Extraordinary

TABLE 1

S. No	Specified disability Medical authority for the purpose of the issue of disability certificate		Certifying authority to issue certificate of disability
2	Multiple Disability	District Hospital/ Other Hospitals /Institutions run by State Govt. or Statutory Local bodies having relevant medical specialist and testing facilities	Medical Board consisting of three members of whom one will be specialist dealing with relevant disabilities

TABLE 2

S. NO	Category	Specialist
14	Multiple Disabilities including Deafblindness	Medical Board consisting of three members of whom one will be specialist dealing with relevant disabilities

The Gazette of India Extraordinary Part-II Sec 3 (ii) page no 106

Guidelines for assessment of Persons with Multiple Disabilities

40.2.1 The guideline used for every single disability shall be used for assessment of each disability of a person having multiple disability in the first instance.

40.2.2 Subsequently in order to arrive at the total percentage of multiple disabilities, the combined formula $\frac{a+b(90-a)}{90}$

Where as “a” will be the higher score and

“b” will be the lower score

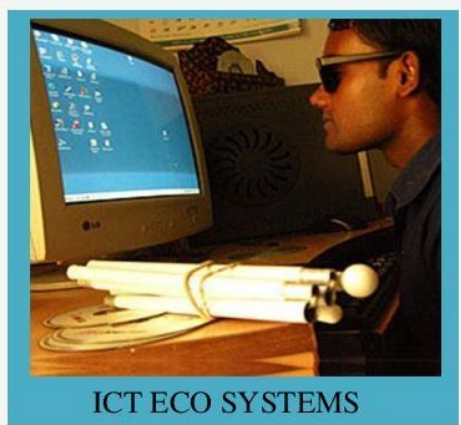
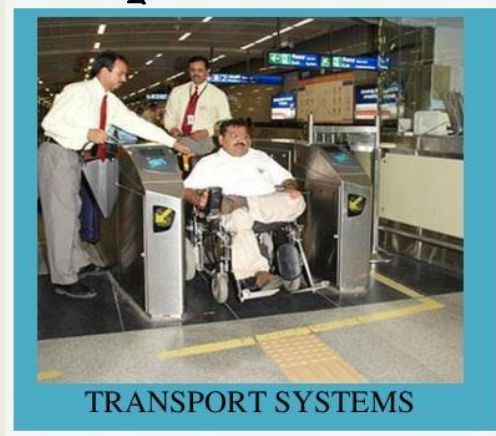
40.2.3 For certifying more than two disabilities, each disability will be evaluated and the degree of disability will be calculated by the notified specialists in the area. Based on the score received for each disability, they will be graded from the most severe to the least severe.

The formula $\frac{a+b(90-a)}{90}$

Will be successively applied to subsequent disability till the last disability is covered. The calculation is subject to maximum of 100%

CAMPAIGN BY GOVT. OF INDIA

Department of Empowerment of Persons with Disabilities (Divyangjan) has launched a nationwide Accessible India Campaign for achieving universal accessibility for PwDs



CONVERGENCE



Skill Council for Persons with Disability (SCPwD)

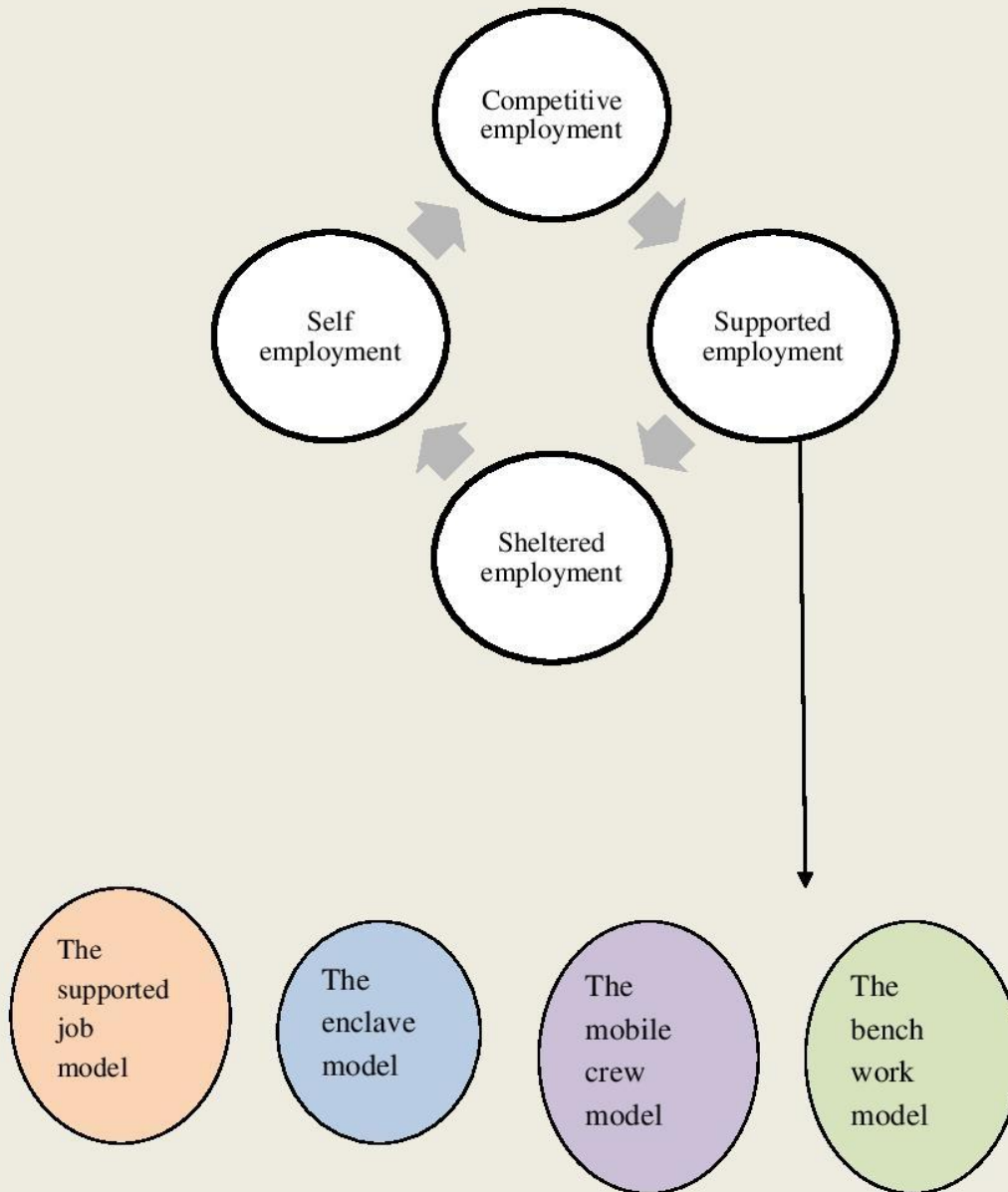
Ministry of Skill Development and Entrepreneurship & Ministry of Social Justice & Empowerment, Govt. of India

Promoted by Confederation of Indian Industry (CII)

Objectives of SCPwD

1. Reduce skill gaps and shortages
2. Improve learning supply
3. Improve productivity
4. Create vibrant labour market information system
5. Increase opportunities for all individuals in the workforce

EMPLOYMENT MODELS



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Image

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FEEDBACK FROM PROFESSIONALS & HEAD OF INSTITUTION

Dear Rajesh: *I would like to start by congratulating you on choosing a very relevant topic in the field of multiple disabilities and coming up with an excellent resource suitable to all types of readers. In my over 23 years of experience working with families with multiple disabilities, I have come across with families with multiple disabilities that are not aware of the importance of transition and preparing themselves and the differently abled individual for an effective transition. Transitions are very difficult for most individuals with multiple disabilities and sometimes caregivers fail to understand that planning for transitions is very critical. Your well-illustrated, highly captivating and very informational manual which is written in simple and language is an excellent source of creating the necessary awareness on the need for an effective transition of students with multiple disabilities. There is a good balance of relevant information in your extremely well thought out and planned manual. I think it is a very useful resource for parents, caregivers and professionals as well. Great effort Rajesh and all the very best to you.*

Simmi Santha, MA, MPhil, BCBA

Clinical Supervisor & Supervising Therapist, Skill Enablers Inc.

38 Smye Crt, Brampton, ON L6X 4B2

(Recipient of Reeta Peshawaria- Menon Fellowship Award 2014)

Dear Rajesh: *I congratulate you for coming up with this much needed manual on Transition planning. I find this is an important tool for families and professionals who are looking at successful transition of students with multiple disabilities from school to adult life. From your manual, I have gathered that it is important to remember that transition planning begins with IEP when the student begins his teenage. I am glad to see that you have propagated transition as a part of IEP and not stand alone plan. You have used grassroot level examples very well to share that transition continues until the student exits from the school. In conclusion, I would like to applaud you for bringing clarity on issue of transition planning to be seen as process which involves the student, family, school staff and others identified by the IEP team. Keep up the great work.*

Akhil S Paul

Director & Founder Member of Sense International India,

Vastrapur, Ahmedabad

(Recipient of HSBC- Indo British Award-2003 for outstanding services to deafblind people in India)

Dear Rajesh: *This manual I find very simple, comprehensive, appropriate and intuitive. Having two decades of time in this field, I find the manual is in its right time and benefit not only the teacher trainees, parents, faculties but also the generations ahead going to join the field. No doubt that this manual is going to be the reference for the policy makers (NSDC) to follow the model. I wish you all the best.*

Dr. Mousimi Bhaumik

Academic Co-ordinator/HOD

Lecturer in Special Education (Global Disability)

NIEPID- RC Noida

(Recipient of Reeta Peshawaria- Menon Fellowship Award 2019)

Dear Rajesh: *I must congratulate you for preparing this manual on Effective Transition for Students with Multiple Disabilities. It is a very user friendly manual. The writing style is simple and illustrations are good which make the manual visually attractive and easy to comprehend. Most special schools do not plan anything for the child with disability after school years. Parents too worry what can be done to keep their child productively occupied after finishing school. The transition to adult independent life poses a very challenging question. This manual educates both parents and teachers about various skills that persons with multiple disabilities with even multiple disabilities can be trained for. The model of transition explained in this manual is statistically validated which makes it all the more credible. I am sure many parents and teachers will get a lot of useful tips from here. Continue the good work... .. God Bless!*

Dr. Sujata Bhan

Professor and Head

Dept. of Special Education, SNDT Women's University

Juhu Campus, Mumbai

Hi Rajesh: *Your manual Effective Transition for Students with Multiple Disabilities is a tool for anyone in the determined community-parents, professionals and community members alike. The manual is easy to navigate, highly understandable and offers a range of guidance, Readers will be able to use knowledge found in the tool to encourage successful transition from childhood to young adult independence. Best wishes.*

Siva Poongavanam

(D.Ed. (ASD), B. Ed SE (MD), MSW, M. S Ed. (University of Birmingham, UK)

Behaviour Therapist

The New England Centre for Children- Abu Dhabi

Abu Dhabi, United Arab Emirates

P.O. Box 112923

Dear Rajesh: *I am so happy to see your manual on Effective Transition for Students with Multiple Disabilities. The way you have designed the manual is quite interesting. This manual looks more like a graphical presentation of your ideas and thoughts on transition. The examples used by you is very practical and indeed can be a ready reckoner for special educators. I am also happy to see that the scale which you developed is reliable and valid. Good work, keep it up. Best regards*

Ravinder Dassarapu

Special Education Teacher for Emotional Behaviour Disorder

2045 Henderson way, Lawrenceville, GA, USA

28 February, 2019-02-28

This manual "Effective Transition for Students with Multiple Disabilities" written by Mr Rajesh Ramachandran clearly, correctly and cogently reviews of main elements of providing instruction in basic skills for persons with multiple disabilities. This brief Manual correspondingly serves as both a beginning service, and for those already trained or for those who are receiving training in this realm.

Best regards,

Ajay Singh, PhD, FRSM, FRSPH, FAACPDM

Associate Editor, International Journal of Disability, Development and Education

Disability Expert, Academic Council on the United Nations (UN) System Chair,

Academic Assessment Committee, Eastern New Mexico University Visiting

Professor, Amity Institute of Rehabilitation Sciences, Amity University

Co-Chair, Special Education SIG, Society for Information Technology and Teacher Education (SITE)

Member (Elected) American Academy of Neurology

Member, American Academy of Paediatrics

Dear Rajesh: *The illustrated manual "Effective Transition for students with multiple disabilities" is an excellent, unique and innovative piece of knowledge. It adds to the existing literature on transition and will serve as an important resource book for disability rehabilitation fraternity. The book contains very essential aspects of transition in general and person with multiple disability in specific which will facilitate the present day special educator for a better understanding and help the parents of person with disability in developing effective partnership in the rehabilitation process. My hearty congratulations to you and best wishes for your future endeavours.*

Prof (Dr.) Jayanti Pujari

Dean, Faculty of Rehabilitation Sciences,

Professor & Director

Amity Institute of Rehabilitation Sciences

C Block, 4th Floor, Amity University, Uttar Pradesh, Noida

CONSENT FORM

Consent for Identifiable Photographs and Personal information

I Rajesh Ramachandran working as a Rehabilitation Officer and recipient of Reeta Peshawaria-Menon Fellowship Award for the year 2018. My manual which is selected for the fellowship is “Effective Transition for Students with Multiple Disabilities-A Model, for which I require to use some of the photos and personal information in print as well as in other media. I will protect the sources of information gathered from interviews, focus groups, document scrutiny, observations and other data collection methods.

Data collected as part of the research process will be securely maintained and will be accessible only to the researchers engaged in this project. I will report the procedures, results and analysis of the research accurately, and in sufficient detail to allow all interested stakeholders to understand and interpret them. I will also inform the parents/guardians of any intention to publish findings from the research through journals, books, or any other publication.

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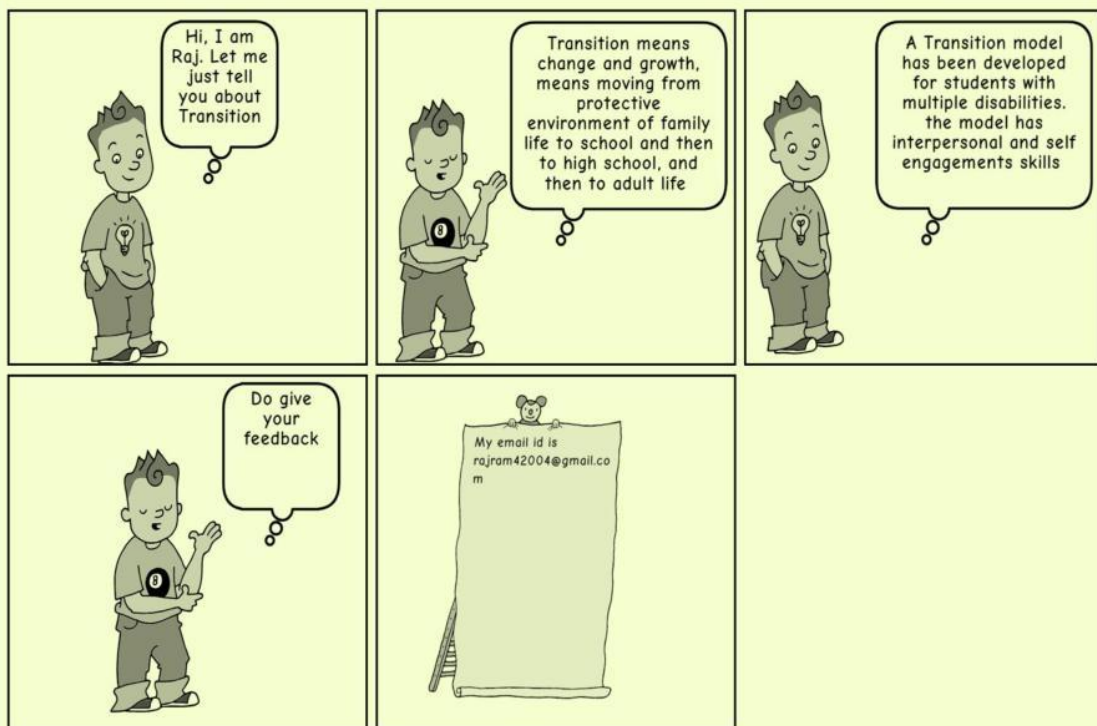


Mr. Rajesh Ramachandran, author of this manual completed his BMR, B. Ed (SE), M.A (Socio), M.A. (CCE), MSW and M. Ed (SE) and is pursuing PhD in Special Education. Currently he is working as a Rehabilitation Officer in Services & Programmes Unit of NIEPMD, Chennai.

He has been actively involved in manpower development and in developing service protocols for persons with intellectual disabilities and multiple disabilities. His contribution can be counted as bringing services & programmes for persons with disabilities and also carrying out studies related to Transdisciplinary models for persons with disabilities.

Mr. Rajesh Ramachandran has received numerous accolades for his services to Persons with Disabilities. This manual is supported by the Reeta Peshwaria-Menon Fellowship instituted by the India Vision Foundation, New Delhi which he received for the year 2018-19

Simple Understanding through comic strip conversation



This comic was created at www.MakeBeliefsComix.com. Go there and make one now!



SAST- STATISTICAL ANALYSIS

Effective Transition for Students with Multiple Disabilities



A supplementary booklet

MARCH 12, 2019
RAJESH RAMACHANDRAN
Chennai

STATISTICAL ANALYSIS OF THE SCALE-SAST

(Scale for assessing skills with
regard to transition)

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Table 1
Pre-test results of functionally relevant academic skills
Descriptive Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Item 1	20	3.6000	1.14248	.25547
Item 2	20	1.8000	1.00525	.22478
Item 3	20	3.0000	1.83533	.41039
Item 4	20	3.4000	1.53554	.34336
Item 5	20	2.6000	2.01050	.44956
Item 6	20	2.2000	1.64157	.36707
Item 7	20	3.8000	1.64157	.36707
Item 8	20	3.8000	1.64157	.36707
Item 9	20	4.2000	1.28145	.28654
Item 10	20	3.6000	1.84676	.41295
Item 11	20	2.4000	1.78885	.40000
Item 12	20	4.3000	1.03110	.23056
item 13	20	4.1000	1.33377	.29824
item 14	20	3.4000	1.46539	.32767
item 15	20	2.9000	1.80351	.40328
item 16	20	3.8000	1.28145	.28654
item 17	20	4.3000	1.45458	.32525
item 18	20	1.2000	.61559	.13765
item 19	20	1.1000	.30779	.06882
item 20	20	2.5000	1.14708	.25649
item 21	20	2.1000	1.25237	.28004
item 22	20	1.2000	.61559	.13765
item 23	20	1.2000	.61559	.13765
item 24	20	1.2000	.61559	.13765
item 25	20	1.8000	1.28145	.28654
item 26	20	1.2000	.61559	.13765
item 27	20	1.6000	.94032	.21026

Table 1.1
Functionally relevant Academic skill (One sample t test values)

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 1	14.092	19	.000	3.60000	3.0653	4.1347
Item 2	8.008	19	.000	1.80000	1.3295	2.2705
Item 3	7.310	19	.000	3.00000	2.1410	3.8590
Item 4	9.902	19	.000	3.40000	2.6813	4.1187
Item 5	5.783	19	.000	2.60000	1.6591	3.5409
Item 6	5.993	19	.000	2.20000	1.4317	2.9683
Item 7	10.352	19	.000	3.80000	3.0317	4.5683
Item 8	10.352	19	.000	3.80000	3.0317	4.5683
Item 9	14.658	19	.000	4.20000	3.6003	4.7997
Item10	8.718	19	.000	3.60000	2.7357	4.4643
Item 11	6.000	19	.000	2.40000	1.5628	3.2372
Item 12	18.650	19	.000	4.30000	3.8174	4.7826
Item 13	13.747	19	.000	4.10000	3.4758	4.7242
Item 14	10.376	19	.000	3.40000	2.7142	4.0858
Item 15	7.191	19	.000	2.90000	2.0559	3.7441
Item 16	13.262	19	.000	3.80000	3.2003	4.3997
Item 17	13.220	19	.000	4.30000	3.6192	4.9808
Item 18	8.718	19	.000	1.20000	.9119	1.4881
Item 19	15.983	19	.000	1.10000	.9559	1.2441
Item 20	9.747	19	.000	2.50000	1.9632	3.0368
Item 21	7.499	19	.000	2.10000	1.5139	2.6861
Item 22	8.718	19	.000	1.20000	.9119	1.4881
Item 23	8.718	19	.000	1.20000	.9119	1.4881
Item 24	8.718	19	.000	1.20000	.9119	1.4881
Item 25	6.282	19	.000	1.80000	1.2003	2.3997
Item 26	8.718	19	.000	1.20000	.9119	1.4881
Item 27	7.610	19	.000	1.60000	1.1599	2.0401

Table 2
Pre test results of Functionally relevant ADL: (Activities of Daily Living)

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
Item 1	20	44.00	4.4000	.84327
Item 2	20	38.00	3.8000	1.68655
Item 3	20	42.00	4.2000	1.39841
Item 4	20	46.00	4.6000	.84327
Item 5	20	42.00	4.2000	1.39841
Item 6	20	36.00	3.6000	1.17379
Item 7	20	26.00	2.6000	1.50555
Item 8	20	20.00	2.0000	1.82574
Item 9	20	37.00	3.7000	1.49443
Item 10	20	34.00	3.4000	1.42984
Item 11	20	16.00	1.6000	1.26491
Item 12	20	20.00	2.0000	1.63299
Item 13	20	50.00	5.0000	.00000
Item 14	20	47.00	4.7000	.94868
Item 15	20	32.00	3.2000	1.22927
Item 16	20	23.00	2.3000	1.70294
Item 17	20	36.00	3.6000	1.57762
Item 18	20	16.00	1.6000	1.83787
Item 19	20	10.00	1.0000	1.15470
Item 20	20	17.00	1.7000	2.11082
Item 21	20	47.00	4.7000	.67495
Item 22	20	42.00	4.2000	1.68655
Item 23	20	18.00	1.8000	1.22927
Item 24	20	24.00	2.4000	1.57762
Valid N (listwise)	20			

Table 2.1
Pre test results of functionally relevant ADL skill (One sample t test values)

One-Sample Test						
	Test Value = 0					
	t	Df	Sig. (2-Tailed)	Mean Difference	95% Confidence Interval Of The Difference	
					Lower	Upper
Item 1	23.974	19	.000	4.40000	4.0159	4.7841
Item 2	10.352	19	.000	3.80000	3.0317	4.5683
Item 3	13.800	19	.000	4.20000	3.5630	4.8370
Item 4	25.064	19	.000	4.60000	4.2159	4.9841
Item 5	13.800	19	.000	4.20000	3.5630	4.8370
Item 6	14.092	19	.000	3.60000	3.0653	4.1347
Item 7	7.935	19	.000	2.60000	1.9142	3.2858
Item 8	5.033	19	.000	2.00000	1.1683	2.8317
Item 9	11.376	19	.000	3.70000	3.0192	4.3808
Item 10	10.926	19	.000	3.40000	2.7487	4.0513
Item 11	5.812	19	.000	1.60000	1.0238	2.1762
Item 12	5.627	19	.000	2.00000	1.2561	2.7439
Item 14	22.763	19	.000	4.70000	4.2678	5.1322
Item 15	11.961	19	.000	3.20000	2.6400	3.7600
Item 16	6.206	19	.000	2.30000	1.5243	3.0757
Item 17	10.485	19	.000	3.60000	2.8813	4.3187
Item 18	4.000	19	.001	1.60000	.7628	2.4372
Item 19	3.979	19	.001	1.00000	.4740	1.5260
Item 20	3.700	19	.002	1.70000	.7385	2.6615
Item 21	31.995	19	.000	4.70000	4.3925	5.0075
Item 22	11.442	19	.000	4.20000	3.4317	4.9683
Item 23	6.728	19	.000	1.80000	1.2400	2.3600
Item 24	6.990	19	.000	2.40000	1.6813	3.1187

Table 3
Pre-test results of functionally relevant Interpersonal Skills:

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
Item1	20	36.00	1.8000	1.19649
Item 2	20	64.00	3.2000	1.50787
Item 3	20	52.00	2.6000	.82078
Item 4	20	88.00	4.4000	.82078
Item 5	20	96.00	4.8000	.41039
Item 6	20	64.00	3.2000	1.36111
Item 7	20	76.00	3.8000	.76777
Item 8	20	84.00	4.2000	1.19649
Item 9	20	200.00	10.0000	11.80544
item10	20	80.00	4.0000	.91766
item 11	20	64.00	3.2000	1.36111
item 12	20	88.00	4.4000	1.23117
item 13	20	88.00	4.4000	1.23117
Valid N (listwise)	20			

Table 3.1**Pre-test results of functionally relevant Interpersonal Skills (One sample t test values)**

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item1	6.728	19	.000	1.80000	1.2400	2.3600
Item 2	9.491	19	.000	3.20000	2.4943	3.9057
Item 3	14.166	19	.000	2.60000	2.2159	2.9841
Item 4	23.974	19	.000	4.40000	4.0159	4.7841
Item 5	52.307	19	.000	4.80000	4.6079	4.9921
Item 6	10.514	19	.000	3.20000	2.5630	3.8370
Item 7	22.134	19	.000	3.80000	3.4407	4.1593
Item 8	15.698	19	.000	4.20000	3.6400	4.7600
Item 9	3.788	19	.001	10.00000	4.4749	15.5251
Item10	19.494	19	.000	4.00000	3.5705	4.4295
Item 11	10.514	19	.000	3.20000	2.5630	3.8370
Item 12	15.983	19	.000	4.40000	3.8238	4.9762
Item 13	15.983	19	.000	4.40000	3.8238	4.9762

Table 4**Pre-test results of functionally relevant Self-Engagement skills:**

Descriptive Statistics				
	N	Sum	Mean	Std. Deviation
Item 1	20	100.00	5.0000	.00000
Item 2	20	88.00	4.4000	.50262
Item 3	20	60.00	3.0000	.91766
Item 4	20	40.00	2.0000	.91766
Item 5	20	32.00	1.6000	.82078
Item 6	20	72.00	3.6000	1.04630
Item 7	20	64.00	3.2000	1.64157
Item 8	20	56.00	2.8000	1.88065
Item 9	20	72.00	3.6000	1.23117
Item 10	20	100.00	5.0000	.00000
Item 11	20	96.00	4.8000	.41039
Item 12	20	48.00	2.4000	1.53554
Item 13	20	44.00	2.2000	1.50787
Item 14	20	76.00	3.8000	.76777
Item 15	20	56.00	2.8000	1.64157
Item 16	20	72.00	3.6000	.50262
Valid N (Listwise)	20			

Table 4.1**Pre-test results of functionally relevant Self-Engagement skills (One sample t test values)**

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 1	39.149	19	.000	4.40000	4.1648	4.6352
Item 2	14.620	19	.000	3.00000	2.5705	3.4295
Item 3	9.747	19	.000	2.00000	1.5705	2.4295
Item 4	8.718	19	.000	1.60000	1.2159	1.9841
Item 5	15.387	19	.000	3.60000	3.1103	4.0897
Item 6	8.718	19	.000	3.20000	2.4317	3.9683
Item 7	6.658	19	.000	2.80000	1.9198	3.6802
Item 8	13.077	19	.000	3.60000	3.0238	4.1762
Item 9	52.307	19	.000	4.80000	4.6079	4.9921
Item 10	6.990	19	.000	2.40000	1.6813	3.1187
Item 11	6.525	19	.000	2.20000	1.4943	2.9057
Item 12	22.134	19	.000	3.80000	3.4407	4.1593
Item 13	7.628	19	.000	2.80000	2.0317	3.5683
Item 14	32.031	19	.000	3.60000	3.3648	3.8352

Table 5

PER -TEST OVER ALL FINDINGS

Domain	Mean (n=20)	SD	T value (Pre)
Functionally relevant academic skills	72.3	33.7	8.718
Functionally relevant ADL skills	76.3	32.2	7.935
Functionally relevant interpersonal skills	54.0	24.6	10.35
Functionally relevant self-engagement skills	53.8	15.3	8.718
Overall	256.4	105.8	

Table 6**Post test results of functionally relevant academic skills**

Descriptive Statistics			
	N	Mean	Std. Deviation
Item 1	20	4.3000	.65695
Item 2	20	3.1500	.67082
Item 3	20	3.9500	.88704
Item 4	20	4.0000	1.07606
Item 5	20	3.5500	1.27630
Item 6	20	2.9500	1.27630
Item 7	20	4.3000	1.08094
Item 8	20	4.4000	.82078
Item 9	20	4.5500	.88704
Item 10	20	4.1000	1.25237
Item 11	20	3.2000	1.19649
Item 12	20	4.6000	.68056
Item 13	20	4.6500	.58714
Item 14	20	3.8500	1.13671
Item 15	20	3.5000	1.31789
Item 16	20	3.6500	1.26803
Item 17	20	4.6000	.82078
Item 18	20	2.3500	.48936
Item 19	20	2.5000	.51299
Item 20	20	3.4000	.82078
Item 21	20	3.4500	.99868
Item 22	20	2.6500	.58714
Item 23	20	2.6500	.67082
Item 24	20	2.4500	.60481
Item 25	20	3.1000	1.07115
Item 26	20	2.5500	.68633
Item 27	20	2.5000	.76089
Valid N (listwise)	20		

Table 6.1

Post-test results of functionally relevant academic skills (One sample t test values)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 1	29.272	19	.000	4.30000	3.9925	4.6075
Item 2	21.000	19	.000	3.15000	2.8360	3.4640
Item 3	19.914	19	.000	3.95000	3.5349	4.3651
Item 4	16.624	19	.000	4.00000	3.4964	4.5036
Item 5	12.439	19	.000	3.55000	2.9527	4.1473
Item 6	10.337	19	.000	2.95000	2.3527	3.5473
Item 7	17.790	19	.000	4.30000	3.7941	4.8059
Item 8	23.974	19	.000	4.40000	4.0159	4.7841
Item 9	22.939	19	.000	4.55000	4.1349	4.9651
Item 10	14.641	19	.000	4.10000	3.5139	4.6861
Item 11	11.961	19	.000	3.20000	2.6400	3.7600
Item 12	30.228	19	.000	4.60000	4.2815	4.9185
Item 13	35.418	19	.000	4.65000	4.3752	4.9248
Item 14	15.147	19	.000	3.85000	3.3180	4.3820
Item 15	11.877	19	.000	3.50000	2.8832	4.1168
Item 16	12.873	19	.000	3.65000	3.0565	4.2435
Item 17	25.064	19	.000	4.60000	4.2159	4.9841
Item 18	21.476	19	.000	2.35000	2.1210	2.5790
Item 19	21.794	19	.000	2.50000	2.2599	2.7401
Item 20	18.525	19	.000	3.40000	3.0159	3.7841
Item 21	15.449	19	.000	3.45000	2.9826	3.9174
Item 22	20.184	19	.000	2.65000	2.3752	2.9248
Item 23	17.667	19	.000	2.65000	2.3360	2.9640
Item 24	18.116	19	.000	2.45000	2.1669	2.7331
Item 25	12.943	19	.000	3.10000	2.5987	3.6013
Item 26	16.616	19	.000	2.55000	2.2288	2.8712
Item 27	14.694	19	.000	2.50000	2.1439	2.8561

Commented [WU1]:

Table 7
Post test results of functionally relevant ADL skills

Descriptive Statistics			
	N	Mean	Std. Deviation
Item 1	20	4.8000	.41039
Item 2	20	4.3500	1.03999
Item 3	20	4.6500	.58714
Item 4	20	4.8000	.41039
Item 5	20	4.6000	.68056
Item 6	20	4.3500	.93330
Item 7	20	3.5000	.82717
Item 8	20	2.7000	.92338
Item 9	20	4.3500	.93330
Item 10	20	3.9000	1.25237
Item 11	20	2.8500	.87509
Item 12	20	3.1000	1.11921
Item 13	20	5.0000	.00000
Item 14	20	4.7000	.92338
Item 15	20	4.0500	1.05006
Item 16	20	3.7500	.91047
Item 17	20	4.4500	.75915
Item 18	20	3.8000	.76777
Item 19	20	2.7500	.85070
Item 20	20	3.5500	1.23438
Item 21	20	4.7000	.65695
Item 22	20	4.4000	1.23117
Item 23	20	3.7500	.78640
Item 24	20	3.5000	1.00000
Valid N (listwise)	20		

Table 7.1
Post-test results of functionally relevant ADL skills (One sample t test values)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 1	52.307	19	.000	4.80000	4.6079	4.9921
Item 2	18.706	19	.000	4.35000	3.8633	4.8367
Item 3	35.418	19	.000	4.65000	4.3752	4.9248
Item 4	52.307	19	.000	4.80000	4.6079	4.9921
Item 5	30.228	19	.000	4.60000	4.2815	4.9185
Item 6	20.844	19	.000	4.35000	3.9132	4.7868
Item 7	18.923	19	.000	3.50000	3.1129	3.8871
Item 8	13.077	19	.000	2.70000	2.2678	3.1322
Item 9	20.844	19	.000	4.35000	3.9132	4.7868
Item 10	13.927	19	.000	3.90000	3.3139	4.4861
Item 11	14.565	19	.000	2.85000	2.4404	3.2596
Item 12	14.565	19	.000	2.85000	2.4404	3.2596
Item 13	12.387	19	.000	3.10000	2.5762	3.6238
Item 14	22.763	19	.000	4.70000	4.2678	5.1322
Item 15	17.249	19	.000	4.05000	3.5586	4.5414
Item 16	18.420	19	.000	3.75000	3.3239	4.1761
Item 17	26.215	19	.000	4.45000	4.0947	4.8053
Item 18	22.134	19	.000	3.80000	3.4407	4.1593
Item 19	14.457	19	.000	2.75000	2.3519	3.1481
Item 20	12.862	19	.000	3.55000	2.9723	4.1277
Item 21	31.995	19	.000	4.70000	4.3925	5.0075
Item 22	15.983	19	.000	4.40000	3.8238	4.9762
Item 23	21.326	19	.000	3.75000	3.3820	4.1180
Item 24	15.652	19	.000	3.50000	3.0320	3.9680

Table 8
Post test results of functionally relevant interpersonal skills

Descriptive Statistics			
	N	Mean	Std. Deviation
Item 1	20	3.3500	.87509
Item 2	20	4.1000	1.02084
Item 3	20	3.7500	.55012
Item 4	20	4.7500	.44426
Item 5	20	5.0000	.00000
Item 6	20	4.1500	.87509
Item 7	20	4.5500	.51042
Item 8	20	4.7000	.65695
Item 9	20	4.7000	.47016
Item 10	20	4.6000	.50262
Item 11	20	4.2000	.76777
Item 12	20	4.6500	.74516
Item 13	20	4.6500	.74516
Valid N (listwise)	20		

Table 8.2
Post-test results of functionally relevant interpersonal skills (One sample t test values)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 1	17.120	19	.000	3.35000	2.9404	3.7596
Item 2	17.962	19	.000	4.10000	3.6222	4.5778
Item 3	30.485	19	.000	3.75000	3.4925	4.0075
Item 4	47.816	19	.000	4.75000	4.5421	4.9579
Item 6	21.208	19	.000	4.15000	3.7404	4.5596
Item 7	39.866	19	.000	4.55000	4.3111	4.7889
Item 8	31.995	19	.000	4.70000	4.3925	5.0075
Item 9	44.706	19	.000	4.70000	4.4800	4.9200
Item 10	40.929	19	.000	4.60000	4.3648	4.8352
Item 11	24.464	19	.000	4.20000	3.8407	4.5593
Item 12	27.907	19	.000	4.65000	4.3013	4.9987
Item 13	27.907	19	.000	4.65000	4.3013	4.9987

Table 9.1
Post test results of functionally relevant self-engagement skills

Descriptive Statistics			
	N	Mean	Std. Deviation
Item 1	20	5.0000	.00000
Item 2	20	5.0000	.00000
Item 3	20	3.9000	.78807
Item 4	20	3.9500	.88704
Item 5	20	2.9500	.68633
Item 6	20	4.4000	.75394
Item 7	20	4.0500	.94451
Item 8	20	3.7500	1.16416
Item 9	20	4.1500	.81273
Item 10	20	5.0000	.00000
Item 11	20	5.0000	.00000
Item 12	20	4.0000	.72548
Item 13	20	2.6000	1.50088
Item 14	20	4.5500	.60481
Item 15	20	3.6500	1.30888
Item 16	20	4.6000	.50262
Valid N (listwise)	20		

Table 9.2
Post-test results of functionally relevant self-engagement skills (One sample t test values)

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Item 3	22.132	19	.000	3.90000	3.5312	4.2688
Item 4	19.914	19	.000	3.95000	3.5349	4.3651
Item 5	19.222	19	.000	2.95000	2.6288	3.2712
Item 6	26.100	19	.000	4.40000	4.0471	4.7529
Item 7	19.176	19	.000	4.05000	3.6080	4.4920
Item 8	14.406	19	.000	3.75000	3.2052	4.2948
Item 9	22.836	19	.000	4.15000	3.7696	4.5304
Item 12	24.658	19	.000	4.00000	3.6605	4.3395
Item 13	7.747	19	.000	2.60000	1.8976	3.3024
Item 14	33.644	19	.000	4.55000	4.2669	4.8331
Item 15	12.471	19	.000	3.65000	3.0374	4.2626
Item 16	40.929	19	.000	4.60000	4.3648	4.8352

Table 10
POST TEST RESULTS

Domain	Mean (n=20)	SD	T value (Post)
Functionally relevant Academic Skills	94.90	24.90	11.961
Functionally relevant ADL skills	96.35	20.16	12.387
Functionally relevant Interpersonal Skills	57.10	8.163	17.120
Functionally relevant self-engagement skills	66.55	10.67	12.471
Overall	314.90	63.893	

Table 11
RELIABILITY OF THE SCALE – SAST

Domain		Mean (n=20)	SD	r
Functionally relevant Academic skills	Pre test scores	72.3	33.7	0.92
	Post test scores	94.90	24.90	
Functionally relevant ADL skills	Pre test scores	76.3	32.2	0.967
	Post Test scores	96.35	20.16	
Functionally relevant Interpersonal skills	Pre Test scores	54.0	24.6	0.5986
	Post test scores	57	8.163	
Functionally relevant Self engagement skills	Pre test scores	53.8	15.3	0.892
	Post test scores	66.55	10.67	

There is a strong positive uphill correlation, which means that post test scores are higher than the pre test scores. The coefficient of determination is **0.9362** for Functionally relevant Academic skill, **0.8479** is the coefficient of determination for Functionally relevant ADL skill, **0.3583** is the coefficient of determination for Functionally relevant interpersonal skills which is under moderate positive correlation. **0.7957** is the coefficient of determination for functionally relevant self-engagement skill.

Table 12
VALIDITY OF THE SCALE- SAST

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative percent</i>
<i>Valid Highly relevant</i>	60	50.0	50.0	50.0
<i>Quite relevant</i>	36	30.0	30.0	80.0
<i>Somewhat relevant</i>	24	20.0	20.0	100.0

In order to find the validity of the scale content validity index and modified Kappa validity of the scale- SAST was rated by special educators (n=120). They were asked to rate the content of the scale as Highly relevant, Quite relevant and Somewhat relevant.