

Curricular Framework for Cross Disability Early Intervention and School Readiness set up at National Institutes and Composite Regional Centres of the Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice and Empowerment, Government of India

## PEHAL (Birth to 3 year) NIPUN Inclusive (3 to 6 years)

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# **Executive Summary**

All children are born wired to learn. All are capable and competent to learn for which a stimulating environment is to be provided at the right time. Evidence suggests that the right start continues to be right for the lifelong learning. While this holds true for all children, it is more so for children with disabilities who may remain unidentified due to the hidden nature of some of the disabilities. Late identification and intervention cause Global Developmental Delays which occurs when a child does not achieve age appropriate developmental milestones. Apart from children with disabilities, there are other children in the communities whose families are impervious to this information as a result of which some children may experience a delayed head start.

The Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD) under Ministry of Social Justice and Empowerment (MSJ&E) Govt. of India, has therefore established Cross Disability Early Intervention Centers (CDEICs) across the country. A similar exercise has been undertaken by Ministry of Health and Family Welfare which has established District Early Intervention Centres (DEICs) for referral support, management and follow-up along with facilitating school readiness for inclusive education through Ministry of Education's Department of School Education and Literacy.

AYJNISHD(D) Mumbai under the DEPwD(D), has partnered with Pratham- a well acclaimed global NGO and conceptualized 'PEHAL' a curricular framework that cohesively addresses the developmentally appropriate practices (DAP) for infants and toddlers from birth to 3 years and 'NIPUN inclusive' for 3-6 years old children.

## Unique characteristics of the curricular framework include:

- Outcome of a research project incorporating learnings from Panch Kosha and global learning standards:
- Fulfils the recommendations of the recent National and International frameworks and Acts including SDGs pertaining to education and equity for children with disabilities.
- Potential for cross sectoral linkages such as Health, Education, Gender and Social Justice.
- Diagnostic and Developmental formats and guidelines for activity based learning, fostering foundational literacy and numeracy.
- Family centred practices promoting participatory learning and play.
- Transition planning from early intervention to school readiness for inclusive education.
- Activities based on the principles of Universal Design for Learning (UDL).

## Background

India's vibrant and developmentally progressive Acts and policies have paved the way for facilitating inclusive education. The Right to Education (RTE) (2009) emphasizes access to inclusive schools in the neighborhood for children with disabilities. The Rights of Person with Disability (RPWD) (2016) Act, upholds the principles of non-discrimination, zero rejection and reasonable accommodations. While these had already set the stage for inclusion, the recently launched National Education Policy (NEP) (2020) is a step forward towards achieving the Sustainable Development Goal (SDG) no 4 i.e. to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Rooted deeply in Indian traditions, values and constitutional provisions, the policy recommendations are based on contemporary evidences with a scientific approach to learning. A paradigm shift is seen in the NEP (2020) from the 'content' to the 'process' of learning. It suggests using experiential, inquirydriven, learner-centred, flexible, and enjoyable pedagogy incorporating art, craft and games in addition to the core subjects. The policy proposes revision and revamping of all aspects of the educational structure, with a special focus on foundational years of learning in young children, it especially draws attention for facilitating learning of 'every student' including the socio economically disadvantaged groups (SEDGs) that includes children with disabilities. Towards achieving this, the policy suggests creating a welcoming, caring, safe, and stimulating inclusive environment of learning at all levels of education.

NEP (2020) is in consonance with the provisions of the RPWD Act (2015) supporting, promoting and facilitating inclusive education, hence efforts for equitable inclusive early childhood initiatives is an essential goal to be achieved by 2030 in the Indian context.

Besides the Acts and the Policies, the ancient Indian scripture like the Panch Kosha theory also provides vital information about human development. The five energy fields together provide the basis for a wholesome all round development.



## Anandmaya Kosha (Bliss Sheath)

The ultimate goal to be achieved for any child is health and happiness

## Manomaya Kosha (Mental Sheath)

The mental well being of the child is the biggest supporter to the overall wellness.

## Pranamaya Kosha (Energy Sheath)

Breath controls the body system, which can be energised using proper breathing techniques and pranayama.

## (Food Sheath)

Children need good and nutritious food, essential for the development of the child.

## Vijnanamaya Kosha (Wisdom Sheath)

The inner voice and conscious is important for development so that the child understands right v/s wrong

## Introduction

Children are born with an incredible capacity and potential to learn. More than half a century research substantiates the importance of early stimulation for optimizing development and learning. Early care and intervention creates a robust foundation for lifelong learning.

It is essential that the childs' experiences during the initial years are stimulating, exciting, motivating and full of opportunities as it makes the whole lot of difference to the head, heart and soul of the child. The neuroscientists opine that during the first 3 years of a child more than one million neural connections are formed each second – a pace which never gets repeated again in the life of an individual. Thus early childhood period offers a critical window of opportunity to shape the trajectory of a child's holistic development.

The quality of early childhood experiences makes a critical difference to the developmental milestones. Child development experts are indicative that if the pre, neo and postnatal conditions have been lucid, then most children would progress through predictable developmental phases. If babies' and infants' bodily and sensory functions are optimal, then most children would typically master age appropriate domain of motor, communication and language, cognitive, socio-emotional and literacy skills. Thus before entering pre-school, most children would be independent and ready to learn the scholastic subjects. However, if a disease, trauma, abuse, neglect or a disability such as Visual Impairment, Hearing Impairment, Autism, Cerebral Palsy, Intellectual and other developmental disabilities occurs during the critical periods of birth to 3, then it could impede acquisition of vital skill for development. These often cause Global Developmental Delays in young

children which need absolutely urgent attention and save the child from disabling and handicapping conditions permanently!

## Early intervention works!

Early intervention can change a child's developmental path. Evidences suggest that it improves not just the child outcomes, but is equally beneficial to the families and communities. It reduces the cost of therapies and special educational services as the child with disability reach the school age. Early intervention certainly helps to reduce the Tearning gap' between children with and without disabilities before the problem become more severe and entrenched. It is said to build stronger foundations for learning and also reduces emotional stress, of children and parents caused due to labeling and school performance.

Injurealitys on Indian Saint of Vedic times scripted....

Achild is like a seed! Similar to how the roots, stems, branches, flowers and fruits are embeded in the seed, the child also has everything to grow and learn. It just needs care and nurturing to blassom!



A developmental delay refers to a child who has not gained the developmental skills expected of him or her, compared to others of the same age. Global Developmental delay means a young child has significant delays in two or more of these assault development.

Reference: https://www.samhealth.com/cardinal-giennon/developmental-pediatrics/developmental-delay

## Rationale

'Cross disability' has been used as a unified collective advocacy movement at international platforms that does not distinguish between the types of disabilities and comprehensively takes into account commonalities of different kinds of disabilities for promoting and collective inclusive planning of programs

The UNCRPD (2006), to which India is a signatory, purports including all disability categories in a unified way. The RPWD Act (2016) and NEP (2020) that endorses equity and inclusion, also refer disabilities in an amalgamated way. The rationale is that conditions associated with varying disabilities are often overlapping and have to be addressed holistically. It does not entail denying individualized or intensive instructions which may be required for some children with disabilities, but it suggests creating a flexible choice based common curricular framework beneficial for 'all' young children. A cross disability curriculum fulfills this requirement as its universal. The curriculum based on the principles of Universal Design for Learning (UDL) is for every student. UDL is elastic and caters to diverse students to learn and thrive and hence the idea has sparked a revolution especially for facilitating inclusive education.

The present curricular framework addresses cross disability in an inclusive perspective. It justifies 'a right start for the right way forward'. Such a curricular approach is validated by one of the pillars of learning of the 21st century by the Delor commission i.e. 'learning to live and learn together' signifying and justifying an inclusive beginning.

Towards accomplishment of this goal, the two stakeholders viz AYJNISHD(D) and Pratham as public-private partners have developed this handbook. The aim has been to facilitate inclusive practices from the foundational stage of children. A two step process has been envisaged; The first step i.e. PEHAL is the integration of cross disabilities early interventional curricular requirements from birth to 3 years. The second step is to develop NIPUN



# **Process of Developing the Curricular Framework**

## 1. Conceptualization

- Validation of domains and domain elements by Disability experts for sufficiency and comprehensiveness
- · Consultative meetings with advisors, disability experts
- · Review of literature

## 2. Drafting of content

- Curricular framework
- Guidelines for activities
- Family outcome measures
- MIPUN Inclusive

# STEP

## 1. Development of handbook

- · Focus group discussion: with mothers to validate milestones
- Focus group discussions with disability experts to validate the activities
- · Scaffolds from specific disability experts
- Family outcome measures strategic directions and Parental Checklist

## 1. Finalisation of fandbook

- a. PEHAL
- i. Curricular framework with
- Domains Domain elements and Milestones
- Performance Indicator rating sheet
- Individualised Family Service Plan
- Transition Plan

#### ii. Guidelines for Activities

- Activities for donsain elements
- Adaptations of activities

## ili. Family Outcome Measures

- · Strategic Directions
- Parental Checidist
- b. NIPUN inclusive
- **Extended Competencies**
- ii. Exemplar NIPUN UDL Activities
- c. Pilot Testing with stakeholders

# STEP

#### Way Forward

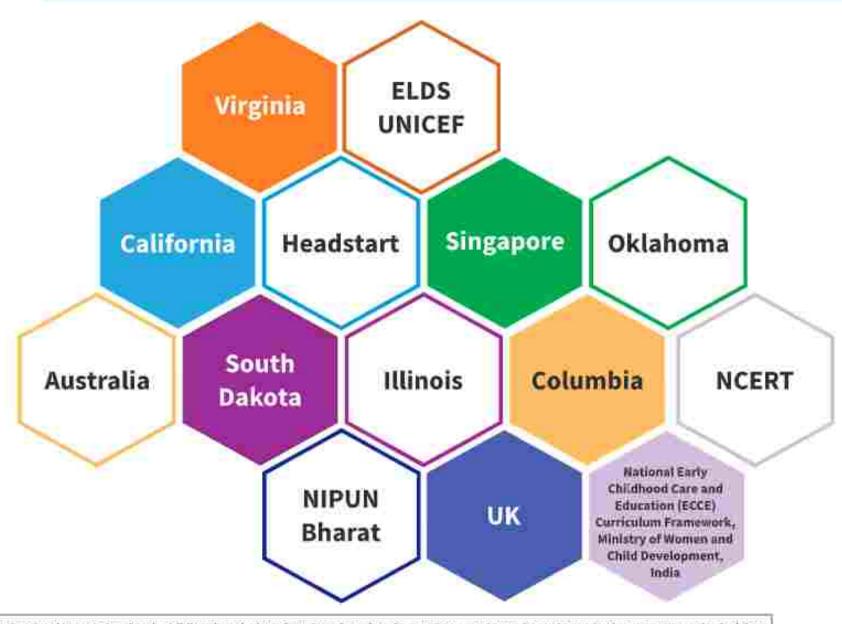
Implementation of curricular framework in CDEICs, DEICs and governmental and nongovernmental early Intervention centres, ECCE programs, Hame based training programs and Pre-school readiness programs: Strategies for early identification and intervention.

# STEP

#### 1. Identification of Personnel

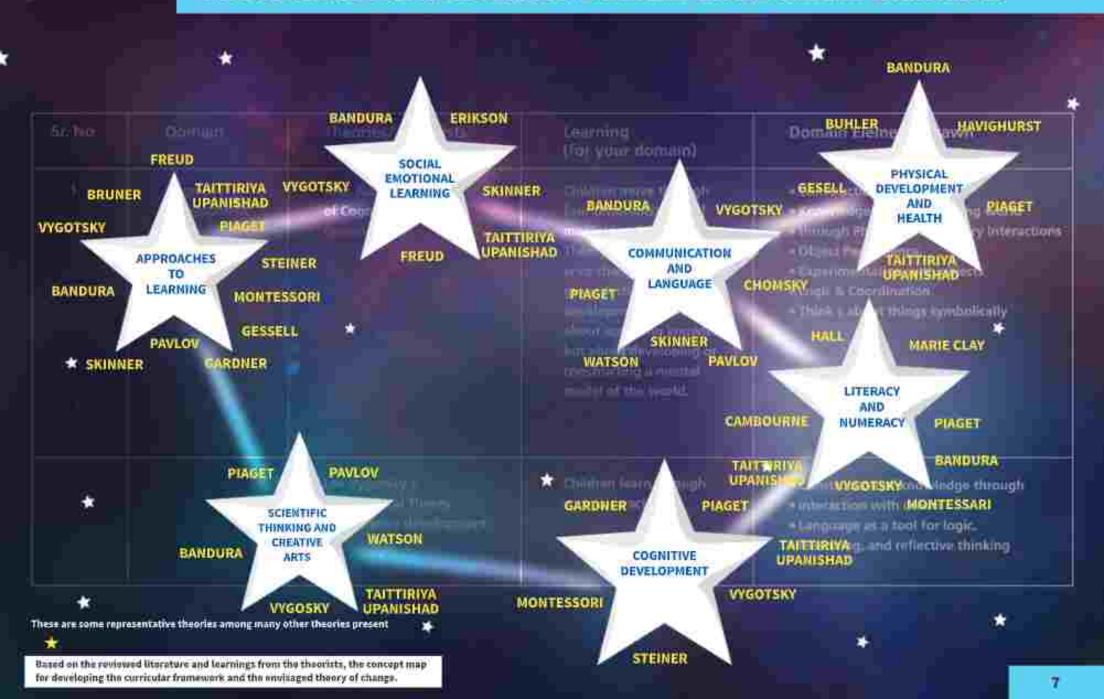
- Core team
- Advisors
- Disability experts
- Professional practioners
- 2. Consultative meetings
- 3. Review of literature for domain and domain elements

## **Review of Literature**



Most of the National and International Early childhood curriculums have been based on the Developmental Domains and Domain elements. For getting insights into these Child development and psychological theories of learning were studied. The saptarishi i.e. constellation of 7 stars depicts these.

## Theoretical framework for Domain and Domain Elements



# Theory of Change and Concept Map

Focus on learning

Introspection Areas

1. Limited availability of quality early childhood intervention and preparatory programs

2. Low focus on equity, equality, and universal access to 'All' children including children with disabilities in all educational programmes and initiatives

3. Inclusion and sustaining of children with disabilities in primary schools challenging due to low attainment of foundational literacy and numeracy

## **ASSUMPTIONS**

- 1. All children are wired to learn
- 2. Achievement gaps will be reduced with quality early intervention and ECCE programs facilitating inclusive education
  - 3. Families are valuable resources for supporting learning

## **PROCESS**

Increasing equity, access and inclusion to learning for 'all' young learners through

Birth-3 yrs
1. Developing
curricular framework
for birth-3yrs based
on developmentally
appropriate practices
2. Family outcomes



measure

PEHAL IdEA (Inclusive (Family Curricular outcome framework measures) for Birth-3 yrs) 3-6 yrs
1. Developing extended domain elements to the existing NIPUN curricular framework for strengthening foundational literacy

and numeracy

NIPUN Inclusive curricular framework for 3-6 Yrs with UDL perspective and activities)

## Long term outcomes

child

Ensure 'All' students entering Grade 1 are equipped with appropriate and adequate skills to enter an inclusive school.

School cultures are inclusive and ready- in space, resources, training and processes -to receive 'ALL' children

Build inclusive community through inclusive early childhood programmes and initiatives

## Short term outcomes

- Equitable access to quality inclusive education for all learners focusing on needs and speed of learning Involvement and engagement of families in learning process of the children with disabilities.
- Reduction in learning gaps and achievements for children with disabilities
- Attainment of age-appropriate foundational numeracy and literacy for all learners

# The guiding principles of 'PEHAL' & 'NIPUN Inclusive'

- All children' are born wired to learn. The Indian scriptures associate a child to a seed. Just as the seed has the roots, stems, leaves, branches, and the potential to bear flowers and fruits, every child has the potential to bloom.
- Disability is a human diversity. The earlier it is identified and intervened; better are the outcomes.
- Children should be respected for differing needs and speeds.
- Inclusive curricular framework accommodates individual differences.
- The domains of development are universal for 'all' children.
- Milestones and skills helps to ascertain the supports children may require.
- Reasonable accommodations help to achieve learning outcomes in children.
- Play is an essential component of curriculum.
- 21st century learners need skills of Communication, Collaboration, Critical thinking, Creativity, Culture and Citizenship,
   Activity based learning helps to develop these.
- Families provide valuable resources. Involved and engaged families are empowered to advocate for their children.
- Proactive stakeholders contributes to the development of children.







# Physical Development and Fealth, Socio - Emotional learning, I pproaches to Learning, Communication, Language and Literacy

## PEHAL ......The first steps that would leave footprints forever!

The WHAT and the HOW that children develop and learn between birth and the time they take their **PEHAL** i.e. the **first steps** to enter the preschools is just phenomenal! Therefore the first three years in a child's life are said to be miraculous. This is the time when many windows of opportunities for physical, socio-emotional, language and cognitive development open for them. If care is taken during this time, learning and development happens optimally. Hence, the period of early childhood is said to be the most golden period. Neuroscience has proved that this time is most malleable. So opportunities and stimulation if provided make the neurons connectivity stronger and powerful. The period with such a great potential on one-hand is also the most vulnerable. Neglect, abuse or delays if not addressed during this time will create a profound impact on the children's ability to grow, learn and thrive. Therefore the initial years is said to leave its foot prints for lifelong!

## The Need for Early Foundations of Learning

The NEP (2020) unfurled in India has vital observations about the foundational years. It highlights that over 85% of a child's cumulative brain development happens from birth to 6 years of age. The policy is indicative that appropriate care and stimulation of the brain in the early years is critical in order to ensure healthy brain development and growth.

Based on the national and global policy recommendations of building 'inclusive societies through inclusive early childhood education', the PEHAL birth to 3 curriculum has been developed to expand opportunities of developing and learning for 'All' children.



## About the PEHAL document

Curricular Framework

#### The Section A

The Curricular Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during the formative years. The aim is not to compare children, but to be aware of what is typically expected at a particular age. The formats describe how children progress across key Domains of learning and development and specify learning outcomes in the form of milestones. This will help early identification of delays and disabilities and catch them young.

Guidelines for Activities

#### The Section B

The purpose of this section is to assist parents and professionals to create and impart stimulating and foundational learning experiences for all young children and prepare them for the next stage of preparatory school and be 'school ready'. The section has provided details about play as an approach to learning. It has domain wise guidelines for activities and additionally scaffolds for children with disabilities which will help them to be included from a very young age.

Family Outcome Measures

## The Section C

This section is for family empowerment through engaged participation. A complete module for developing and measuring family outcome measures is provided. The section also provides an IFSP plan for fostering accountability of parent professional partnerships to achieve child outcomes.

## How to use PEHAL document

Domain elements mean the components that make up the domain.

Domain means the area of development or activity that is observed in the child

Domain Element | Awareness and familiarity

DOMAIN 1, Approaches to Learning



Age range

Milestones are the important event or development that should be achieved in the age range

The PEHAL document is a resource for both professionals and parents.

Professionals can use the document to observe the child in different settings and note any delays in the milestones corresponding to the child's chronological age. They are suggested to discuss about the child's development with the parents using this document as reference and make inferences. The key areas and expectations of developmental milestones will help the professionals to:

- Assess the child's current level of performance
- Estimate delays or red flags, if any
- · Pfan appropriate activities to achieve, corresponding milestones

## How to use PEHAL document

- Refer to section on Formats of Milestones. These are provided separately for five domains viz. Approaches to learning, Socio-emotional learning,
   Communication, Language and Literacy, Physical development and health, Cognitive development.
- Each of the domains if further has its constituent four to five domain elements.
- The Milestones are elaborated across domain elements is specified as per age range (month wise).
- As per the age of the child, appropriate milestones may be ascertained.
- Use Performance Indicator Rating Sheet to mark the current level of performance of the milestones.
- If there is a slight developmental delay then, refer to the section Bi.e. Guidelines for Activities and undertake the activities corresponding to the age range.
- If the delay persists or a red flag is sensed the child maybe referred to the specialist for identification of the cause of the delay/disability.

## For Children with disabilities:

- Undertake continuous evaluation of milestones.
- Plan an Individual Family Service Plan (IFSP) with families and review it periodically.
- Provide Scaffolds' as per the disability requirements.
- While undertaking the activities refer to the adaptations provided for each domain element.
- When the child is nearing 3 yrs, make a Transition Plan 2 months prior.

## For Parents empowerment:

- Refer to the IdEA model of the Family Outcome Measures.
- It has three goals and the specified strategic directions. The indicators, provide information from which parents' empowerment level can be ascertained.
- A list of content topics and corresponding activities have been provided for each of the threegoals.
- The content can be delivered via lectures or handouts. Prior to conducting the lecture session carry out the activities, to set the importance of the content.
- Measure the outcomes with the help of Parents checklist at the end of the academic sessions.





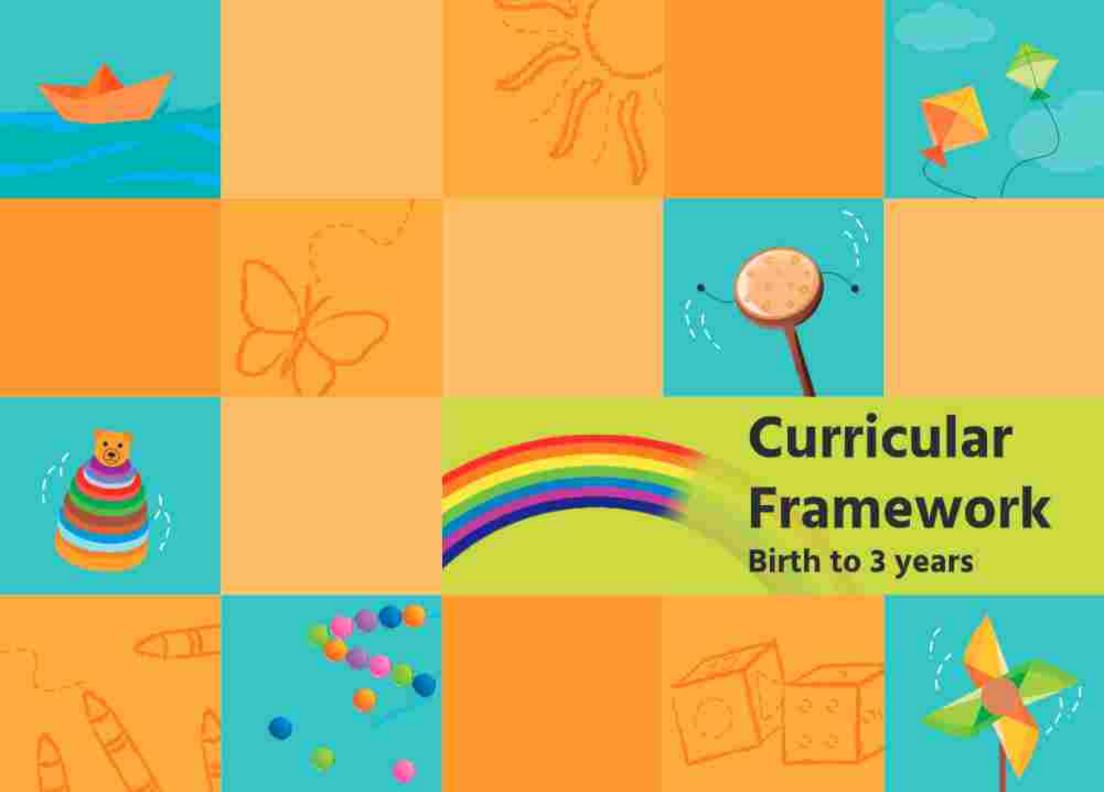
## Section A

The Curricular Framework is grounded in a comprehensive body of research regarding what young children should know and be able to do during the formative years. The aim is not to compare children, but to be aware of what is typically expected at a particular age. The formats describe how children progress across key Domains of learning and development and specify learning outcomes in the form of milestones.

This will help early identification of delays and disabilities and catch them young.



7



# Curricular Framework of PEHAL (Birth to 3yrs)

When windows of opportunity appear, they should be kept wide open for supporting learning of each child

Supporting learning for all children means understanding how we generally expect a child to develop and change. Universally development follows an expected predictable pattern. Hence, for families and professionals it is beneficial to pay careful attention to whether and how the child is progressing. Such checks would help to ascertain if the child's developmental milestones are unfolding as it is typically expected or whether something is interfering with the child's development. Additionally it can describe how development generally occurs which skills preceeds and when.

The PEHAL Curricular Formats have been designed keeping the above rationale in view. It consists of five developmental domains as below:

- 1) Approaches to learning
- 2) Socio-emotional learning
- 3) Communication, Language and Literacy
- Physical development and health
- 5) Cognitive development

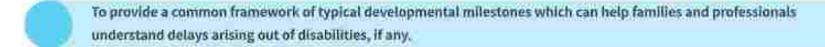
Each of the domains is further detailed into constituent domain elements which has listed milestones. All domains are equally important and are interlinked. So there are overlaps between the domain elements. This is so because children's development and learning is integrated, interdependent and interrelated. The progress that a child makes in one domain is related to and dependant on the progress in other domains. For example, as a child is exploring, the environment

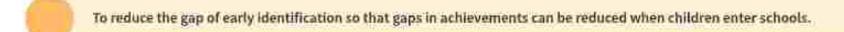
which is under the domain Approaches to learning, the child is also moving or reaching which is a Physical domain. So Approaches to learning is closely associated to the Physical domain.

The PEHAL Curricular framework has each domain, its constituent domain elements and milestones presented on a continuum showing the expectations in the form of competencies for children's learning and development at particular age levels. These age level are expected to help the families and to professionals know what is the current level of functioning of the child i.e, the performance indicators and what are the expected levels i.e. the threshold competencies which generally are achieved by majority of children in that age group. It has to be kept in mind that they are not meant to be requirements for what children should know and be able to do at the end of each age range. This is because, children are diverse and unique and develop at different speeds. It is assumed that most children will reach many of these, but not necessarily all developmental milestones i.e. indicators that are listed for their age range. Some will exceed these for their age group while others may not exhibit at their particular age range. Children may also demonstrate certain milestones advanced for their age range in one particular domain while may not show the same way for other domains. For instance, some children may talk early, but walk late and vice a versa.

## The formats of PEHAL have been developed with the following objectives:







To create an awareness and promote healthy growth and development for all children.



# The Approaches to Learning Domain

Learning never tires the mind and it is a treasure that can never be taken away

The Approaches to learning domain focuses on the how of learning. It forms the foundational domain of learning and is an umbrella term incorporating emotional, behavioural, cognitive and self-regulatory skills.

All children, regardless of innate abilities are able to learn. Approaches to learning captures the very essence of children: their inclinations, their dispositions, their attitudes, and their personal style which influences learning. It reflects behaviours and attitudes such as curiosity, problem-solving, maintaining attention, and persistence.

## How is Approaches to learning enhanced in children?

Children's earliest relationships home environment and individual influences impacts their approaches and feelings towards learning. Families who engage with children and support them in discovering their world and solving tasks, foster positive feelings. These are important for the way children engage, handle new tasks, build attention etc. What makes children differ in their approaches to learning is also their dispositions. The urge to learn, interests, pleasure and motivation to learn is cruial.

## The domain of Approaches to learning has the following domain elements:

## Awareness and familiarity

Awareness means knowledge or perception of a situation or fact. Children's early experiences and relationships stimulate their cognitive abilities and shape the way they perceive and become aware about the world. Familiarity means close acquaintance with knowledge about something. Both awareness and familiarity complement each other.

## Curiosity and exploration

Children are born with a natural interest about people and objects. In their environment. They use their senses to take in this information. As children develop new skills, exploration becomes increasingly purposeful and meaningful. Throughout the early years, children's curiosity prompts exploration and experimentation to learn more.

## Initiative and engagement

Initiative means to start on an action on one's own. Children commence i.e. start communicating their needs by way of gestures, pointing or verbalising. They may also grab things they want on their own. All this is natural in the developmental process.

Engagement means being involved. Children initiate a task and sustain interest in it till its completion. Both initiative and engagement thus fosters learning in children.

## Risk-taking, problem solving, persistence and resilience

Every activity that children undertake has a risk in it. However children are not aware of these risks but they undertake it or do it to fulfil their needs. We see such risks undertaken even to achieve milestones such as eg. turning, crawling etc. This is as a response to problem solving. Persistence is maintaining focus, ignoring distractions and interruptions and investing energy into a task. Resilience is the ability to bounce back from stress, adversity, failure, challenges which babies do while repeating activity over and overagain.

## Creativity and imagination

Creative expression is an essential element of building knowledge. Creativity is the ability to create new connections from previous experiences and applying familiar strategies to new situations. Infants, toddiers and preschoolers begin to explore and interact with materials providing opportunities to develop and express individual ideas, feelings and interests.

## Self-regulation

Self-regulation is the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts. Children start with physiological routines and slowly learn to regulate the world around them.

There are many factors that influence how children approach learning. Some children seem to be born risk takers and may seem to be too eager to try something new all the time. There could be still others who prefer to observe how others approach learning for a while and then try out themselves. Children with disabilities also 'learn to learn'. They may require more individualized instruction and accommodations to aid with sustained attention or regulation of feelings.

PEHAL provides the knowledge about ages and stages of typical milestones for approach to learning. These provided under each of the domain element will help to ascertain if children's approach to learning is progressing as per the norms.



# Domain Element | Awareness and familiarity

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Uses cry to express discomfort	Turns to familiar voice	Responds to own name by, smiling or turning head	Displays personal preferences	Knows names of family members	Indicates likes and dislikes for dressing or feeding	Aware about things of parents e.g. when others use it. try to resist
protrusion Uses vanous sounds actions to express happiness		Uses voice, movements, oye contact and facial for gaining attention		Shows anxiety upon separation from family members	Refuses to share a favorite toy with another toddler	Identifies own 'home e.g. indicates wants to go home when outside or at other's home
	ar	em (	155	Responds differently to children and adults, a.g. may be more interested in watching children than adults	Enjoys responsibility of carrying out small tasks e.g. throwing wrapper in dustbin	Possessive about own things
fo m			3- 00		May responds to emotions of others (e.g. offers toy to a crying baby)	Wants to do things Independently e.g. wash hands on own

# Domain Element | Curiosity and exploration

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Gazes attentively at mother during routines such as diaper changing	Shows interest in familiar people and objects	Imitates others do an activity e.g. while family is eating food, imitates jaw movements	Shows curlosity for moving things e.g. curtains, insects on the floor	Explores object to see how they work (e.g., pushing buttons to start and stop turning object over)	Likes to inspects objects e.g. turns arounds, upside down, inside out	Asks questions repeatedly s.g., "Why?", "What's that?", What doing?
by kicking feet excitedly touch or pu	Explores object by touching, shaking or putting in the mouth	Likes and watches other children play	Seeing a new object leaves the one in hand to explore the new one	Finds familiar objects not in sight	Explores matching others e.g. rolling chapati or walking like granpa	Engages in imaginative play using props— pretends to feed the baby, drive the car,
	rios	sita			Shows interest in unusual things. E.g Picking up leaves, feathers while walking	Shows currosity about simple things in the surroundings e.g. moving ant, rain
						Use whole body to explore e.g. get mud or paint on themselves from head to toe, climb into a big empty box

# Domain Element | Initiative and engagement

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Seeks attention by cooling, or mouthing hand	Plays by self (shaking rattles)	Tries reaching for things which others are using	Tries self-care activities like brushing hair	Selects preferred object from multiple options	Amuses self. E.g. pretends moving a toy like flying airplane	Engages in associated play e.g rides tricycle next to each other
Explores self by looking at own hands			initiates play with others, a grandparent, siblings	Asks adult to play a new toy or object	Entertains self. E.g.junips and claps for own	Enjoys apportunities to use material in various ways e.g. using paly dough
	Figur	Hinn			Engages with others in play	Takes on familiar roles during play, e.g., cooks in the pretend kitchen like mother
						Engages in activities of others and plays alongside e.g. if mother is sorting vegetables pretends to help

# Domain Element | Risk-taking, problem solving, persistence and resilience

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Turns bead towards bright colour or light	Tries different ways to reach a person or an object such as rolling over or pulling the mat on which the toy is placed	Uses trial and error to operate a toy to make sound or movement	Looks for object or person that has gone away from sight (object permanence)	Looks to adult for help when trying to do new tasks	Focuses on an activity despite distractions	Begins to solve: simple problems e.g tries to open doors and cupboard
Uses cry for needs		Shows repetitive patterns in actions or behaviors	Interested in actions and reactions. Drops an object and looks for it to be picked up by others.	Uses variety of movements, to get things e.g. cries, pulls, points for object or toy	Attempts a task before asking for assistance e.g. Climbs on a chair to get a toy out of reach	Approaches a challenge with confidence e.g. tries to lift a heavy object
	K-ta	3 (	Wants to hear the same song or story repeatedly	When upset, can recover in a reasonable amount of time	Tries to resolve situations: e.g. Tries to clean up spilled water	Continues to work or interesting activities while other things are going on around them.
		em	Participates in back-and-forth interactions; e.g., plays peek-a-boo	) luri	ne	Keeps working on ar activity even if is not auccessful e.g. Stack blocks again even if they collapse
						Shows excitement on completion of a challenging task

# **Domain Element | Creativity and imagination**

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
initiations of play activity by smiling give-ai	Serves and returns i.e. Participates in give-and-take exchanges of sounds and gestures	Increases movement of arms and legs on hearing fast music	Uses familiar object in new ways e.g. places toy basket on head	Enjoys a variety of tactile/sensory experiences such as water play, textures, etc.	Experiments with art materials, e.g. Holds large srayons or chalk and does random marks and scribbling	Reacts to mental images of objects or events e.g., claps hands when told aunt/uncle is coming to visit
		Explores cause and effect e.g. shakes a rattle-hear a sound and shakes again	Undertakes pretend play such as uses a comb as a mobile phone	Wants to do things by self and has own way of doing things	Enjoys to mess up things such as food in plate	Selects things and carries out activities e.g. gathers play dishes and food, and then feed the dolls
	atı	1,711	Enjoys exploring into cupboards, under beds and around the house			Enjoys various activities like coloring, music, dance
						Craws or scribbles and explains what the drawing is

# Domain Element | Self-regulation

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Comforts self by cooing, or mouthing an object or hand  Enjoys the ability to produce sounds.		Accepts substitute when a toy or thing is denied	Seeks for company of others	Follows simple routines (e.g., eating, napping, playing)	Waits for turn during play e.g. climbing on slide in garden	Understands 'No' but still does the activity e.g. turning a switch on and off
		Offers toys and objects to others	Looks at familiar adult for help	Let's others know when hungry or tired	Shows frustration When others pull their toy	Adjusts to some changes in activities or routines without distress e.g. waking up for nursery
	10 m					Tums to adults for help e.g. Waits to go outside
						Comforts self in some situations e.g. holds back crying till sees caregiver after a sma fall while running
						Can wait for a short time e.g. for food or toy
						Co-operates in toilet training

# The Socio-emotional learning Domain

Emotional regulation sets the stage for healthy social relationships and success in learning

Social and emotional development is an integrative process that includes a child's capacity to understand interactions of others, gain insight into social and emotional norms and accordingly manage one's own of emotions and relationship with others.

The Socio-emotional Learning domain encompasses both Intra - and interpersonal processes. It helps children to connect and learn from others and also to manage self and own emotions. As children continue to learn through both-observing others, as well as exploring own, this domain is essential for lifelong physical and mental well being.

Socio-emotional Learning in early intervention facilitates school readiness and is especially essential when children are transitioning to formal schooling. A socio emotionally stable child will be able to make friends, gain confidence, resolve conflicts, managestress and anxiety and take appropriate decisions.

The domain of Socio-emotional learning has the following domain elements:

Relationship and Social Interactions: Infants and toddlers start to interact and act upon their social situations very early. During saisava avastha i.e. infant stage breast-feeding establishes a strong emotional bondage between the baby and the mother which later gets extended to other family members. These relationships and interactions paves the way for further social and emotional development.

Self Concept: Children increasingly show awareness of self as they grow. They recognize themselves as distinct from others. This later on helps to develop, self-concept, self-confidence and self-efficacy.

Emotional regulation and competence: Children learn to judge when to trust emotional triggers and act on them and when not to. They also learn to manage, express, and cope with these emotions in a socially accepted way. They seem to self control their anxiety and fear e.g. in infancy, the child may self soothe by sucking thumb.

**Pro social behavior:** Children are keen observers. They like to socialise and therefore undertake actions that will benefit others. This includes helping, caring sharing, empathizing and comforting others. These skills contribute to social adjustments and harmonizing relationships.

Engagement with play: Play is the biggest arena for social and emotional development. It is a give and take opportunity because children experience the pride and joy in sharing, turn taking. They also learn to negotiate and trade off by engaging themselves in playing games with others.

Children with disabilities find social and emotional development most challenging. Unable to understand others communication and intent may create un-necessary apprehensions in them. At times their physical disabilities may create hindrances of acceptability leading to poor self concept, confidence and efficacy. Families and schools have a big role to play of working together for social acceptance and for developing emotional competencies in children.

PEHAL provides the knowledge about ages and stages of social and emotional development and has guidelines for activities that could be helpful for developing the 3 R's viz reassurance, regulation and routines. This is intended to facilitate creation of safe physical and emotional environment.

# Domain Element | Relationship and social interactions

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Enjoys playful Interactions with people	Prefers familiar adults by reaching hands towards them	Shifts attention to pursons when they are talking or gesturing	Uses "social referencing" when encountering new experiences, e.g. glances at a caregiver's face for cues on how to respond to an unfamiliar people	Asks for help in verbal and non-verbal ways	Tries to do things independently but knows when to seek assistance	Are not averse to unfamiliar people
Gives eye contact		Exhibits stranger anxiety for unknown persons	Draws a familiar adult into an interaction e.g. hands a book or toy to engage in together	Shows preference for favorite people	Tries to interact with unfamiliar persons in presence of family members	Can be away from parents more easily (e.g goes for a walk o to the shop with grandparents or main
	tion	Cries or crawls towards parents when they leave	Shows stranger anxiety	Engages in simple back and forth exchanges such as making similar sounds	Shows apprehension when strangers interact with him by turning face away or crying	May show preference for certain children
	100000000000000000000000000000000000000					Remembers and uses names of familiar playmates
501						Looks for or asks for "Mama" or familiar adult when falls down or gets hurt

# Domain Element | Self-concept

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Responds to own name	Indicates some body parts when asked to show	Like to ausist for self- e.g. Puts arm or leg out to while wearing clothes	Is aware of being seen and noticed by others (e.g repeating an action when someone is watching)	Starts to assert independence e.g. resists comforting for a minute and next minute goes clinging to the familiar adults	Identifies self and others e.g. in photos names self and family members
		Indicates likes or dislikes e.g. Reaches to objects which they want or pushes which they don't want		Recognizes self in the mirror	Refers to himself or herself by name	Expresses own emotions, such as, "I'm sad" or I'm happy
se				Shows own things to others		Understands 'own' things and tries to safeguards them e.g. refuses to give toys, favorite shirt to others
						Shows pride in doing tasks independently e.g. shows hands to others after washing on own

# Domain Element | Emotional regulation and competence

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Gaze ave looks aw few mon	First laugh occurs	Expresses fear and anger by crying or turning towards parents	Solf-soothes effectively e.g., holds favorite toy	Seeks emotional responses from caregivers actively by waving/hugging/smiling/laughing/crying	Shows fear but can be reassured e.g., hides behind parent until encouraged to interact with an unfamiliar person	Clings to familiar things e.g. toy or mother's saree or dupatta
	Gaze aversion i.e. looks away for few moments	When excited or upset, tries to calm self by sucking fingers or thumb	Understands parents' emotion. E.g. Knows when a parent likes or dislikes certain behavior	Shows anxiety sometimes in new situations	Expresses pride on completion of task by smiling, clapping, or indicating, "I did it"	is able to self-soothe when upset
	Fascinated with awn voice	ior	al		Demonstrates anger and frustration when needs are not met.	Begins to show guilt for mistakes
			ţj.			
			117			

# Domain Element | Pro social behavior

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Begins to smile at people	Enjoys interaction with others like cuddling	Smiles, laughs, and uses own voice when happy and in interactions with others	Cries on seeing others cry	Assists others to find things	Copies social behavior like joining hands for prayer	Shows turn taking, while playing with playmates
	Seeks adult attention	Enjoys games with familiar adults	Enjoying social play with others e.g., claps hands together, covers eyes with hands	Tries to comfort, others	May get upset when not the center of attention	Is able to transition to new environment or activity
PR M	A 60		- [			Shows kindness and affection for others e.g. hugs and kisses
						Begins associated play e.g. may play u same play area but play differently

# Domain Element | Engagement with play

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Engages in exploratory play; mouths objects placed nearby	Reaches out for toys or objects	Engages in playing alone with objects	Offers toys to adult but does not release it	Enjoys playful interactions such as throwing ball or things at each other	Hands things to others as a part of play	Starts playing with other children e.g. plays car racing together:
Intently watches any near object or face		Enjoys playing with toys of different textures and colors	Participates in rhymes with actions and songs initiated by adults	Watches other children nearby while continuing to play alone e.g., putting a puzzle together or stacking blocks	Engages in parallel play, e.g. Shows interest and watches other children but does not play with them rather plays alongside them	Explores different play areas o.g. will go to swings and then go to the slides
			Enjoys taking turns exchanging objects with familiar adult	and the		Able to locate object the other person is referring to
						Engages in play to express emotion e.g. hits a imaginary person to shed fear

## The Communication, Language and Literacy Domain

Language as a communication tool is the primary element from which literacy gets built

Communication is the basic human instinct; language is the medium for communication and literacy the requirement for progress of humankind. These three are intertwined and form the core essential for daily living activities in all societies.

#### How do babies acquire Communication, language and literacy?

Babies start communicating from the time they are born. In fact cry is the first communication of the baby. Slowly, as other family members start interacting by speaking and playing, babies use facial expressions, body movements; gesturing and vocalising to communicate. This forms the basis of bonding, attachment, social and emotional development and most importantly a medium to satisfy basic needs.

Children hear the family language spoken around them and start understanding words and sentences through the context and the tonality of the person who is speaking. At around 1 year of age, they start speaking the language they have constantly heard. As children approach play group and school age, the print awareness and interest develops. Later they learn to read and write in a language that is understood by them. Literacy which gets developed due to language and communication forms the basis of acquiring further knowledge and learning in school.

# The domain of Communication, language and literacy has the following domain elements:

Social Communication: Before starting to speak, social communication is through eye contact, bodily expressions, vocal exchanges, smile, gaze aversion, turn taking and prototype conversations. This is an important domain element that provides cues about the child being socially active and an assurance that the sense organs of the child are functioning well.

Receptive Communication: The ability of a child to develop an understanding of the communicating intent, spoken/signed language, increasingly complex sentences and eventually understanding the print i.e. 'reading the text' forms the receptive communication. This is essential for learning from others and text.

Expressive Communication: The ability of a child to convey needs, feelings, as well as knowledge by way of words or increasingly complex sentences and eventually exhibiting the skills to write /type/sign forms the expressive communication. This is essential for conversations which forms the basis of learning.

Emergent Literacy interests and behaviors: There are certain prerequisites for literacy development. These include understanding and using language, interest in books and printed material, enjoying stories, scribbling etc. These literacy interests help children to acquire knowledge of phonics, read words and sentences and further scribble and write them.

Children communicate irrespective of having a disability. However their milestones of communication get affected and delayed if the root cause is unknown and unaddressed. So early screening of milestones and sensory reflexes is essential for identification and intervention.

The PEHAL curricular framework has provided milestones of typical development of communication, language and literacy. These could be used to check and ascertain the progress of the child for language and communication.

# Domain Element | Social communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Quietens whon picked up	Stays quiet while someone else is talking	Engages in turn taking	Give things or objects to others when told by parents	Likes to communicate	Initiates pretend play e.g. hands over empty toy cups/glasses to others indicating to drink	Participates in excitement with other e.g. gives a clap or hi five
Moves limbs on hearing mother's voice	Responds with babbling when asked a question	Copies the waving of "bye-bye" when someone leaves the room	Follows gestures to greet others e.g. do 'namaste'	Initiates vocal interaction	Responds to requests from adults e.g. get your shoes	Takes turns and shares
				Starts joint attention	Makes requests e.g. 'go outside', 'play'	Sings action songs to others
				Pays attention to a speaker by pausing physical activity		Engages in make believe activities with others
45		la .				Begins to ask permission from others
	أبرس والمستاب	and the state of			ق داند ا	Expresses feelings using words
						Whispers to others

## **Domain Element | Receptive communication**

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Startles with loud noise, or becomes still at a sound	Turns eyes and head towards sounds	Looks or points at familiar objects and people when named	Understands about 25 words	Understands 50 or more words	Understands 250 – 300 words	Understands and responds to three parts commands e.g. bring plate and katori and sit for dinner
Increases or decreases sucking behavior in response to sounds	Enjoys music, rhythm and baby talk	Shows understanding of the words and gestures like 'no', 'come', 'bye', 'give'	Understands questions, 'yes no' questions and nods or points	Follows one step directions during play	Completes two requests e.g. go and call mama	Understands several prepositions in context; e.g. in, on under
Listens attentively to the mother's voice to stories			Begins to follow simple commands/directions like "give me the	Understands simple who questions; e.g. Where's papa?	Comprehends action phrases e.g. say bye bye, feed the doll	Expands concept devolopment e.g. identifies parts of an object
		e ii u z	Understands words "mama" and "papa" and can identify each parent and sibling	identifies characters in the known stories	Begins to understand personal pronouns – my, mine, you	Understands concepts related to time e.g. not now, afterwards
					Recognizes new words with context e.g. while eating if there is a new food item understands its name	Comprehends conjunctions e.g. 'you can play if you cat'
				F + 10 1	Understands question forms (where and what)	Understands common verbs
						Begins to understand concept of quantity, e.g. one, all
2			1	A.		Understands possessive pronouns, e.g. her, mine

# **Domain Element | Expressive communication**

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Sque	Coos, gurgles and squeats with pleasure	Uses syllable combination in babbling ma-ma-ma or bah-bah-bah	Coos and gurgles are recognizable syllables like ba/ga/ma	Uses at least 10 meaningful words	Occasionally uses 2 - 3 word phrases e.g. give me	Ha expressive vocabulary of about 200 words
	Mimics and begins habbling	Uses nonverbal gestures like pointing and clapping	Imitates gestures like wipe face like father or mother	Jargon reduces with emerging true words	Uses new words including nouns and verbs	Tells recent experiences in two to three sentences
			Utters one or two meaningful words	lmitates new words spontaneously	Uses possessive pronouns - mine	Converses in 3 – 4-word simple sentences
				Relies more on talking to communicate	May ask where questions e.g. 'Where car?'	Begins using more complex language e.g. I fell down and got hurt
	173.1146	dei				Uses question form e.g. who, what, where, why, how
-						Uses pronouns, e.g. he, she, they, we, you, me
				الرينات	0	Uses some plurals and possessives, negatives e.g. not, none
						Names three or more colors
2						Is understood by familia peers or adults most of the times

## Domain Element | Emergent literacy interests and behaviors

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Looks at pictures in a book	Watches at pictures with ettention	Reaches out to grasp book	Holds book and turns pages,	Enjoys being read to	Pretends to read to self and others
		Explores books and turns pages	Attempts to turn pages of a board book, grasps objects in hands	Looks at the pictures and utters sounds	Holds book upright	Understands mathematical concepts like near, fa more, little, all gone
			Points or makes sounds while looking at picture books	Enjoys scribbling	Pretends to read. e.g. book, newspaper	Counts upto five
						Has print awareness
de de						Completes the end of sentences in familiar stories and rhymes
						Develops prereading skills such as eye movement from left to right
	31/2					Begins to select book for reading and enjoyment
2						Draws simple shapes

## The Physical Development and Health Domain

Motoric development creates an active child and an active child learns better due to a healthy mind

Physical development and Health includes growth and development of muscles, bones, physical parts and physiological systems of the body. This is essential to carry out daily activities and function independently.

Motor competency and physical activity leads to growth and development in children. It forms a vital domain as it facilitate movements and exploration which is essential for learning in young children. The Physical development and Health domain has also proven to have links to health indicators as the old adage says a healthy mind breeds in a healthy body and is true vice a versa. This domain thus forms an integral part of children's overall well-being.

#### How children develop physically?

The interaction of maturation and environmental experiences leads to the development of the domain of Physical development and Health. Physical development and Health usually follows a relatively predictable universal sequence. The general principles are as follows:

- Cephalocaudal: Children develop motor control and coordination from head to toe.
- Proximodistal: Children develop motor control and coordination from the center of their bodies outward.
- The developmental sequence includes involving reflexes, then large muscles, and later smaller muscles e.g., children learn to lift their heads up before they learn to control their fingers.

The domain of Physical Development and health has the following domain elements:

Gross motor skills: These include movements of large muscles used for activities such as crawling, walking or climbing.

Fine motor skills: These include small muscles of the hands, fingers and face that help for movement of fingers and palm for grasping, pulling, picking etc.

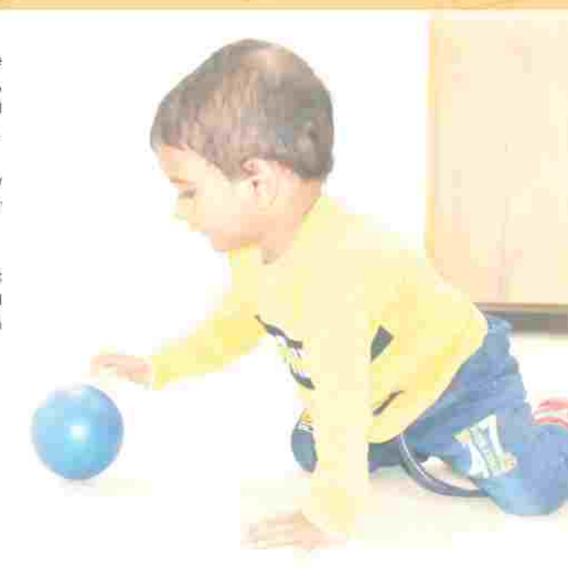
**Perceptual-motor development:** This includes sensory-motor skills such as the ability to use and integrate the senses of sight, hearing, smell, taste, and touch for undertaking various activities.

Health and Safety: Children gradually develop interest in food and hygiene measures. This is essential to protect them from illness and diseases and be healthy. Safety includes learning to avoid harmful objects, environments, and circumstances. Young children learn safety rules and regulations, by observation adults and so their physical well-being is dependent on adult-modeling and reinforcing safety measures.

Somatosensory awareness: The Somatosensory system deals with the information from the variety of sensory receptors which are located in the skin, muscles and joints. It enables children to experience touch, pain, warmth, and coldness, and also to have a sense of the position and movements of their body.

Some children may miss important physical and motor milestones. They may be showing early signs of a developmental delay or physical disability or demonstrate alternate ways of meeting gross and fine motor goals.

PEHAL provides the knowledge about ages and stages of Physical development and Health. These need to be addressed early as delays in milestones could affect other developmental domains such as Language and Speech development.



# Domain Element | Gross motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Turns head to both sides while on back	Controls head without support	Sits without support	Stands alone while holding something for support	Starts walking Independently	Runs fairly well	Is able to stand on tiptoes
Lifts head while on belly	Rolls from belly to back and back to belly	Creeps or crawls on tummy	Walks holding furniture	Squats down to pick up things	Starts to use ride on toys	Imitatos simple bilateral movements of limbs e.g. arms up togethe
Kicks both legs and move both arms equally while on back	Brings feet to mouth laying on back	Gets from sitting to crawling position and back to sitting position	Walks with two hands support of others	Crawls up stairs	Stand on tiptoe with support	Begins to ride pedal a tricycle
	Sits with support in the lap	Begins to clap		Pushes things	Takes off clothes independently	Walks up/down stain with alternating feet
	Transfers object from hand to hand			Throws a ball with two hands	Walks down one step at a time with rail or handholding	Jumps in place with two feet together
gr r i	Supports whole weight on legs	m				Climbs on play equipment-ladders, slides, etc.

## Domain Element | Fine motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Tightly grasps objects when placed in palm	Holds small object in harid	Pinches small objects with thumb and pointer finger	Able to release an object voluntarily	Can separate lingers to grasp and release an object	Removes shoes on own	Copies straight lines, circles
Opens fists	Holds hands together	Uses a raking grasp i.e. uses fingers other than thumb	Stacks two things	Picks and drops small objects	Can turn pages in a book one page at a time	Turns single pages in a book
	Reaches for toys with both hands	Keeps fists open and relaxed most of the time	Pincer grasp develops i.e. using index finger and thumb to grasp object	Holds strings of the toy and pulls	Can open loosely wrapped packages or containers.	Can turn doorknobs
				Holds glass to drink		Can manipulates clay or play dough with fingers.
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## Domain Element | Perceptual motor development

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Focuses on an object placed 12 inches from their face and follows objects	Follows objects with eyes in all directions	Looks at an object in hand, mouths it, and then take it out to look at it again	Copies actions	Empties container	Throws a ball toward another child or to an adult	Can do simple tasks that require coordination or sensory integration e.g. pours water from one container to other of different shapes
Coordinates sucking, swallowing and breathing		Excited on seeing favorite toy	Uses tongue to move food around mouth	Begins to make small marks on the paper	Uses fingerpaint to make marks or circles on paper	Adjusts approach to unknown objects, e.g., presses harder on a lump of clay
	rce	þti	Recognizes sounds and reacts e.g. moves towards the door on hearing door bell			Enjoys physical play, e.g., wrestling, tickling
	to					mt
2			117		3	

# Domain Element | Health and safety

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Anticipates feeding upon seeing breast	Anticipates feeding upon seeing bottle, or food	Holds own bottle through the entire feed	Cooperates in daily routines, such as bathing and washing hands	Cooperates to sit in one place to have food	Distinguishes between edible and inedible objects	Understands some differences between safe and unsafe play behaviors, e.g. not to put small objects in mouth, avoids hot stove
		Feeds self-finger foods using thumb and fingertips	Shows interest in different foods	Responds to adult commands like "don't touch"	Understands common dangers of hot objects, stairs, glass	Pulls at pants or give other signs of needing to use the toilet
L.			Stops crawling when reaches the edge of the couch			Cooperates and participates in health and hygiene activitie like trimming nails and haircut
	all	П		3 6		M.
	2500					

# **Domain Element | Somatosensory awareness**

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Generally happy when not hungry or tired	Picks up different objects of various shapes	Explores toys with hands, fingers and mouth	Has a regular sleep schedule	Adjusts the way he is walking depending on the type of surface; for example, walking slowly on rocks and faster on pavement.	Touches a variety of textures and doesn't mind getting messy
	Able to calm with rocking, touching, and gentle sounds	Will immediately look in the direction of touch	Uses objects to bang like a spoon or a glass	Bothered by soiled nappy	Shows awareness of steep inclines or drop-offs	Cooperates for dressing to suit the weather
SO	mai	os	emi	Enjoys messy play		Shows understanding of size openings needed for their body to move through, e.g. Sneaks into doll's house

## The Cognitive Development Domain

The mind is said to be the most powerful learning machine of the Universe

Cognitive Domain includes a range of mental actions and processes relating to acquiring information, storing, manipulating and retrieval of it for problem solving and day to day living.

#### What helps children in their cognitive development?

Children develop cognitive abilities through neural connections that get stimulated due to the very earliest natural experiences. Observations, interactions and playing with others are extremely helpful for cognitive development. This assists children in becoming active and inquisitive and motivates them to explore, predict, think, reason out and understand things. The socio-emotional interactions with family members also help in cognitive development of children. For example playing simple peek a boo game, or putting lids or pats helps in developing linguistic communications, sense training and perceptual development. These are important input factors for developing cognition. As children grow they gradually learn to apply prior observations and knowledge to gain insights into new experiences. These further assist in refining the understanding and eventually promotes learning.

#### The domain of Cognitive development has the following domain elements:

Exploration and response: Children are curious explorers. Exploration forms the basis of sensory games and these provide vital inputs for cognitive development. Adult responses to children's actions and vice a versa help to accelerate learning and development of cognition in young children.

Logic reasoning and problem solving: Logical reasoning is the children's ability to think and apply strategies for solving problems. The problems could be as simple as drawing mother's attention or pulling out a ball from under the chair. If children are given enough time and freedom to solve their problems it will surely help to develop these domain elements.

Concept development and symbolic representation: The ability to think abstractly or symbolically about their world, allows children to understand things happening around them in a better way. These domain elements are essential to children's early concept development and enhance further learning.

Attention, Perception and memory: Attention to details is drawn due to visual and auditory perception. Frequent experiences with plays, for example shaking rattles or finding games helps in the development of working memory which in turn strengthens cognition.

Estimation, imagination and creativity: The proponents of play as an approach to learning emphasise that creativity and imagination are crucial aspect of cognition. This is because it promotes divergent and convergent thinking which lays the foundation for critical thinking and innovation later in life.

Some children with disabilities may exhibit delays in cognitive milestones. This could range from developmental disabilities to specific learning disabilities in children. Cognitive delays may cause difficulty in attention span, speaking and communicating, attention span and thinking logically. PEHAL provides the knowledge about ages and stages of Cognitive milestones. The typical milestones provided under each of the Domain Element will help to ascertain if children have delays or are experiencing concurrent cognitive delays due to some other issues. These need to be addressed as early as possible so that it does not lead to learning difficulties.

# Domain Element | Exploration and response

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Follows movement of people by turning head	Uses hands and mouth to explore the surroundings	Watches an object as it falls	is able to put objects in and out of container	Explores to find objects e.g. lifts lid of the box to find something	Likes to search inside things e.g. pockets, basket etc.	Understands differences and responds accordingly e.g Walk more slowly and carefully when carrying an cup of milk vs runs with a biscuit
	Tries to get things that are out of reach	Looks for objects when hidden	Begins to use common objects correctly e.g. drinks from a cup, brushes hair	Experiments with different textures found in the environment, e.g., runs fingers through tand/mud	Points to things in house/outside and asks the question What?	Anticipates next steps e.g. on seeing mother getting ready, asks 'where'? I coming"
ex	olo	rat	ion			Tries to explore how thins work e.g. manipulates a tap for water
re	Sp					
			TTR	F.	-	9

# Domain Element | Logic, reasoning and problem solving

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Shifts attention from one object to another	Plays with toys placed in hands	Overcomes obstacles to get toys	Tries alternate ways to make toy work	Reaches object from bohind a barrier e.g. pushes one toy to reach for a toy of choice	Initiates solutions e.g if mother says food is hot, tries blowing it to cool down	Experiments with cause and effect activities e.g. blows soap bubbles and observes them fly
Looks for or reaches toward objects that touch the body	Repeats efforts to obtain an object	Plays with a variety of toys that produces effects	Tries to retrieves toys from hard-to-reach places e.g. toy under the table or toy in a basket	Salves simple problems without adult assistance e.g., getting under fumiture to get a toy	Finds ways and means to reach e.g. crosses the barrier of doors safety plank to enter the kitchen	Grades and stacks things according to size. E.g. arranges toys or shoes
log	ic	ea	501	ing		Informs that something is not working e.g. if there in no light or sound in the toy or the music stops, shows it to the adult
pr						Uses objects differently to solve problems, such as using a stick/bat, to reach a ball under a chair
2			17			

# Domain Element | Concept development and Symbolic representation

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Makes sound to get attention	Explores objects with different senses (touching , tasting)	Shows excitement for going out and waves bye bye	Develops object permanence Le. looks for an object or people out of sight	Understands uses of objects e.g., while playing with doll combs hair with a comb	Initiates adult activities e.g. pretending to swipe floor or pretends to start car or scooter with keys	Begins understanding of things that go together e.g. flies airplanes in the air and moves cars on the ground
			Uses body movements while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up	Points to at least three pictures of animals/familiar objects on request	Sorts objects into simple categories e.g. putting spoons together or vegetables together	Begins to show sense of time e.g. in the evening wants to go out to play
		ant	Focuses attention on objects, people for a longer time	Uses physical actions while exploring objects (e.g., rolls a ball back and forth on the floor)	pretends that objects are something other primary purpose e.g., blocks are pretended to be food and act to be eating it for fun	Identifies various attributes of objects, food, and materials, e.g., color, shapes, size
-		-1-			Has the concept of 'big' and 'small'	Relates real objects to image. E.g. Can motch a watch on the hand to that in a book
<u> </u>		14 Jul	, per	441		Engages in fantasy role play. E.g. gives voice to toys during play
2						Can rote count to 5/shows off number sense like attempting to count number of people in a room

## Domain Element | Attention, perception, and memory

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Gaze lingers where object or person disappears	Pulls cloth from face	Anticipates frequently occurring events in familiar game on first trial	Remembers location of objects	While sitting on a caregiver's lap, attends to picture book	Recognizes own and others' clothing, and personal belongings	Recognizes familiar signs/symbol e.g. traffic light, chocolate name
Turns head or visually searches for sound	Likes people to be around	Looks for familiar toys/material where It is usually kept		Systematically searches objects till found	Completes parts of rhymes or songs with actions e.g. when adult says Johnny Johnny the toddler completes it yes papa with actions	Knows what comes next in their favorite book e.g. tells when a page is missed
		Anticipates and co-operates during routines			Understands "more" as an addition to some existing quantity	is able to remember and narrate an incident after few hours
att	en	lioi	1 .			Copies shapes looking at the pictur e.g. build a toy truck or house with block
						Puts together puzzle with four or five interconnected pleces

## Domain Element | Estimation, Imagination and Creativity

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Quiets when presented with fullables or sounds	Responds to music by either quieting or becoming more active	Responds to music by bouncing or gestures	Responds to music by changing expression, moving head or limbs, swaying and nodding	Begins to stack things with or without support	Enjoys tapping while listening to music	Pretend play has detail steps e.g. with a doll and a toy bottle will feed tock and put the doll to sleep
	Tries copying simple sounds made by others		Scribbles independently	Uses trial and error to complete simple puzzles, e.g., matches piece, orients and attempts to turn to make a puzzle piece fit	Participates in artwork and enjoys the process of tearing, rolling, and beading	Uses symbols in imaginary play e.g. pen is considered as a pipe to fill petro or gas in a car or bike
est		aţi	bn			Plays dress-up and invites others to play along e.g. takes dupatta and pretend to be mother and asl mother to behave like a child

## Red flags for early identification of disabilities

Red flags are the warnings or indicators of behavioural or developmental markers. It prompts us to ensure whether or not the child is on the accurate developmental path



"The childrens league (2017) has provided age wise red flags which will help you to identify them in children around you.

### Developmental red flags in birth to 3 months

#### The child does not.....

- Respond to loud noises
- Follow moving objects with eyes by 2 to 3 months
- Grasp and hold objects by 3 months
- Smile at people by 3 months
- Support head well at 3 months
- Reach and grasp toys by 3 to 4 months
- Bring objects to mouth by 4 months
- Push down with legs when feet are placed on a firm surface by 4 months
- · Does not give eye contact

#### Developmental red flags 4 months to 7 months

#### The child ('s) ......

- Muscles are very stiff and tight
- · Overall body is very floppy
- Head still flops back when body is pulled to sitting position by 5 months
- Has no affection for the family and does not enjoy people around them
- Eyes consistently turn in or out and always watery and sensitive for light
- Does not respond to sounds around them by 4 months
- Has difficulty in moving limbs and putting objects in mouth and bearing weight on feet
- Doesn't roll over from stomach to back by 6 months
- Cannot sit with the help even by 6 months
- Does not smile or laugh by 5 months

### Developmental red flags 8 months to 12 months

#### The child.....

- Is unable to crawl
- Drags body on only one side
- Cannot stand when supported
- Does not search hidden objects by 10 to 12 months
- Babbling reduces and does not utter a meaningful word by I year
- Does not sit steadily by 10 months
- Does not show interest in "peck-a-boo" kind of games by 8 months

### Developmental red flags 12 months to 24 months

#### The child ......

- Is not able to walk by 18 months
- Does not speak at least 15 words by 18 months
- Does not use two-word sentences by 2 years
- Does not show comprehension for objects around such as fan, mobile, light by 15 months
- Does not imitate actions or words by 24 months
- Does not follow simple one-step instructions by 24 months

### Developmental red flags 24 months to 36 months

#### The child .....

- Falls frequently and has difficulty in climbing
- Has drooling saliva and distorted speech
- Is unable to build tower of household things or play blocks
- Is unable to copy or trace shapes by 3 years
- Does not communicate in sentences or phrases
- Does not involve in play with other children
- Extreme difficulty to separating from mother

Performance Indicators Rating Sheet,
Individualized Family Service Plan
and
Transition Planning

# **Performance Indicators Rating Sheet**

Date:	Name of the child:
Date of birth:	Delay/diversity/disability:

(5:7:5:4:2:5:MW)			Western with the contract of t				
Domain and Domain Elements		Performance Indicators (use either one of the given below indicators as per the milestone achievement of the child)  1. Limited (less than 35% milestones achieved)  2. Moderate (35-70% milestones achieved)  3. Functional (70-100% milestones achieved)	Performance Status observation of the teacher	Concerns and red flags	Any special adaptations needed	Referrals	
Doma learni	in 1: Approaches to	i i i i i i i i i i i i i i i i i i i					
DEA1	Awareness and familiarity						
DEA2	Curiosity and exploration						
DEA3	Initiative and engagement						
DEA4	Risk -taking, problem solving, persistence and resilience						
DEA5	Creativity and imagination						
DEA6	Self-Regulation						
Domai learni	in 2; Socio-emotional ng						
DES1	Relationship and Social Interactions						
DES2	Self-concept						
DES3	Emotional regulation and competence						
DES4	Prosocial behavior						
Des5	Engagement in play						

Date:	Name of the child:
Date of birth:	Delay/diversity/disability:

Domain and Domain Elements		Performance Indicators (use either one of the given below indicators as per the milestone achievement of the child)  1. Limited (less than 35% milestones achieved)  2. Moderate (25-70% milestones achieved)  3. Functional (70-100% milestones achieved)	Performance Status observation of the teacher	Concerns and red flags	Any special adaptations needed	Referrals
	in 3: Communication, rage and Literacy					
DEL1	Social communication					
DEL2	Receptive communication					
DEL3	Expressive communication					
DEL4	Emergent Literacy interests and behaviours					
Doma and h	in 4: Physical Development ealth					
DEP1	Gross motor skills					
DEP2	Fine motor skills					
DEP3	Perceptual motor development					
DEP4	Health and safety					
DEP5	Somatosensory awareness					

Date:	Name of the child:
Date of birth:	Delay/diversity/disability

Domain and Domain Elements  Domain 5: Cognitive Development		Performance Indicators (use either one of the given below indicators as per the milestone achievement of the child)  1. Limited (less than 35% milestones achieved)  2. Moderate (35-70% milestones achieved)  3. Functional (70-100% milestones achieved)	Performance Status observation of the teacher	Concerns and red flags	Any special adaptations needed	Referrals
DEC1	Exploration and response					
DEC2	Logic, reasoning and problem solving					
DEC3	Concept development and symbolic representation					
DEC4	Attention, perception, and memory					
DEC5	Estimation, imagination and Creativity					

## Cross disability early intervention program for infants and toddlers

### Individualized Family Service Plan (IFSP)

An Individualized Family Service Plan (IFSP) is a document that outlines the type of early intervention services that a child and the family will receive. A team of professionals along with the child's family develops the IFSP.

The IFSP includes family resources, priorities, and concerns, child's present levels of functional development, measurable child and family outcomes, and early intervention services.

The IFSP requires the program coordinator to ensure appropriate implementation and coordination of the plan across agencies with which the family is involved.

The IFSP focuses on both the child and the family within their daily routines.

The IFSP is reviewed at least every six months and the IFSP is revised at least annually by the IFSP team, which includes the child's parent IFSP end with a transition plan when the child is ready to transition into Preschool.

#### Services Provided under IFSP

Awide range of services may be provided through early intervention, depending on the child's needs, including:

- Audiological services to determine the child's hearing ability and provide suitable aids
- Vision services to assess whether or not he has usable vision and what sort of low vision devices the child may require
- Occupational Therapy

- Physio therapy
- Speech and language therapy
- Special education
- Psychological and social work services
- Medical services if required
- · Family training, counseling, and home visits if required

The early intervention centers should use the PEHAL guidelines for the intervention planning of the child. The Family outcome Measures documents (IdEA) provides strategic directions which can be used as a guide while making the IFSP for a child.

### **Individualized Family Service Plan**

Referral Date: Referred by:	IFSP Meeting Date:		IFSP Meeting Type: First Half yearly Annual		
Child and Family Information					
Child's Name (First/Middle/La	st):				
Date of Birth:		Chronological	age:		
Provisional Diagnosis:		-			
Mother's Name:					
Education :		Occupation:			
E-mail:		Mobile no.:			
Father's Name:					
Education:		Occupation:			
E-mail:		Mobile no.:			
Address:					
			7		

Team/Participants	Sign	Team/Participants	Sign	
1) Centre coordinator:		5) Special educator:		
2) Therapist:		6) Parents:		
3) Professional: (pediatrician)		7) Other:		
4) Psychologisti				

		Early intervention center information
Center:		
Address:		
Phone:		
Website:		E-mail:
		Child's birth information
	Consanguinity	
Prenatal	lifiness	
	Trauma	
	Any other	
Natal	Birth details	(normal, ⊂ section)
	Gestational age at birth	
	Birth weight	
	Birth cry	
	Any other information	
Perinatal	Illness	
NUTRITION	concerns about your child's eating, sw	llowing, general nutrition or growth?

GENERAL CONCERNS			
Concerns about child's health:			
Recurring illness		Special equipment or aids required	
Mental health		Physical health and development	
Aggression		Anxieties	
Behaviour		Social skills	
Projected dates for IFSP Meeting			
Six Month			
Annual IFSP			
Transition Planning Meeting:			
	Family	's Perspective	
Please mention the perspective, issues and conc needs of the child and family.	erns important to the fam	ly for developing outcomes and identifying strategies and activities to address the	
Perception and Plans (It can be family's perception about the child's pr functioning and further expectations)	esent level of		
1 TO			
(It can be about this child, sibling, or other impor	tant things in the		
Challenges and priorities (It can be about this child, sibling, or other imporfamily that need attention) Strengths and Resources (It can be child's family other than parents, Organ finance)			

(The Early Intervention center can make use of the IdEA (Family Outcome Measures document) of PEHAL for empowering parents regarding their concerns).

### Outcomes for the child and family

Child and Family outcomes are framed based on the information that parents/ family have provided. This plan is an outline of the targets that have to be accomplished for the child. The steps and activities are also mentioned here. Please discuss your priority outcomes and strategies. (For detail outcomes the center can refer to the strategic directions in the IdEA the family outcome measures document of PEHAL)

Outcome 1	
Outcome 2	
Outcome 3	
Activities to achieve the outcomes	
Activities to achieve the outcomes	

Time (period): OUTCOME PROGRESS REVIEW				
	Yes/ No	Date	Signature	Comments
1. Accomplished				
2. Progressing				
3. Needs support				

### **Transition Plan**

The next step in Early Childhood Intervention and Education is transition to preschool. Transition is the process of change, new opportunities and challenges.

Transition involves

- Identifying the child's strengths and needs,
- exploring the future early childhood intervention and education services required by the child.
- Procedures to prepare the family and child for changes in service delivery
- steps to help a child adjust to and function in a new setting.
- Transmission of information about the child and family to another early childhood program, with the family's consent/permission

(A Transition Plan will be developed on the basis of the IFSP and IdEA documents of the PEHAL for a child who completes 3 years of age or at the termination of services at least three months prior to completion of the early intervention program at the centre)

	Transition Plan	
Child's Name:	D.O.B:	
E.I.P. enrolment date:	E.L.P. completion Date:	
Parent/ Caregiver:	Ph. no.:	
Address:	Date:	
Email:	Next Meeting Date:	
Attendance: Regular Fair / Adequi	ate Irregular	-
Family's strengths for successful transition		
Child's strengths for successful transition  Family's concerns about transition		
Supports needed by the Family during transition	Suggested/activity	Responsibility of
0		
2)		

3)

Supports needed by the child during transition and after	Suggested activity	Responsibility of
1)		
2)		
3)		

### Transition team members

Parent/caregiver	Interventionist	Preschool teacher	Program co-ordinator
Sign:	Sign:	Sign:	Sign:

Aids required	Contact details
	2 Selferio Societino e en e

Tora	ansition Plan	
Child's Name: Malhar Patil D.O.B: 3/12/2018 (3 yrs 1 month)		
Brief history: B/L profound hearing loss with ADHD. Cochlear implanted in	n left ear at 14 months	
E.I.P. enrolment date: 1/5/2019	E.I.P. completion Date: 30/3/2022	
Parent/ Caregiver: Mahesh Patil/ Mrunal Patil	Ph. no.: 982xxxxxxx	
Address: Shanti Niwas, Kalyan, Dist. Thane	Meeting Date: 10/1/2021	
Email:	Next Meeting Date: 1/4/2022	
Attendance: Regular Fair / AdequateY	Imagular	
Suggested intervention and Education: Bal Vatika School		

Family's strengths for successful transition	Both parents are aware of the challenges Malhar would face in a group in preschool. They use strategies to help Malhar focus activities and participate in group work.
Child's strengths for successful transition	Malhar has started attending to spoken instructions of teacher and caregivers. He also has started communicating using language. He has started associated play with peers.
Family's concerns about transition	Parents are concerned about the care of cochlear implant device in a group setting.

Supports needed by the Family during transition	Suggested activity	Responsibility of
Socio emotional adjustment of their child     Being in pace with the school work     Attending speech therapy and occupational therapy sessions	Parents along with the child will visit the new setting and familiarise him with new environment     The school will provide weekly schedule to help parents prepare and participate     Working out possible schedule	Interventionist and preschool teacher.     Preschool teacher     Interventionist and preschool teacher.

Supports needed by the child during transition and after	Suggested activity	Responsibility of
<ul> <li>Malhar needs visual clues and reminders for completing a task and classroom expectations</li> <li>Malhar needs to help in social skills due to some behavioural issues</li> <li>Since his language is not age appropriate would need help in communicating with others</li> </ul>	Visual schedule will be pasted on Malhar's desk. The teacher will provide verbal and visual cues during activities.     Teacher will reinforce and promote positive behaviour     The teacher will facilitate communication whenever required	Preschool teacher     Preschool teacher and parents     Preschool teacher and parents

### Transition team members

Parent/caregiver	Interventionist	Preschool teacher	Program co-ordinator
Sign:	Sign:	Sign:	Sign:

Suggested services:	Aids required	Contact details
Speech therapy		
Occupational therapy		



## **Guidelines for Activity based learning**

Learning is not a product of teaching, learning is the product of active engagement of the learners.

The PEHAL curricular framework of Guidelines for Activities is a consortium of exemplars that endorses and supports Activity Based Learning. Based on the Domains and its constituent Domain elements of learning, the section 'B' of PEHAL offers an age group wise range of activities. These have been designed with dual purposes; 1) Developmental way for in children whose milestones are typically progressing or 2) Remedial way for children who experience delay or deviations due to disability.

While undertaking Activity-Based Learning, it is suggested to follow a play based approach. A detailed description about information on play based learning has been provided in the following subsection. Activities undertaken in a play way method are helpful in achieving the three 'E's essential for learning namely; experimentation, expression, and exploration.

Keeping in view the differential needs of children with disabilities, scaffolds have also been developed. These would help the parents and professionals to overcome barriers to learning of children with disabilities.

#### A seven step learning model for conducting play based activities

Based on the Camborne's model of learning following steps could be undertake while conducting activities for children for enhancing their learning and maximizing the benefits.

Immersion: Use plentiful, but meaningful language so as to immerse the child in experiential learning. So walk the talk continuously as the activities are been undertaken. E.g. Talk about a food activity like filling milk in the bottle or a conversation activity of a finger pupper. Name the material and talk about each step that is being undertaken.

**Demonstration:** Children are keen observers and observe details to imitate them. So demonstrate the activities and then let the children explore by themselves.

**Expectation:** Always keep the bar of expectation high from the children while undertaking activity based learning, but be careful that the expectations are rationale, age appropriate and attainable.

**Responsibility:** Involve and engage children so that they share the responsibility of undertaking activities for learning. Assign them small tasks related to the activity so that they experience the joy of accomplishment. For example bringing the keys of the toys,

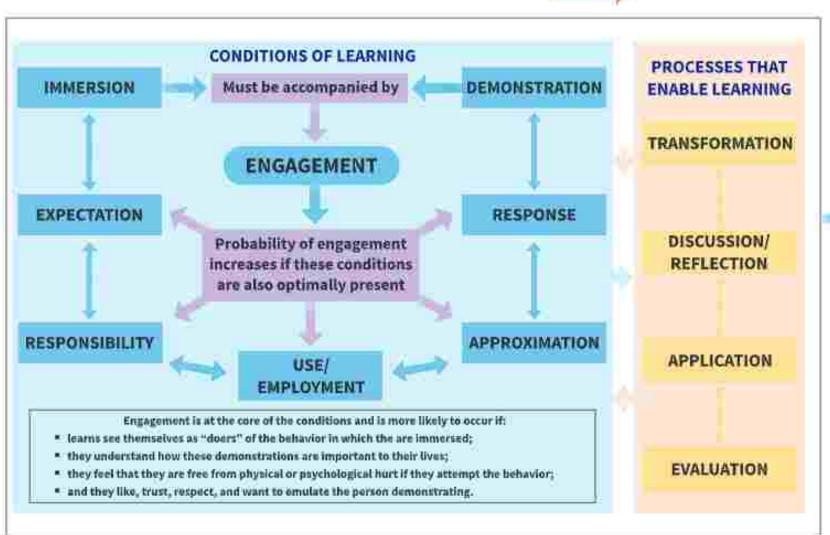
changing its batteries or distributing coins in a board game.

Approximation: Expectation from children should be of approximation i.e. nearing an adult model. For example while fixing the jigsaw puzzle holding the pieces like the adult and fixing.

**Employment:** The plentiful learning opportunities should also provide a chance to use the previous knowledge of the children and link it to the new knowledge. This helps to develop concepts.

Feedback: Feedbacks are always nurturing. It mirrors how the children have performed and how best to improve on it. For example while coloring within the boundary, give a frank feedback if of the work done within or outside the boundary with an encouragement.

## CONDITIONS + PROCESSES LEARNING



LEARNING
is changed
knowledge,
understandings,
feeling, values,
and skills
about literacy,
literacy learning,
and literacy use.



Play is imperative in a child's development. It is a natural and enjoyable way which helps the child to stay active, be happy and cheerful. Play is said to be the child's real learning arena! It is through play through that the infants and children learn how to move, communicate, socialize, think and understand their world around them. Taking into cognizance the abundant advantages of play, the United Nations High Commission for Human Rights recognizes 'Play as the birth right of the child'! Play provides the best ways to enhance the 21st century learning skills such as collaboration, critical thinking, creativity and communication. The recently launched National Education Policy (NEP) 2020 also upholds a play-based, activity-based, and inquiry-based learning in the EECE curricula. The present cross disability early intervention curricular framework has therefore initiated a play based PEHAL!

Play is the work of children. It consists of those activities performed for self-amusement that have behavioral, social, and psychomotor rewards. It is child-directed, and the rewards come from within the individual child; it is enjoyable and spontaneous.

Encyclopedia of Children's health

### The Power of Play

Play is an important part of the childhood development and all children have a natural inclination to get involved in a purposeful play, in adults play is often talked about as something that provides a relief from serious learning, but for children play is a serious learning. What more! Play provides a working laboratory - any where any time to learn experientially and thus it helps in building the domains of development.

Playing is gymming: Play promotes physical and motor development and additionally builds the stamina and coordination in children. The agility and fitness improves due to increase in appetite. Play is also recreational and keeps mind creatively engaged. So all put together, play improves the physical and mental well being of children.

Play stimulates the early brain development: Sensory play which is one of the earliest plays opens the doors for neural connections. Play and the play material provide the perfect life experiences as building blocks. Neuroscientists are of the opinion that playing can alter a brain's chemistry and the child's development.

Play sparks the 4Cs: Play is stimulating and opportunity providing. Whether engaging with mother during the first year or later engaging with others, play accelerates the development of language and communication. It's like a ripple effect, one domain element giving rise to the other. Creativity, critical thinking and concept development is also a contribution that play makes to a child's development.

Play makes children literate: Play time and activities help to develop foundational literacy and numeracy. Story telling or playing games with others builds mathematical vocabulary, phonics, language of numbers and concepts of mathematical operations. Besides these it provides a ready opportunity for developing skills of predictions, estimation and spatial abilities.

Play makes children lovable and socially active: Play helps to socialize and self regulate. It helps in understanding and following the social norms of sharing, turn taking, resolving conflicts and become a self advocate and an emotionally balanced child. Play provides children opportunities to practice decision-making, discover their own areas of interest and make friends!

Plays are inclusive: Play helps children to acknowledge and understand others. Children learn an important life lessons of acceptance, patience, perseverance, kindness, and most importantly respecting human diversity including disabilities. Therefore play contributes towards building an inclusive society.

### Stages and Types of Play

There are 6 stages of play which children generally go through during early childhood. While it is important to note that all babies are unique and each one develops at their own pace and interest, the stages of play like the developmental targets are also universal. These stages could be used to understand and ascertain the developmental milestones in young children and also to facilitate the domain areas of development. The following stages are provided by Mildred Parten as social play.

Unoccupied Play Birth to 3 months is the new born stage. During this stage babies make a lot of movements with their arms, legs, hands and feet. This helps the babies to learn to satisfy their needs, gain attention and also discovering themselves. During this stage babies seem to absorb the activities happenings around them. They develop perception, tactile skills and object permanence. This type of play may seem to have very little language or social motive for example a baby picking up, shaking and then discarding the objects in its vicinity.



Solitary Play This stage is an extension of the unoccupied play and children continue till 2 and half years of age. The children in this stage are interested in themselves and generally play alone. They are not quiet interested in playing with others yet. This stage helps children to develop their senses by exploration and sustained attention. They try to entertain themselves and also develop the skills of self regulation and concentration. This stage of play is also unstructured and children seem to be disinterested in others for example two children might be playing with their toys but never looking at or showing any interest in each other.



Spectator/ Onlooker Behavior At around two and half years of age children get interested in watching others, but they still continue to be by themselves. They begin to watch other children playing; however they still do not play with them. Onlooker plays help children to become observant of the social norms of communications as children often sit within close proximity so that they can hear other children's play conversations. For example younger children may frequently observe and follow older children at play, but not get involved in the 'big kids games'.



### Stages and Types of Play

Parallel Play Between 3 and half to 4 years children start playing alongside in the same room or near other children, but do not still play with them. They play in close proximity and hence the stage is referred to as parallel play. A child in this stage might play with toys that are similar and may also perhaps use it in similar ways, but may not interact in the play themes of the children nearby For example children playing in the same room playing with two different balls by themselves.



Associate Play Between 4 to four and half years children socialize and like to associate with others for play. While participating in associative play, they interact and also share their materials with other children. However their interest is in playing rather than the toys of others. During this stage children also exchange toys and exhibit problem solving behavior. For example realizing that there are limited resources to play kite flying, children may discuss and negotiate with one another for which resources to use alternately.

Cooperative Play Around 4 to 5 years children enjoy playing and sharing in groups. So this is considered as the most active social form of play. While playing together children develop interests and get engrossed in playing and cooperating with others. Play becomes formalized during this stage because a group leader emerges who takes a lead in deciding what to play. This stage helps children in higher order skills across various domains. Examples include imaginative plays like playing favorite fantas; or movie characters or hide and seek games.



### Types of Play

#### Sensory play

#### Characteristics

It is instinctive e.g. babies mouthing objects, banging things or touching textures.

#### Advantages

Sensory plays help children to investigate, explore, and draw conclusions.

#### **Activities to promote**

Provide a sensory stimulations, Preparing sensory bins with different colored objects and sounds. Take children outdoors and allow them to touch feel and explore.

#### Pretend plays

#### Characteristics

This is planned by children themselves. It includes fantasy and dramatic plays e.g. playing mom and dad or teacher and students.

#### Advantages

Pretend plays help to develop concepts, communication skills, emotional maturity and cognitive skills such as thinking, memory.

#### Activities to promote

Provide toy kitchen set, dolls house, doctor's set, costumes of favorite characters like Hanuman, Chota bhim, etc.

### Constructive plays

#### Characteristics

This is a play which is also referred to as 'young scientists'. Children use material around them to build and create novel things like huts, towers, tunnels, mountains or a dam.

#### Advantages

Constructive plays improve concentration and attention span. It also enhances cognitive skills such as observation, spatial relations, abstract thinking, reasoning, perseverance and fine motor skills.

#### **Activities to promote**

Provide building blocks, play dough, sand and castle materials, meccano games, toy tools and construction kits, craft and knitting kits, carpentry kit, gardening kit etc.

### Creative plays

#### Characteristics

This is a fun filled imaginative free play. It is a favorite game of preschoolers.

#### Advantages

Creative plays spark imaginations as it help provides opportunities for divergent and convergent thinking. It also enhances socio-emotional and perceptual-motoric skills such as eye hand coordination.

#### Activities to promote

Provide colours, papers, rangoli, canvas, boards, water colours, best from waste material, dress ups like dupatta for saree or bed sheet to make tents and huts, music and musical instruments etc.

### Benefits of play for children with disabilities

- Besides all advantages and power of play mentioned above, stages of play and involvement of children in types of play can provide important leads for identifying delays and disabilities very early in young children.
- Evidence suggests that play based early intervention is most beneficial in developing communication and pre-literacy skills in children with disabilities such hearing impairment, ASD or Specific learning disabilities.
- Experiential learning facilitated by play helps to develop concepts. This is especially beneficial for children with visual impairments.
- Play helps in improving concentration and attention span and thus can help children with ADHD and IDD.
- Children with socio emotional or conduct issues benefit from play as it is therapeutic and provides catharsis to pent up emotions.
- Play helps children with physical or motoric coordination issues such as Cerebral palsy.
- Play is a leveler. It provides opportunities to develop friendships which facilitate acceptance and inclusion.

All children are capable of learning, some do it independently while some others may require, a little support. Scaffolds are supports and assistance extended to children with disabilities for activities that they find difficult to perform on their own. These could range from verbal prompts for giving cues or providing teaching learning device such as use of computer softwares. Visual aids like graphic organisers, pictures or glossary page are also useful scaffolds for learning. The following section has scaffolds detailed as per disability requirements.

## Scaffolds for Hearing Impairment

### Age | Birth to 3 years

#### AREA

#### STRATEGIES



Draw child's attention to sounds and point to your ears and say 'listen'.

- Check sound of hearing aids every day.
- Hold baby close to you and speak.
- Sing rhymes/ action songs play music and tap or clap in rhythm.
- Use rattles, musical toys, but take care that it's not too loud or harsh.



Matching objects-2 spoons, 2 tooth brushes etc. Many games can be played which make child look at your face and associate the object with what you say.

Keep some things hidden. Say something about the item, 'I have a comb'. Show the comb and then say something more when child looks at you, "the comb is red'. This creates the association between the words and the things that child sees.



exaggerate. Talk about all activities and things around by

Talk in normal voice. Not fast or slow or don't

- pointing or showing.
- Give options" Do you want a ball or do you want a rattle?
- Face while talking and don't turn back.
- Label things in meaningful situations e.g. Here is your blanket, come we will sleep!
- Ask a question, take pause, give time for child to respond.
- Use good voice inflections and stress the key words while speaking.

#### AREA

#### STRATEGIES



LANGUAGE

- Make every activity of the day a language learning activity.
- Talk in full sentences about happening e.g. 'sparrow is in the window'.
- While daily routines like bathing, brushing talk about things and verbs
- Expand child's utterances. If child says 'out'. You ask 'you want to go out'?
- Read stories & amp; show a thing and tell about it.
- Repeat words in different contexts e.g. bring the ball. Give ball to grandma.



Maintain eye contact.

- Give visual cues by showing and Tactile cues by touching on cheeks and throat
- Use mirror for modeling the speech sounds
- Don't say wrong or always correct the child. Say you said't'. Its /d'.



All people around the child should use Sign language in routine activities and conversations.

- Draw attention towards hand movements and facial expressions.
- All around the child need to use it in daily routines and conversing.

SIGN LANGUAGE

Gently guide their hands to perform.

### Age | Birth to 3 years

## Scaffolds for Developmental Delays

#### AREA

#### STRATEGIES

#### Mobility

- Draw the child's attention to material / person of child's interest by calling the child that facilitates his moving (creep / crawl / walk .... based on his developmental stage) towards the target.
- To sustain interest and concentration of the child use a variety of activities, initially support physically, and gradually fade support.



- Give objects of interest to the child such as rattle, squeeze toys/things and provide time to explore. Initially encourage the child to use both hands to hold the objects.
- Let the child reach for the object/person at a distance and hold.
- In case of toddlers who can sit independently, encourage to picking up objects(particularly edible ones such as murmura or puffed rice) with fingers
- Encourage playing with toys such as blocks, squeeze toys, stacking rings to enhance hand functions and finger grasp.



COMMUNICATION

- For any routine activity such as feeding, bathing, dressing, playing with the child, keep talking like a running commentary even if one feels that the child is seemingly not understanding. Continue to talk with suitable facial expressions, and maintaining eye contact. Repeated contextual talking facilitates understanding and reciprocation in the child.
- Appreciate the child's efforts to respond or communicate orally or by action or gesture. Do not worry if there is no clarity in the child's response. Notice that the reciprocal communication is emerging in the child.

#### AREA

#### STRATEGIES



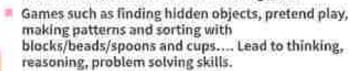
SOCIAL

Start interactions with a smile. Take efforts to let the child interact with all family members/familiar people. Let the child watch the exchange of greetings with appropriate body language, namaste with folded hands, bye-bye with waving hands, and so on. Always encourage the child's efforts to join. Etiquettes such as 'please wait', 'do you need more?', 'thank you', clap with 'that was great', 'sorry, I made wait' and such social gestures may be used in context and begun early in child's life to promote



Opportunities to make choices by offering a few items (bus or car? Red block or blue block? Milk or water?" and letting the child select one right from toddlerhood, leads to decision making skills.

social skills and social competencies.





COGNITIVE

- Feeding, toileting, dressing and such activities of daily living are to be systematically taught children who have developmental delays.
- Begin with easy steps and move to complex ones. For instance, when food is placed in mouth, chewing and swallowing is taught before 'pick up mixed food/pieces of chappati/dosa... and direct to mouth'. When this is accomplished, mixing the food /tearing to pieces and directing to mouth.
- Appreciate every attempt by the child. Physically guide and support, and as s/he learns provide only verbal prompts and finally fade supports as s/he masters the skills.



ADAPTIVE SKILLS

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### Age | Birth to 3 years

## Scaffolds for Specific Learning Disabilities

#### AREA STRATEGIES Talk to the child about all the activities that the child is engaged in Expand the child's utterances by modelling to make it more meaningful Play sound recognition and discrimination Encourage the child to ask for things (helping with the name) instead of pointing out. Play games like 'hide and seek' for finding objects and label them. Sing nursery rhymes, songs, prayers and encourage the child to imitate with rhythm. For improving speech pronunciation playing games like rolling the tongue, making sounds, grouping sounds together, tongue twisters etc can be SPEECH AND undertaken. LANGUAGE Encourage playing with dough for making shapes, rolling with one hand, two hands etc. Play with stacking rings/ boxes games, rolling ball. throwing ball, passing ball from one hand to another, throwing, sorting things. Introduce simple puzzles and then gradually increase the pieces. Support and encourage the child to do it together and later independently. Imitating games like hop like a rabbit, walk like an PERCEPTUAL elephant etc. MOTOR Opportunities to make choices by offering a few items (bus or car? Red block or blue block? Milk or water?" and letting the child select one right from toddlerhood, leads to decision making skills. Games such as finding hidden objects, pretend play. making patterns and sorting with blocks/beads/spoons and cups.... Lead to thinking, reasoning, problem solving skills.

**EXECUTIVE SKILLS** 

### AREA

#### STRATEGIES



EMERGENT

LITERACY &

NUMERACY SKILLS

- Read simple story books with lot of visuals with the child
- 'Shared reading', printed labels or cards for objects, toys, routines will help develop print awareness.
- Story reading using colorful books and materials will be helpful for emergent literacy and for predictions about what will happen next.
- Sequencing activities helps to reinforce first this happened, then and so on
- Involve in activities that help in understanding 'more-less, far-near, heavy - light, long-short'. seriation based on size and so on.



- Ensure the child is attending to you by establishing eye contact and calling him/her by name.
- Identify activities of his/her interest and begin with those to arouse attention. Then move gradually to activities that you choose to involve the child in.
  - Know his/her attention threshold and change activities without changing the objective to sustain the child's attention. E.g.If the objective is sorting objects according to shape, have different sets of material such as blocks, beads, kitchen utensils such as cups and spoons. When you see signs of his losing attention while at blocks, quickly replace the blocks with kitchen utensils and continue with the same objective of sorting.
- Activities to arouse and sustain attention can be with other sensory motor areas too.

ATTENTION

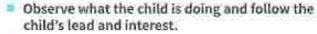


## Scaffolds for Autism Spectrum Disorder

### Age | Birth to 3 years

#### AREA

#### STRATEGIES



- Do not force the child to give eye contact rather come into the child's line of vision by placing yourself at a lower level than the child.
- Engage with the child using facial expressions, gestures, tone of voice, sounds, etc. about what is happening around.
- Be energetic, excited and enthusiastic while interacting with the child. Keep the interaction enjoyable.
- **ENGAGEMENT**

Expand the interactions by changing one thing or adding in one new element at a time.



- Provide access to low sensory areas-set up a room in the house or a corner in the room with low lighting and noise reduction if the child is a sensory avoider.
- Provide access to different textures, sounds, movement if the child is a sensory seeker.
- Provide alternate seating using ball in a tyre, swing, round cushions etc.



- Use visual supports to promote understanding of language e.g., use a gesture or a picture to show the child that it is 'time to eat'
- Do not use baby talk. Use clear speech. Use good voice inflections and stress the key words while speaking.
- Talk about things naturally in meaningful situations and in reference. Encourage the child to see/ hear/ feel/ smell/ taste.
- LANGUAGE Say what you mean and mean what you say.

#### AREA

#### STRATEGIES



 Have a clear beginning and a clear end to activities e.g., a cleaning up song at the end of each activity can help the child know that the activity has ended.

#### TRANSITIONS

- Label the child's emotions to increase self-awareness.
- Validate the child's emotions by saying and acknowledging that yes I understand you are upset.../ or I know you are.
- Teach the child to regulate using comfort toys, fidgets etc. and keep them in fixed places so that the child can easily access them when required.
- Do not discourage the child's stims (a motor or verbal repetitive mannerism to soothe self)-e.g., rocking body, swaying side to side.
- Stay close to the child and be comfortable while the child is struggling with emotions.
- ATTENTION Give time to unwind and recharge.



- Demonstrate and develop social skills in a purposeful and meaningful manner through direct instruction or by modelling expected social skills e.g., greeting an elder, saying bye-bye
- While waiting for a turn in different situations, give something to the child to see/ do/ hold. Use a visual timer/countdown for the child to understand how long he has to wait.

#### SOCIAL

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## Scaffolds for Autism Spectrum Disorder

Age | Birth to 3 years

### **AREA**

#### STRATEGIES



- Give choices and opportunities whenever possible e.g., Do you want to wear the green frock or the red one?
- Give meaning to the child's vocalizations e.g., if the child says "Ba-ba" say "You want a ball, you like playing with a ball" and give the child a ball.
- Provide AACs (Alternative and Augmentative Communication) boards comprising of signs/ pictures to encourage the child to
  communicate. Model the use of signs or pictures for the child and gently guide the child to use them. While using pictures, try
  keeping them in fixed areas in the room.
- Respond immediately when the child communicates.
- Always presume competence- If the child does not respond in the way you expect, it does not mean that the child does not understand.



- State your expectation clearly. Tell the child what to do vs. what not e.g., tell the child to sit down vs. don't run
- Discuss the child about the activity he will be doing.
- Break the activity into simple steps.
- Demonstrate the child every single step of the activity.
- Support instruction with visual, auditory, kinesthetic, tactile input.
- Repeat activities.
- Give time for child to process your instruction and respond.
- Try singing instead of saying and repeating the instruction.

INSTRUCTIONAL



- Use specific cues for the child to know what is expected from him and where he can do the activities e.g., if the dining table is used for a lot of activities, placing a specific table mat can clarify to the child that it is eating time, a red cloth mat on the floor with a box of toys can tell him that this is where he can play.
- Use familiar bins/ trays to keep specific materials/ toys so that the child knows where what will go.
- Build consistent and predictable routines. Inform the child about any change that is going to happen.

## Scaffolds for Cerebral Palsy/ Multiple Disabilities Age | Birth to 3 years

#### AREA

#### STRATEGIES



Feeding, eating and drinking - using or adapted tools/utensils (spoons, plates, cups) to promote participation in self-care by drawing on the best motor. ability or potential of the child. Reinforce with smile and claps for every effort the child makes.

- Start with easy steps to more difficult or complex steps- with full physical prompt to partial physical prompt.
- Provide and encourage child's participation and self-initiated activities in self care.
- Promote and encourage child to participate in personal hygiene care such as bathing, grooming and oral care with modified tools

#### **ACTIVITIES OF** DAILY LIVING

MOBILITY

(FINE MOTOR AND

GROSS MOTOR)

- Use big toys soft toys are great to hold and grasp than hard objects-hand painting, squeezing sponges, play dough like chapatti dough
- Play outdoors to touch, explore grass, sand, leaves etc to encourage or roll or crawl on soft grass or sit with support in different surfaces outdoors
- Mobility that encourages through play so that children learn to move from rolling, crawling, sitting, side/extended sitting, W sitting on chair, to standing, and walking (with support)
- Encourage hand over hand -reach, hold or explore objects with both hands (if the child tends to use more one hand or one side of the body)
- Encourage bilateral (both) leg and hand movements of the child in a tub of water under parental guidance and watch - to make stepping movement, kicks in water, etc.



#### STRATEGIES



- Make up a silly song or rhymes that are high pitched along with facial expressions and make up silly sounds including - animals, sound of environment, vehicleetc
- Talk about or ask about texture and colours of dress. "what color is your frock?"
- Plan and include choices- toilet first and milk next choices by pointing or touching real objects in the order they prefer.
- Talk about body parts your ears to listen, hands to pat a cake or clap, rub your cheek, rub your stomach...legs, hands...
- Copy back or resonate back all the baby sounds the child makes and try-out new sounds



- Involve parents, siblings, extended family to interact and engage with the child by smiling. playing peek-a-boo, or mirror play, finger play etc.
- Encourage child to share toys or food with sibling or family members or next door children, or take child outdoors to watch other children play, say "hi" or "bye"
- Pretend play using toys or hand puppets, baby kitchen set or household utensils or bolster pillow that makes up as plane or car or auto ride around the neighborhood to play out different emotions happy, sad, fear, etc.



Play a number of imitation games using rhymes that promotes clapping, moving arms, waving, shaking the body etc Take the child outdoors to point and name the birds,

flip the pages of book

- domestic animals, vehicles, vegetables or fruits in the market
- Count things as you dress the child. Two socks, Two sleeves, one leg in, two leg in as routine the child hears
- Nudge and guide hand over hand the attention of the child at other pictures the child is NOT looking at Point to parts of the book - Front and back ofbook,



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## **Scaffolds for Visual Impairment**

### Age | Birth to 3 years

#### AREA

#### STRATEGIES

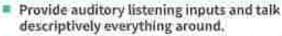


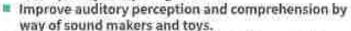
Stimulate visual curiosity by using various light conditions such as bright colors with good contrast. Routine daily activity things could also be colorful such as milk bottle, plate or spoon. Mother and other family members could also wear dress with good color contrast.



- Touch i.e. tactile experience is essential for understanding the environment, familiarity. Speaking along with feeling, exploring and touching will help to build vocabulary and concepts.
- Feel of different surfaces will also help in creating readiness for Braille and other tactile learning materials.
- Story books with Braille strips at end of the page and highlighting a key element of the characters with different textures will assist in identifying characters in a story.







- Sound localization activities will help in mobility training.
- Reduce auditory distractions and do not play the T.V. or radio nonstop and loud



AUDITORY

 Use stimulating materials for olfactory (smell) sense training and for learning concepts related to tastes.
 Olfactory sense also helps in mobility training for locating kitchen, washroom etc.

#### AREA

#### STRATEGIES



- Conversations help in building knowledge and socio emotional well being.
- Give the background about the context about which a conversation is being done. Add the missing visual information also in the language input.
- Use words like look and see here while conversing.
- Address the child by name and name people who are talking coming in or leaving the room.



- Create safe clutter free environments for mobility by eliminating sharp edges, reflective surfaces, plug points, wires, etc.
- Encourage exploring around for confidence in moving including staircases.
- Searching games gradually increasing distance and locations will help in overcoming fear of movement.



- Use real objects, encourage exploring and undertaking daily living activities like brushing, bathing, dressing, eating and fetching things.
- Describe and show how different devices or things work and its use
- Undertake task analysis and break the task into small and sequential steps by explaining each step. Mediate when required as imitation is difficult.
- Read to the child and describe pictures and illustrations.

ADL

## Scaffolds for Children with Physical Impairments Age | Birth to 3 years

#### AREA

#### **STRATEGIES**



- Very young children with a delay in head holding, rolling and sitting, can be encouraged to look and reach for objects/toys hung from low support overhead.
- Children whose arm and leg movements are limited, encourage to move their limbs by tying sound making objects like anklets/bangles on their arms and legs to encourage kicking and reaching.
- For children who have not achieved head holding till the age of 3 months, ensure that the child is placed on his/her stomach to experience tummy time for at least 30 minutes 2 to 3 times a day. You may place a rolled towel/blanket below the arms. Be careful to keep their nose free when they lie of their stomach.
- Use physical and verbal prompts or aids like crawler, scooter boards, walking frames etc to support older children who do not achieve milestones of crawling/creeping/walking on their own to explore their environment.
- While playing ensure that the child is using both arms and both sides of the body equally.
- Ensure the body is maintained in a symmetrical position in all positions and does not remain constantly to any one side for children who have limited movements and ability to move from one place to the other.
- Ensure that after the age of 8 months the child is in an upright position for longer periods through the day and those children who are not able to sit on their own, provide them the necessary seating support such as padded low chairs, pillows, a bucket/tub, corner chair or special chair.
- Give opportunities for children with delayed physical development to play outdoors for which they may need additional physical support. It is important to ensure their safety at all times.

#### GROSS MOTOR DEVELOPMENT

- As child learns to sit, give a small basket and encourage to put and remove things like balls/cars/household items from and into the basket. A child who is not able to sit on his own by 6 months may take support of pillows and special chair to enable to sit. They may also need physical support or prompts to do this activity.
- Children with swallowing problems may have to try different options of food to enhance their diet.
- Children with physical limitations who are not able to start and manage using hands to eat finger food by age of 1 year need to begin with giving items like small pieces of banana/ corn cheese balls/ murmura etc. Do not worry about the activity being messy.
- Children unable to hold a regular spoon after age 1.5 years due to fine motor challenges need to use spoons with thicker handles, a spoon inserted into a universal cuff, special partitioned plate etc to enhance independence in eating.
- Let them participate in all ADL activities by participating fully or partially, based on their abilities. Keep talking to them through the task as you complete the rest of the activity for them. Use 'hand over' or 'hand under' technique.
- Children who cannot hold a regular pencil due to their fine motor challenges, need modifications e.g a thicker pencil or crayon, put the pencil into a potato/gripper/gas tubing or tie a cloth around a pencil to make it thicker.
- Provide balls of different sizes for children to play with to encourage movement and enhance coordination.



# Scaffolds for Children with Physical Impairments

Age | Birth to 3 years

### AREA

#### **STRATEGIES**



PERCEPTUAL MOTOR

- Encourage participation to the maximum in all routine activities like feeding, dressing and other activities of daily living. Use alds to ensure participation.
- Encourage participation by using "hand over hand technique" ie the carer holding the child's arm and guiding them through the complete activity or "hand under hand technique" ie the carer only supports the child's arm and guides them in the direction of the movement required. In this method the support is given and withdrawn through different parts of the activity. These techniques are very important to be used when training children with physical impairments to move towards independence.
- If, child unable to physically participate in daily routine activities encourage participation through verbal or pictorial prompts. Be patient and look for leads from the child in the form of non-verbal communication.
- Encourage participation in cause-effect activities. Like playing with pop up toys, pushing a button to start a musical toy etc. Use physical support as it enhances their understanding of their environment.



**HEALTH AND SAFETY** 

- When placing the child on the stomach be mindful to keep air passage/nose free. Special attention to be given to children who have poor head holding.
- When carrying children with poor head and neck control, ensure that the head and back are maintained in midline.
- After age of 5 months, feeding should always be done in a sitting or semi reclined position. Children with physical delay, unable to sit independently even after 6 months should be provided special chair support. Feeding in the lying position is dangerous as it leads to frequent chest infections.
- Ensure the food consistency is appropriate to childrens' ability to manage suck & swallow. For children with difficulty with suck-swallow, move towards a normal diet with care.
- Children who do not learn to stand and walk on their own by the age of 1.5 years should be made to stand using appropriate supports like standing boards, splints and footwear as per their needs and context. Standing should be done for at least 45 minutes a day as this is important to maintain hip and bone health for non-ambulatory children.



- Introduce different types of foods after 6 months of age.
- Introduce play with fingers or hands using soap and water or clay dough.
- Encourage self-feeding using hands based on abilities of the child.
- Introduce toys like rockers, moving buses and swings based on abilities and interests of the child.

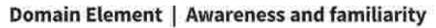
NOTE: All of the above must also be done with children with delays in physical development. Adequate support as mentioned above should be provided to support them to enable them to participate.

Exemplars of Activities for developmental domains

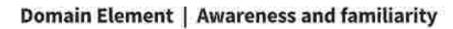


### Domain Element | Awareness and familiarity

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parent can sit against the wall, with per legs bent and the child sitting on her lap, in a way that they face each other. The parent can try making various facial expressions lowards the child such as a smille, a sad face, excited expressions, and growling. The parent can tickle the child, stick their tongue out and roll it pack in, while making sounds.	The parent can make funny noises or call the child's name from across the room and talk as they approach the child; this will make the child look for the parent. The parent can also try to hold the child close to her face and make various sounds such as a babble or simple utterances to gain the attention of the child. If the parent uses phrases, she can use phrases that include voice modulation.	If the child is feeling hungry, the parent can wait for the child to express their hunger via simple utterances and gestures such as pointing. Once the child starts expressing his/her need for food, repeat the process for their toys.	The parent can place a couple of toys in front of the child for him/her to pick whatever toy the child likes. The parent can then encourage the child to pick a toy via verbal prompts and by showing the child each toy and asking which s/he would want.	Parents can group the children of similar ages together and organize playdates which may center around a particular theme. e.g. play date with theme of foods we eat/ toys we play/ colors around us.	The parent can draw an outline of a face leaving blank spaces for facial features like eyes, nose, eyebrows keeping aside cutouts of these said features. The child could be asked to place the cutout of the correct feature on the appropriate blank space.	The parent can play 'looking in the mirror' with the child and tho child can focus on the expressions asked to be imitated, e.g., Say everyone in the mirror' look happy! Our eyes are crinkled, and we have smiles on our faces! go to sleep! Our eyes are closed and we're snoring" The parent must remember to make exaggerated snoring noises while they pretend to sleep.
While the parent is singing luliables or making various sounds like humming, they can cuddle the child, keep the child is hands on their cheek and allow the child to feel the various expressions and vibrations.	The parent can softly rub the palm of the child is hand in small circular motions. After that, the parent can then sing a song to the child and tickle.	The parent and the child can participate in an activity of throwing a ball in a tub. While throwing the ball, the child can call out a name such as Papa or Mama. In order to help the child throw the ball, the parent can take the child 's name while throwing the ball.	During finger play and while playing songs, the parent can stop the game/song for some time and wait to observe if the child has any response (a squeat or tug) that indicates they want the parent to continue. If the child is not responding, the parent can maintain eye contact and ask if s/he can do again' and continue.	The parent can call the child by name and ask the child to fetch things called out e.g. Priya, go get the ball, Rohan, go get water from muniny.	The parent can engage the child to help with household chores such as cleaning, arranging play items, putting katoris in a drawer. They can create songs that go along with the task such as, 'it's time to clean up now; hey ho! The cherry ho! It's time to clean up now; hey ho! The cherry ho! It's time to clean up now or engage the child in action rhymes like 'Bits of paper'	The child can be engaged to color/ draw a picture and put it up for display. The parent needs to remember to appreciate the drawing, tell others about the child 's work.



Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
While singing, the parent can stroke the face of the child with materials of various textures such as a cotton swipe, cloth or	the the sound of the child the name of the child can play hide and so with babbling and while dressing. For game calling out the course encourage the child to example, "this is child is name and reply back. Priya's dress. These saying "where are	TRANSCOUNT OF A CONTROL OF A CO	The parent can play a game of 'who is in the box. For this game, hide a mirror beforehand in a cardboard box so that	While at home parents can encourage the child to wash hands before and after meals as well as help in laying the table.		
a powder puff.			the child does not know what is in it. Then let the child open the box and on opening s/he will look at self in the mirror. The parent and the child can talk about their discovery.	The parents can time their child's tooth brushing routine. They can play one of the children 's favorite songs and have the child brush teeth until the song is over.		
		One of the parent, who is not in view of the child can call the child 's name and the other parent prompts the child by telling "look papa/mama is calling you." Parents may help the child to find out the caller. If the child turns towards the caller, then the parent calling the name can hand a toy or a feed bottle to the child, in order to set a purpose behind calling the child 's name.		The parents can take the child to the garden in the compound and call other children to play a game such as rolling the ball to the child whose name is called out.		The parent can place two boxes, that contain the child 's favorite object on the table: one covered box and one uncovered. Next place two uncovered boxes in front of the child, one box containing their favorite item and one containing something else. Have the child reach into the covered box without looking and feel the object, then encourage the child to look at the two objects on the table and tell which one was inside the box/bag.



Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
					The parent can hide she feather inside a book and encourage the child to touch and feel it without looking at it. Placing one hand over the other, show and tell, how it is used on the face of the child. The parent responds by saying "their turn" and gently stroke the forehead of the child and see if the child likes it. If the child shows any signs of stress use the feather on the knees or feet or legs and move to the hands. As the parent touches the child like head, nose, cheeks, ears, hands, legs, stomach and feet.  Hang a lightweight ball/ balloon from the ceiling within reach of the child. Call out different body parts for the child to use to hit the ball, such as her/his head, nose, ear, arm, hand, fingers, legs, knee, and feet.	The parent can let the child sit down and pick up small stones or scoop sand (hand under hand) into two cups (one very small and one big). The parent can count out loud as the child scoops up the handfuls e.g. "one hand full" IN "two handful" IN
						The parent can play music and dance in a funny or silly manner. As the child starts giggling, the parent can stop music and walts for the child's response, When the child indicates for more music, the parent can model the complete sentence
						and say " Ok, you want me to play some more music?" and can start the dance.

### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

## Adaptations for domain element | Awareness and familiarity

Description of the activity			Adaptations
Pop Cheeks The parent can fill air in their mouth and ask the shild to pop the air-filled cheeks.		Can g     hand:     This a     When	ty demonstration is required uide the cheeks 2-3 times while demonstrating and use hand over strategy. crivity will help the child to make eye contact and bring awareness to the others face, popping the cheeks, parent can call the name for eye contact. more time for the children with cerebral palsy or PI to complete the activity or guide with
Sortcolours Materials:	<b>1</b> 00	HI	The child may require demonstration of the activity for one set of toys. While sorting, name of the things to be sorted can be used.
Toys and objects of 4 different colors. Chart paper of the		W	Instead of colors and charts, the child can sort out same shapes or same sizes.
colors of the objects. Any items that can be sorted like big buttons, socks, spoons, cups, pet bottle caps, shoes, matching lids to containers	24	ASD	The child might end up lining toys instead of sorting. Parent can call the child by name and assist physically to sort.
Process: The parent can start by sorting the first two pairs of socks as	0	IDD	Parent can reduce the number of objects to be sorted.
they guide their hand over the child's. The parent can then take lots of toys and objects of 4 different colors (they can		PI/CP	May require bigger toys or objects to grasp or may need hand over hand strategy. Following positions can be used for this activity.
take 2-3 colors also). They can then lay the colored chart papers on the ground and ask the child to take out the toys and objects from the basket and sort them according to same colors as of the colored charts.		(Pic S	Source: Disabled Village Children)



Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parent can hang colorful toys that make sounds on the cradle or the child is bed. They can then encourage the child to look at them, and move arms and legs to leach or kick out.	The parent can try making music with household items or can try and make sounds of animals (cats and dogs). The sounds can come from various angles while the child looks.	The parent can place the child on tummy on a mat and sit at a distance with some objects that are safe for the child to put into their mouth. The parent can call out to the child and encourage him/her to reach out for the	The parent can put the child down on a plastic mat and drop a handful of boiled potatoes or rice onto a tray.  The parent can let the child explore by picking up, pinching them, squishing them, smashing them.	The parent can stick old plastic pipes or pipes made from cardboard on the wall. They can give some balls in a bowl to the child so that s/he can drop the balls from the mouth of the pipe.	The parent can make a paper windmill out of colorful bright paper, allow the child to move it around in various places, and ask the child what happens when it is under a fan/ in the breeze outside.  The caregiver can also provide the child with	The parent and the child can play a game of choosing the appropriate item based on the size. The parent can keep clothes, socks, spoon plate in a basket and ask the child to pick u which one will fit adults or the child?
		objects. When the child holds an object in his hand, the parent opens his/her palm and says 'give' and takes it from the child. Then parent encourages the child to open his/her palm and parent gives the	Parent can keep interesting toys or books at a safe distance. Get down to the child 's level and crawl alongside him/her to a toy or a book.		toys that make sounds or change color.	
		object to the child saying 'take'.	The parent can make a bracelet with bells or			
While feeding the child, the parent can make expressive gestures and soothing sounds. They can also smile, talk or sing to the child.	On the floor, the parent can roll a plastic bottle filled with color water. Allow the child to follow the bottle from side to side, back to front. Other items that can produce noise and be used to fill the bottle include:  1)Beans 2) stones of vanous sizes	Parent can make the child sit along with family during lunch time keeping a separate bowl for the child. Give some food in that (like – pieces of Idli, chapau, fliscuita) while others are eating, encouraging him/her to eat along with others.	take a toy with a bell. Arrange pillows, soft toys, and blankets around the child on the floor. Holding the bells up for the child to see, parent shakes them to make them ring. Conscaling the bells under or in one of the hiding locations enquires "Where are the bells?" Lift and shake the things around one by one.	Parent can fill a jar halfway with water and add turmeric to turn it yellow if desired. Give the child a little plastic tumbler with which to transfer water from one container to another.	Parent can provide a small car with a rope to drag from one place to another, as well as an obstacle rousse by placing toys, clothes, and other items on the way. Toss the toy car over, under, or around the obstacles and ask the child to pull it over, under, or around.	Play the sink or float game: Parent can keep a tub of water nearby and allow the child to watch and comment on what happens when items are placed in it and talk about it.

## Domain Element | Curiosity and exploration

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
When the parent approaches the child, softly touch or pat the portion of the body in question and say something like "So happy to see Amma or happy to see Nani" while engaging the child in finger play.	The parent can make the child lie down on his or her back. On draw attention, tie small bells to the big toe with a colorful ribbon. Encourage the child to touch his or her toes.	The parent can make the child sit with his or her siblings or other children. Give both of them a comparable toy, such as stacking rings. Encourage the child to watch and play with his toy while the other is doing so. With his.	Parent can shake the object that conceals the bells to watch the child's reactions.  During playtime, while the child is engaged in other activities, parent can introduce a new toy wrapped in a brightly colored paper. Allow the child to	The parent can take a few small sized balloons and place them on the wall just over the child's head, allowing the child to remove the balloons with his hands.	The parents can take the child outside to experience the natural world. Pick up fallen leaves, flowers, and other items and exclaim, "Look, I found a leafi" Allow the child to explore and label the objects he or she comes across.	The parent can place various glasses and cups on the table and fill some water at different levels. Give a wooden spoon to the child to explore and make different sound: with by playing them. The parent can demonstrate once.
When a parent approaches, they can wear anklets and create noises to arouse curiosity.		The parent can bring a stuffed animal close to the child and pretend to converse, caress, or feed it. Keep an eye on the child 's reaction and change over to play with both at the same	Investigate the new toy by touching it, gazing at it, and removing the cover. The child can explore the new toy in the cover (a bright ball) by touching, mouthing, throwing, and turning it around.	The parent can allow the child to sit in a comfortable position. Place medium-sized multi-colored balls in a cardboard box. As the parent offers each color ball one at a time, the child will be	Toys or a teddy bear can be rolled under the sofa or dining table. The parent can then draw attention to the toy and wait for the child to seek out the parent. The parent can say "Ohhhhl you want	
		keep an eye on the child is reaction and change over to play with both at the same by touching, throwing, and turning it around, with both at the same cardboard box. As the parent offers each color ball one at a time, the child will be	encouraged to explore	it, come on, let's do this together" and then can use a stick to pull out the toy.		

### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

Later Years (1.5-3 yrs)

## Adaptations for domain element | Curiosity and exploration

Description of the activity		Adaptations		
	Give clear instructions using gestures, words. Demonstrate the activity through hand over hand with instructions. If the child does not want to put his hand in the basilet due to many different texture the number of textures and use the texture that the child is familiar with to hide the toy.  If there are difficulties in inovement, use comfortable and modified siting for the child hands for exploration.  The child may get very involved with the balloons and may not complete the activity the number of balloons, encourage the child and assist to finish the activity.  Keep the balloons at the height of the child is reach.			
A 4	BE	Give a sound and instruct the child to put the ball in the pipe only when the sound is heard		
#	VI	The child 's hand to be guided to the mouth of the pipe		
0	ASD	May need to be guided 2-3 times. The child might repeatedly like to do this activity and might enjoy the part where the ball rolls out		
	Pt	Siting of the child may require attention. The child with difficulty in hand movements may need some support to put the balls. Hand over hand strategy can be used to encourage to participate. Adjust and restrict the tunnel length keeping in mind the child sreach range.		
		Demo  If there the nu toy.  If there the ha  The ch the nu  Keep to  ASD		

### Domain Element | Initiative and Engagement

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
One or two pieces of newspaper can be tucked berieath the cushion of a couch or upholstered chair and hung down to the floor like a curtain. It can be within the child's grasp. Kicking and the sound of the newspaper will appeal to the child.	The parent can place the child on their stomach in their lap. With both hands, hold the child.  Make sure their midsection is properly supported.  Lift the child gently and move him/her up and down, back and forth, as if she were a bird or an aero plane, while making sounds like "burr" or "aaa."	The parent can play with a ball near the child. The parent can bring the ball close to the child or engage in some catching and tossing by themselves to catch the eye of the child. After that, the parent must walt for the child to reach out and get the ball. (The ball can be brightly colored, have sound, and be squishy.)	Parent can give the child some newspapers and encourage the child to tear them up and stuff them in a box.	The parents can take a narrow-mouthed empty plastic bottle. Give the child a few plastic straws and let the child drop them in the bottle.	The parent can arrange the chairs to resemble automobile seats. Invite the child to act as if he is opening and closing the automobile door. The parents can Encourage the child to pretend to put his seatbelt on and then pretend to drive. Demonstrate how to maneuver a fictitious steering wheel. When turning, move their body from side to side. Discuss whatever comes across on the side of the road. The parent makes sure to come to a complete stop at all traffic lights! Reminds the child to unbuckle his seatbelts and open and close his doors when they return home. Similarly parent can pretend paly with the child pretending to ride in a bullock cart, bost, bus, or sero plane at other times.	The parent can keep a bag of assorted goods (lock and key, cup and saucer, spoon and fork, spoon-bowl, pillow cover-cushion, socks, shoes) and encourage the child to pair things.
					Toys with manipulable parts, such as a kitchen set, doll, automobile, or aero plane, can be given to the child ren to play	

### Domain Element | Initiative and Engagement

	W		- 12			
Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
is the child lies on a nat, parent can hold or suspend an object in front of the child; allow the child to each for the object by placing it close to the child. Slowly shift the object's position so	Make a large circle with a rope or saree. Toys and varied textures of items can be placed in different spots, and the child can be in the middle, stomach down. Keep an eye on the child	Along with the child, the parent can conduct everyday tasks such as folding clothes, forming dough balls, or wiping a washed fruit. The child would reach for whatever was in the parent's hand. If	Give the child a small amount of dough to play with while the parent is cooking and converse with the child. Give one of the child's clothes to fold alongside and chat	o as potato and bhindi, for example, can be and used to make stamps: Help the child stamp he some turnieric passe or old even the child-safe t color on plain paper.	with in an imagined way. Toys can include as many manipulative components as possible, such as toy car doors opening, doll hands moving, and so on.	The parent can take the child to the vegetable market and encourage the child to ask for some vegetables from the vendor/ give the money for the purchase/ carry the
that the child can continue to reach for it.	while he reaches for toys and moves around.	not, present the items to the child or assist the child in getting them. Also, say things like, "Come on, now you will eat an apple."	about while folding clothes.		While conducting simple things, parent can call out for the child and ask for assistance. 'Could you help pap/ main putting the doll on the	bag with light weight vegetables
	The parent brings the child 's hands to his/her face to gently touch their cheeks. When the child touches own physical parts, the parent cando an action with that part like tickle the cheeks/ pat the palm/ stomp the feet etc.	The parent can keep the child occupied by placing him/her on the mat with some safe toys to play with, such as a soft ball, a small drum to beat, empty bottles, or safe plastic cups.	The child can be asked to sit in front of a parent who will hold animal face placards, such as a cow, cat, or dog, and make sounds for each one.	The parent can encourage the child to participate in self-care tasks such as putting on shoes. The parent can do most of the action for the child but leave the final step to thom. The parent can allow the child to imitate their grandparents or father when they are brushing their hair by giving the child a comb		The parent can fill an eye dropper with paint and let the child squeeze the lid to release the paint and create a new type of artwork.
			Provide the child with goods from the kitchen that can be stacked. For example, a large bowl, a medium bowl, and finally a small bowl.	and telling to comb his hair.	Playing with the child, parent can ask the child to pretend to be a vegetable seller, or milkman, newspaper man. Help the child where needed.	

### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

Later Years (1.5-3 yrs)

### Adaptations for domain element | Initiative and Engagement

Description of the activity		Adaptations
Animal Sounds  Materials: Materials: Animal placards of cow, cat, dog  Procesa: Parent/ caregiver holds cow face placard in front of the child who is seated. She makes the sound of cow 'moo moo' and waits for the child to react by making the same sound or in any other way. After the child gives reaction, change to next animal face placard	• if the activ • Call anim • For a the activ • if the	he child 's name before changing the animal cutout each time. Reduce number of
Stack Rings/ put blocks in the box Materials: Toys Process: Make the child sit with/without support and put stacking rings/ blocks and container in front of the child. Let the child play with these.		
Talking on my phone Materials:	н	Ask the child to use gestures and signs along with vocalization while speaking into the shell
Coconut shells, thread	VI	Feel the texture of coconut and help to place the shell on the ear in the right position
Process: Clean the coconut shell properly, Attach 2 half shells at two ends of a thread. Use one of the shells as a receiver and	ASD	Provide another material instead of shell, if the child is not comfortable with the texture. Replace with paper cup
other as speaker. The child can use coconut shell as a	PI/CP:	Adjust the grip size. If the shell is small, then replace with a bigger size.
telephone.  If coconut shell is not available, use paper cup for the activity	IDD:	Guide the child with demonstration of the activity



### Domain Element | Risk-taking, problem-solving, persistence, and resilience

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parent can wait sometimes for the child to cry to indicate hunger, or the child is wet instead of meeting the needs by regular checking.	Placing the child on a mat on the floor, the parent can sit a distance away from the child, open her hands, and beckon the child to come to her. Repeat until the child tries to approach the adult.	The parent can cover a little carton box with brightly colored wrapping paper. Cut it into various forms, such as a circle or a square. Then gather items from around the house, such as a little ball or blocks, for the child to drop into the box through the form slits on the top.	The parent can continually drop a loved toy next to the child and pick it up. Every time the parent drops, make a silly sound and when the parent picks up, ask the child to clap. Allow the child to drop the toy. Make the same sounds if s/he picks it up or drops it.	Taking some cloth pins and an old plastic container, the parent can assist the child in pinning the pegs to the plastic container's wall.	The parent can play an obstacle course race by placing some obstacles (pillows, tiny boxes) in the way and urging the child to bring a toy or book from the other side.	The parent can play a treasure-hunting game. Hide several items about the house that the child can get to (under the sofa, in the supboard, on the shelf). Give the child a list of hints to look for (look carefully, look under the bed, walk a little ahead, more towards the door)
		The child could be seated on the parent's lap, in this position the parent reads tactile books or picture books with voice modulations. Allowing the child to touch or point at the tactile pictures, the parent identifies each picture the child touches. To encourage interaction and engage the child in the activity, books with integrated squeaky toys might be used.	The parent can play with some toys and hide them from the child when s/he is looking. And ask the child to discover the toy. Use visual cues to help find it. Hide behind a wall: The parent can play a game of "Hide and Sook" with the child. As an example, hide behind a wall while calling the child 's name. Then come out and say 'boo.' Repeat until the child responds, and then have fun with the activity.	Cut out any familiar colourful pictures into two, the parent can encourage the child to put it together like a puzzle.	The parent can raise the left hand of the child, make a funny sound, then raise the right to another sound, repeat it for the child to imitate or repeat. Gradually, leave the child 's hand to make the sound, allow the child to recognize the sound follow the gesture	The parent can challenge the child to walk across the house using a path only made of pillows (can use as few as 2 pillows). The child will have to pick up the pillow behind then and put it in front of them with each step





Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
		The parent can ask a few easy questions utilizing child talk while interacting with the child, such as "you want maina," "where's mom," "shall we go out," and so on allowing the child to respond in own language or with simple gestures.	The parent can get a few bright storybooks and read thom to the child every day in the liveliest way possible. Include the child in the process of flipping the page giving the command "Turn the page" and assist in doing so.	The parent can give the child to match the same kind of socks or same kind of shoes	The parent can put the child's favorite toy in a big container, box. The parent can instruct the child to fill the container, box with large blocks. Show the child to dump them out to find the toy. Alternately, bide the toy inside a full laundry bag an ask the child to take it out.	Using a balloon filled with air, the parent car challenge the child to keep the balloon off the ground for as long as they can using their hands and feet.
		The parent can give the child games to play on their own, such as block stacking, shape sorting, ring stacking, and pop-up toys.	The parent can count the child's toes as the caregiver takes off the child's socks or put it on. When chatting to the child, pause and wait for the child to respond. This will help then understand how to take turns.		The parent can play 4- piece puzzles with the child, assisting in the process	The parent can put a lemon on a spoon, and have the child walk a specified distance. Encourage them to walk as fast as they can without leman falling off!

### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Risk-taking, problem-solving, persistence, and resilience

Description of the activity			Adaptations		
Obstacle/Sensory Crawl Materials: Items like pillows, toys, clothes Process: Create obstacle with Items available in the house in the path of the child. Let the parent sit in front and call the child to come to her. Let the child crawl either over the obstacles or avoid the obstacles Note: Ensure items used are safe and continuous adult supervision is required		<ul> <li>The child has to face the parent/caregiver to see her lips and exaggerated facial expressions</li> <li>If there is difficulty in seeing, guide the child through the obstacles and keep softer objects in the path</li> <li>If the child shows preference to a specific material, keep that material only in front of the child and avoid using other objects.</li> <li>Carry the child through the obstacle course through each obstacle. Make the child feel the obstacle and talk about how to overcome it</li> </ul>			
Straws in bottle  Materials: 2-3 bottles, straws/pen/sticks  Process:  Give the child a set of straws/ pen/ sticks and ask to put		Hi	Let the child hear a sound before putting in each straw		
		VI/ PI/ CI	Let the mouth of the bottle be wider than normal. Keep the materials near to the child. The siting for CP can be modified so that the arms can come to the midline comfortably.		
them into bottles one by one		ASO/ IDD	Use hand over hand strategy if the child resists		



### Domain Element | Creativity and imagination

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Running the fingers on the body of the child the parent can tickle on the underarms. Also, can blow in the child's navel by making a 'burrri' or hahaha' sound	Placing a rattle or bell in the child 's hand, the parent can assist the child to move it and observe the sound coming from it and repeat. For continuous stimulation tie ghungru /a small bell on the child 's hand let the child explore and observe	Parents can sing action poems and encourage the child to copy. Sing poems with different pace like slow, fast, make movements accordingly and help child to imitate.	After visiting a vegetable vendor/market, the parent can ask the child to show how the vegetable vendor was selling. Can ask how mummy/ daddy speak on phone or how hummy cooks in the kitchen. For all this have some toys, blocks, utensils available.	Parent can tell the child to give a bath to her/his favorite toy and dress it up. (Let the required material like tub of water, baby soap, scrub, towel, comb, powder, powder puff, dress be ready)	Parent can let the child do messy play with sand, water, grains, water and shampoo suds.	Perent can make the child, listen to fast drumbeat / folk music. Holding the child's hands dance and move with the child according to music. Encourage the child to repeat and enjoy the music.
The parent can put the child down on the floor and talk from the left and right sides. Imitate the child's cooling, piggling and other counds like ciapping, gently ringing a bell stc. that the child makes while interacting.	The parent can use household items like newspapers to make different noises for the child. Repeat sounds at different volumes and in different orders to keep the interest. Then give the items to the child and helping to make sounds	The parent can sing to the child when the child is restless/falling asleep/ bathing helping the child to associate it with calming feeling.	Parent can sit in front of the child with things like comb, book etc. and gives similar items to the child. Parent picks one item at a time and encourage the child to do the same and imitate parent's action.	Parent can sall different color paper boats in water in a tub. Float boat in the water and point to each boat and say what color it is. Then tell the child to point to that boat and pick it up.	Playing with wind-up toys are also good opportunity for using imagination. Parent can provide help ONLY after asking "Should I help you". If the child makes cannot win up the toy, then parent can provide hand over hand help for the toy to move or wind up	Parent can encourage the child to sketch with a paper pencil, a color or slate, and chalk.

### Domain Element | Creativity and imagination

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
		Parent can give the child a few lotchen utensils (glasses, cups, spoons, bowls, etc.) during the parent's daily routine activity in the kitchen. And allow the child to explore and play with them. Encourage the child to store them in large bins or stands giving a reward for completing this task (kisses, hugs, etc.).	The parent shows an object to the child and hides it in cardboard box. Parent asks the child to find. The child cornes crawling, opens the flap of the box and remove the object. Change the location of the box and continue	Parent can preterid to take a phone call with some object and speak to the child! Pass the object to the child so that the child can talk back.	Parent can create a specific space for the child from a large cardboard box. Cutting a door large enough for the child to pass in and numerous windows on the sides of the box, the parent can assist the child in painting and decorating the box with stickers. Rugs, cushions, books, and stuffed animals can be kept in once the box is ready. This unique location can be used in a variety of ways as a peaceful spot, a post office, a cave, or a tent to play in.	Parent can give clay/atta and allow them to make shapes. Parents can talk about the shape, ask questions, and appreciate.
			After the child sits on a towel or blanket, parent can gently pull him/her around the room. Pretend the blanket is a train or a boat and that are stopping at different places.	Parent can roll a ball and stop it deliberately while talking about what the parent is doing. Parent could encourage the child to do the same of rolling the ball and stopping it. This can also be done with toy cars or other objects of daily use.	Using empty boxes, tins, pots & pans with wooden spoons, etc. encourage the child to make music and play or sing along with the child. Beat on a drum and count "1, 2, or 1,2-1,2,3	Draw a shirt in different colors and provide buttons of color to be fixed on the shirt drawing. E.g.: recount on the buttons for red shirt.

### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

Later Years (1.5-3 yrs)

## Adaptations for domain element | Creativity and imagination

Description of the activity	Adaptations
Pull out the toys Materials: Any toys or edibles the child likes, Strings to make a barrier in the tub, Plastic tub Process: The the strings to form a mesh inside the tub, Put the child 's toys and other objects under the string mesh. Ask the child to take out the toys by manipulating the string.	Domonstrate the activity  If the child has difficulty in seeing, let the child feel the mesh and objects before starting the activity  If the child is not be able to follow what to do to take out the toys. Need to be guided by hand over hand strategy  Assist by hand over hand strategy if the child does not have sitting balance or tilt the basket for the child to reach in  Itame the toy/object that the child oulls out and clap to appreciate efforts
Swimming Fishes  Materials: Blue color water, Ficating colorful toys or small plastic fish, colored elastic band.  Process: Let the child put all the materials in a bottle are by one. Close the cap tightly. Give to the child to just press the bottle from outside with both hands and see the fish/elastic bands and other material float/swim.up.	Use this activity to talk to the child about fish, going down, coming up and swimming Help the child to pour the water in the bottle. Take the bottle with a wider mouth Help the child to press the bottle to show the effect. For the child ren with movement difficulties, use hand over hand strategy. Use small amount of water to pour at one time. Sit the child in a corner sit or comfortable siting before starting the activity with a tray of all material within the child 's reach.  If the child does not understand the activity, guide with one step instructions till he completes it. May have to be shown pressing the bottle multiple times.

### Domain Element | Self-regulation

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months	
When changing the wet disper cloth, if the child is crying, parent can gently say "we are almost done, you don't like it I know but you will feel happy once dry" soothing the baby with a gentle tone and giving some soft toy to hold.	The parents can ask the child to give her/him a toy starting by placing their hand and the object on the child's palm so that the child only has to let go. The parent can use the same phrase whonever playing this gome and encourage the child to make a sound. Take it in turns with the child.	The parent can place a box of objects/ toys in front of the child. As s/he starts taking out each toy, parent can offer another toy and gives it to the child in exchange to the toy in the child is hands making it look like a game.	Parent can keep the toy box or the child is favorite toy out of reach but at a place where the child can see so that the child will try to communicate to procure that item.	Parent can offer the child options of few books to read in the night. Parent can read selected picture books overy night	Parent can play statue/freeze game. Parent can say start and the child starts either moving around the room or dancing to the music. Say statue and the child freezes in a particular position.	The child can play any game with parent, sibling or other children which requires turn taking, and ensure that the child has to wait for her chance (bat ball, carrom, hit the ball with a racket)	
Parent can make the child sleep on the chest or on a rocking chair, making slow rocking movements to establish a rhythm to sleep		Parents can make the child sit along with other family members / sibling / other the children and encourage the child to offer his toy / bolonging / food to others. Repeat it to make the child get used to this habit.	button operated toy that makes sound/has light to the child. Show the child once how to put it on and off. Parent lets the child do it on his own. When the child is unable to operate the toy and wants their help, let the child ask for the help by expressing. crying for them, calling thom, banging the toy p	/has child to go and play in the garden every day, who at the designated time the parent can put on fresh clothes and shoes for the child and let the child select the day of the child select the day of the child select the day of the child select the days s/he wants to take	Parents can give piggyback rides, tickling game, side to side rolling (the child can be swathed with a soft quilt) or pillow fights with start and stop instructions can be played.	Parents can begin introducing the concept of time. Talk about what we do in the morning (get up, eat breakfast, play), what we do in the afternoon. Parent can do a role play of getting up from bed	
		Parents can play rolling the ball to each		the child ask for the Child can help by expressing, selecting crying for them, calling putting the	Child can help in selecting clothes, putting them on and putting on the shoes	Parents take an activity that the child enjoys e.g., bubbles. When the child says	and ask the child to guess what time of the day do we do that and similarly can role paly for different times of
		other with the child.		and carrying the toy.	bubbles, parent says, "blow?" if the child imitates blow, then ask "Blow bubbles?", and see if the child attempts to say both the words. Takes turns with the child to blow bubbles.	the day.	
						The parent can instruct the child to do exactly the same action as the parent of doing with the right hand but with the left hand and after waiting for 5-6 seconds.	

#### **DOMAIN 1: APPROACHES TO LEARNING**

Earlier years (Birth- 1.5 yrs)

(1.5-3 yrs)

### Adaptations for domain element | Self-regulation

Description of the activity	Adaptations
Squash it!  Materials: Any fruit - banana, /grapes/mango etc., bowl large enough for the mess to be contained  Process: Give some pieces of the fruit in a bowl. Guide the child to squash the pieces of fruits by hand.	Domonstrate the activity and say the name of the fruits Guide the child is hand to squash the fruits If the child does not like to touch the fruits, modify the activity. Give the child spoon to move around the cut fruits in the bowl and eat it. Give a bigger bowl to the child to squash if the child has difficulty in hand movements. Sit the child so that the hand can move freely to the midline. If the child does not understand the activity, guide with one step instructions till he completes it.

#### Domain Element | Relationship and Social interaction

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
As the parent labels the body part, the parent can softly tap or gently squeeze the big toe and other digits of the foot. She can use soft brushes, such as a powder puff, if the child appears to be having fun (smilling), she can halt the activity and inquire, "Want more?" before restarting.	The parent can sit with bend knees and place the child on their tummy resting the child 's back on her knees. She goes behind and then comes back again and gently touches the child 's forehead with her forehead while constantly talking to the child.	Parent can talk to the child about family pictures when s/he notices them. Photos of family members engaged in various activities will interest the child the most! Also have photos of the child.	Taking the child out to the garden, parent can interact with others and involve the child in that. Say 'see that is so and so. Aah, do you want to go there?' 'Look at that girl on the slide.'	The parent sits in front of the traby with comb, book, and other such goods and gives them to the infant. The adult selects one thing at a time, while the baby selects the same, and the baby then imitates her parents' actions.	Taking the child to the garden, the parent can allow the child to play on the jungle gym, or use swing and other garden equipment to play alongside other children	The parent can show pictures of their holidays and ask about the trip. Ask about the feelings, how they all felt when they were out, or when she was travelling, or which favorite food did she like or eat
Approach the child with a clap sound or a chuckle and parent can try to make eye contact, once the eye contact is established she can keep talking and watch how long the child maintains eye contact.	Parent can place the child on the fleer supported by cushions/pillows. Sitting on the floor in front of the infant, parent rolls the ball to the child allowing the s/he to try to reach for it. Then someone can help the child push the ball back so that the child learns back and forth interactions.	Let's get GOING - The parent can position the child in such a way that s/he can view parent when the parent encourages the child to touch the objects, loaves, flowers, or pet any domestic animal.	The parent can practice a routine of any action like clap, raising hand in 'hi' posture or touching nose with the child so that the child interacts with this action whenever s/he sees the parent.	The parent can demonstrate making loud or soft sounds with clanging two items together. Then let the child use various items, like banging two blocks together, stomping feet, clapping hands to imitate or follow the parent's instructions for making 'loud sound' or soft sound' with various items.	Play retrieving games like: Show the child his/her preferred toy. As the child is watching, hide it behind a barrier close enough for the child to reach it. If the child fails in getting it, parent can demonstrate how to retrieve it. Similarly hide the objects with strings to be retrieved from under sofa, or chairs Make this also a communication time. Say "Where has the Bunny rabbit gone?" "Where is bunny?" "I found bunny" "Can you find bunny"	The parent can designate a talking time with the child every day, Talk to the child and show attention to the child by repeating their words, showing expression, and nodding head.

#### Domain Element | Relationship and Social interaction

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parent can have the child in turning down position. Then get down to the child's level to encourage eye contact. The child will love to see their face	The parent makes the child lie in her lap, hold his/her hand and place it on parent's face, say 'Amina/ma/ munimy' similarly do with father, so he identifies the parent.		Play imitation/Mirror me game but sometimes add objects the child is not familiar with. The child will have no cue of how to use it and will look at the parent for cues.	Parent can designate a snuggle time with the child everyday where they kiss, hug, snuggle and show affection for eachother		The parets can give opportunities for the child to perform for the family especially if popular jingles or songs are played. Perform by way of shaking legs, clapping rocking, drumming on a plate. The child to experience happiness, excitement when the family claps or gives the child high five.
	The parent can help the child to move to music and sound by singing songs and rhymes or shaking rattles or some other musical toys to make sound.					

#### **DOMAIN 2: SOCIO-EMOTIONAL LEARNING**

Earlier years (Birth- 1.5 yrs)

Later Years (1.5-3 yrs)

#### Adaptations for domain element | Relationship and Social interaction

		Adaptations
	Parent     If the c     throug     If requ	Ild can face the parent to watch her sing the song- can guide the child to hi five whenever required in the rhyme. hild is not sitting at one place during the activity, take the child on the lap, and guide the hand over hand strategy to give him five. fired, the child can be sited in the modified chair with arm's free and the parent can he hand puppet at eye level
Z Z	HI	Talk about the colors and let the child choose the balloon
0 1 •	, Att	Parent/ caregiver can help the child to feel the boundary of the chart he has to do the activity on so that the paint does not go out. Also the boundary can be defined by a string to feel it. First few movements can be done by guiding hand over hand.
	ASD	The child may not like squeezing and messing the chart. He can do the activity for a shorter time
	PI/CP:	Hand over hand strategy needed along with larger area to paint so that the paint does not spill due to difficulty in hand movement. Siting can be a corner sit or adapted chair with a cutout tray in front.
		Parent If the co throug If requisions shows  WI  ASD

### Domain Element | Self-concept

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parent fingerplays or taps soft object on various body parts with a rhyme to match. Pat-a-cake activities like "I mix for (name) rice in their palm and then pat the chapati-give one mouthful to you, one to parent, one brother (to be sitting nearby) and any other family member."	Parent can hide her face behind a pillow and then call out the child is name. The child will try to follow the direction of the sound.	Parent can play games involving fingers. Songs are available in local dialect, where parents opens haby's fingers, touches each finger, sings the song and then help the child make a fist.	When dressing the child, parent can put out two sets and ask which s/he wants to wear. Similarly ask which toy s/he wants to play with or ask to pick up one toy and bring it to them.	Parent can sing nursery rhymes of body parts with actions like Head, knee and toe.	Parent can make cutouts of girls and boys' clothes. Ask the child to stick /keep the correct clothes on the correct picture./ jumble up some male and female clothes and ask the child to separate the child's clothes and ma's clothes. Everytime s/he separates his/ her clothes, the child says' Radha's / Anuj's clothes'	Parent can make a craft house with lift-the-flaps with the help of the child. Inside, place images of recognizable family members and a photograph of a child staring out the windows. Discuss who is inside and what they are up to.
The parent can gently massage the child and bring the child is both hands; feet together and encourage the child to look at his/her own hands; feet	Whenever parent interacts with the child, call with proper name.	Parent can sit with the child at eye level and take the child 's hand to touch the parts of their face repeating the names.  The parent can sing songs (folk, rhymes, vernacular) which talk about body parts deliberately pointing at the child 's body parts. Repeat the songs and encourage the child to indicate body parts in response to the song/rhyme	The parent hold the child's favorite garment close to the child's body, with the sleeves close to the child. Parent encourages the child to raise his arms towards the sleeves. Parent can give support by taking hold of the child's arm and pulling it up the sleeves. The child can be rewarded if s/he raises his arm. Playing hide and seek while the child's arms/legs are inside the sleeves/pants by saying, 'where is your hand/where has it gone?' and pointing at the arm/leg saying 'here it is' also helps the child the to participate in the activity	Play a game of identifying people by looking at the reflection in the mirror.  A parent can play with the child by naming different body parts and pointing to thom. The parent can name the body part and make the child point to it or parent can point to body part and have the child name it.	Parent can take the child to the garden and let the child try to climb on swings on his own. They can help only when the child asks for help.	When the child is experiencing an emotion, the parent can label the emotion for the child. Parent can introduce 'I am sad', 'I am happy' placards to the child with pictures on the same. Get the child familiarized with it and encourage the child to tell what they are feeling. Like "What is Riya feeling?" is the sad or happy?"

### Domain Element | Self-concept

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
	The parent can snap fingers in front of the child and look at the child, gain the child's attention and call out the name. As soon as the child looks at the parent, give a hug	Parent can teach body parts via its actions like: "blink your eyes, show me your teeth, raise your hands" (Start from prompting to gradually reducing the prompts)	Parent can keep the toy box of child's favorite toys out of reach but at a place where the child can see. The child will try to communicate to procure that box.	Play tense and release. Parent can ask the child to freeze cortain body parts and then release while seeing in the mirror (Only freeze their hand and release).	Perent can play Simon says' with a twist. Perents says' Redhe wants and the child hearing her name would say/point what she wants. Perent goes and gets it for the child.	The parent can make puppets out of socks or finger puppets and create a story relating to the child 's typical frustration and fears. Encourage the child to make angry face and sad face when they are frustrated or happy face using clay or wheat dough
		While taking a bath, parent can point out to body part, name them and tell the child that 'now we will clean 'This can be a routine till the child starts naming all parts.		Parent can have the child wear different things like different caps, scarves, sunglasses, cape, hold different things and see himself/ herself in the mirror. Parent can keep asking who is this after each costume change, reinforcing the child's name by saying 'this is superman Anuj, this is pirate Anujmagician Anuj etc.'	The child and parent sit back-to-back (or the child sits with support or in a special chair). Where is "name" of the child? Parent calls out the child is name and encourages the child to respond. This way engages in questionand answer session.	

#### **DOMAIN 2: SOCIO-EMOTIONAL LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Self-concept

Description of the activity			Adaptations			
Vours and mine  Materials: Dress or garments of the family members kept in a pile  Process: Make the child pick or touch the clothes that belong to "theirs/mine" Take the child to the cloth line where clothes are hanging. Let the child touch the garment that belongs to different family member. Where is Daddy's or Aji's etc		Talk to the child and give the child cues for the answers If the child has difficulty in seeing, let the child feel the clothes shape and size.  If the child is not be able to follow what to do, sort the clothes with the child into two pile 'theirs and nine.'  If required, make the child sit in adapted sit				
Gender Identity Materials:	200	H	Emphasize saying the words "boy" and "girl". Explain the activity by demonstrating once.			
Cutouts of boys and girls		91.	Instend of picture cutouts, have 3d model			
Process: Ask the child "are you a girl or boy". Once the child answers,		ASD	Instead of pictures use real photos of familiar persons			
askto sort out pictures of boys and girls.	LE STATE OF	PI/CP:	Use larger and thicker cutouts for easy grip for sorting			
" 2 5	100	IDD	Instead of pictures use real photos of familiar persons			
Bindi Sticking	000000	HU	Say the body part and if the child does not understand, point it out			
Materials:	200000	ASD	If needed, provide lot of prompts to complete the activity			
Apacket of bindis Process:	000000	VI/PI/ CP/IDD	Adult may have to take each bindi out of the packet and give to the child and then guide the child's hand to the part called out			
Get a doll and ask the child to stick the bindi on the called		IDD	Call out fewer parts which the child is familiar with.			
out part of the body						

### Domain Element | Emotional regulation and Competence

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12-18 months	18 - 24 months	24 - 36 months
The parents can wrap the child with a soft sheet of cloth onsuring the hand and legs are inside the wrap. Parent can gently rock the child and sing a familiar song.	Holding the child under the arms firmly, the parent can hoist the child a little in the air (being careful not to tug the child hard) saying ohh and laughing and repeat until the child enjoys it. Parent can make a variety of expressions and encourage the child to do the same.	The parent can make crying sounds hiding the face under a dupatta. As the child attempts to pull the cloth away the parent emerges out of dupatta, smiles and giggles and tickles the child. Tell the child "I am fine, Priya."	Parent can high five the child every time they accomplish something, like a game, completion food or potty time. Let the child be familiar with gesture of likes and dislikes of behavior. Parent can dislike behavior by not showing interest or shaking one's head	Parent can behave silly or dance to rapid music or attempt to wear the child is frock on the head or place the shoe on the hands. If the child laughs, the parent can laugh along with him/her. The parent can also pretend to be drinking from the child is cup or try to sip from the bottom of the cup, eat from an empty plate, go out waving to the child and in the next moment walks in and says hello. An adult does not laugh until the child expresses emotions or reactions. Parent can recruit siblings to play the 'silly billy' game.	Parent can make emojis showing the hasic emotions. Parent can play a game with the child of 'How are we feeling today'. Let the child pick out one emoji. How is mummy feeling today? The child can pick out another emoji. This way let the child identify feelings with emojis.	The parent can read story books which have emotions at display. Ask questions related to why certain things happened in this story.

### Domain Element | Emotional regulation and Competence

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
The parents can take the child's hands to the mouth and let the child suck their hand.	The parent can call the child's name, smile and tickle him/her. If the child coos, coe back at the child having a to and fro interaction	The parent can give the child kisses, hugs, snuggles, massage her to relax.	Parent can sit in front of the child, hold the favorite toy/ pillow, hug it and pass it to the child and guide him/her to hold and hug it and then pass it back. Make a game out of it.  While playing / sleeping parent can make the child hold his/her stuffed soft toy / pillow.	The parent can recruit the family members in this twist of peek a boo game. Family members hide at different places and make different animal sounds. The parent can hold the child's hand and lead them towards the sound. On coming near, the family member can emerge and say 'boo' and at the same time the parent can hug the child on hearing boo.	Parent along with the child can read books and discuss the emotions felt by the character. Using the emoji cutouts, show the correct emoji matching the character's emotions	Parent can make an emotion relay race. Arrange the toys in a straight line like a relay race. Place an emotion placard near each toy. Every time the chilld reaches each toy, they act the emotion. Some cues for emotions will be sad, happy, angry, excited, guilt, surprised, shocked
When the child is crying, the parent can put the child in the cradle and gently swing it. Ensure the child is not in hungry or in pain	The parent can blow raspberries on the child's tuning – it will tickle the child making him/her laugh.	The parent can make eye contact and look right into the child's eyes when feeding, changing diaper, and giving bath or when the child is crying to establish trust and connectedness.		Parent can play follow the leader with the child. Parent can give commands like take a big step forward, jump on the spot, give a high five etc. When the child does the action, parent can hug / shake hand/ blow a kiss to the child showing a response.	The parent can make a path of games that the child has to complete. Place stack the rings, build a 3 block tower with blocks, put katoria inside each other as per the size, play the drum etc in some distance to each other. The parent blows the whistle to start and helps the child to run to the first game and helps to finish it fast and then runs one by one to finish each game and run to the first game and run to the finish line. The parent can clap and encourage the child to clap as they finish each game.	

#### **DOMAIN 2: SOCIO-EMOTIONAL LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Emotional regulation and Competence

Description of the activity	Adaptations			
Mursery Rhymes  Make the child say nursery rhymes with actions that show concepts of emotions, 'me', my feelings etc. like 'this the way we clap our hands' or 'when you are happy, clap your hands.	Sing the rhymo with facial expressions and actions     If the child is not participating, guide the actions with hand over hand strategy     Repeat the rhymes many times			
My puppet feels many things	HL Tell the story with facial expressions and voice modulation for emotion	15.		
Materials: Masks/puppets/of the story characters or a story book	Tell the story with facial expressions and voice modulation for em models for story characters	otions. Use 30		
Process: Tell the story using puppets / masks / story books with voice modulation. The story should be such that 2-3	ASD May not hear the whole story and attention will be on the mask. Us instead.	se a story book		
emotions are repeated like happy, angry, sad or feer.  Story telling can include a sibling who plays a part of the	P1/ The child can be seated on mother's lap. Ensure the child should get us  CP: by showing before its worn by the sibling as children tends to get scarce	COUNTY AND DESCRIPTION OF THE PARTY OF THE P		
story character like "See here comes the ——" This child can wear a paper mask.	IDD Take a short story/use their daily routine to make up a story/teacher m	adestory		

#### Domain Element | Prosocial behaviour

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
When the child wriggles any part of his body or kicks with the legs the parent can ask the child "do you want me to pick you" with a smile, wait for a few seconds and when the child indicates "want" then the adult picks the child.	Parent can hold the child in their arms and hop, lift the child or swing together.	Parent can hide a toy somewhere where it will be possible for the child to find. Encourage the child to find the toy. When the child finds it, celebrate	Parent can build a tower with shoe boxes or glasses or bowis, roll a ball to knock down the tower. Take turns with the child to do so.	While folding clothes, parent can show 2 clothes to the child and hide it in the pile of dry clothes. The child has to find those two in the pile. When he has found it, the parent repeats it with another cloth.	Parent can ask two family members to hold each end of the rope. Then walk under the rope and ask the child to follow. Then lower the rope and again walk under it and ask the child to follow. This way the family members keep lowering the rope till the parent and the child have to crawl under it. Make it a fun activity with clapping or high five on crossing under the rope, facial expressions to show surprise, thinking, asking the child what to do etc. Give plenty of opportunity for the child to imitate on facial expressions and action.	Give the child a cup of red beads and a friend a cup of heads in a different color. Give the pair of children one string, and ask them to create one necklace in alternating color
Parent can interact with the child with a smile and tap / touch the chin with her finger to atlimulate a response	Parent can make the child sit on her/his tunniny and puts on happy and cheerful music. Holding the child's hands parent can dance with the child to the rhythm of the music	Family members can take the child out for a stroll in the garden or outside and encourage the child to interact and respond to other people's greetings.	Sit with the child on the floor facing a plastic bucket and have a toy handly. Show how to drop it in the bucket and then take turns to play	While laying the table, the parent can ask the child to hand her some specons, plate or table mat. The parent can ask the child to find his plate and bowl in the drawer and bring it.	Parent can sing songs and dance together with the child, play 'fugdi',(hold the child's right hand with left and left hand with right) and go round and round slowly.	Involving two children Parent can teach to play a 'pillow game'. Keep a small book/bal on the pillow. Let each the child hold one side and walk across the room without making the object fall.

#### Domain Element | Prosocial behaviour

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parent can engage the child by playing with finger puppets.	Parent can ask the child for the toy s/he is playing with. Encourage the child to release it in parent's pain by holding the toy from the other side and pulling it gently and then release to form a gentle pull and	Parent can lie down, put the child on the tummy and talk to the child in his/ her own language showing emotions on the face. When the child bables something, the parent can respond in proper sentences or in a	The parent can stand and create a tunnel with their log and encourage the child to crawl through, slightly squeeze their legs while the child tries to pass through the tunnel.	Parent can encourage the child to paly with the doctor set and pretend to put band aid, give medicine or in any way comfort the family members playing with him/her	Parent can create make-believe tood dishes to pass. Along with the child, parent can paint or draw pictures of various dishes, such as chapati, dai, rice, vegetables, ice cream or cut pictures from	The parent can sit at one end of the table while the child sits at the other. A board is kept between the two with 'wait written on the parents as well as the child's side. The parent can place a piggy bank in the
	release motion	reciprocal babble.	Parent can show the expression of surprise and amazement every		the magazine and stick it on paper plates. Parent can start with	center of the board, along with coins in a bowl. Parent pulls the
			and amazement every time the child introduces new toys. The parent can close the syes of the child and produce the toy from behind. Parent can act surprised with hand on face and exclamation on face once the child can see this toy.		the child name the food. Ask if they like it? word if they do not like it, have them say, "No, thank you." If they do, "Yes, please!" the pixel to the parent, asking, "Would you like some ? The parent can then respond with a "No, thank you" or a "Yes, please." This can continue until all dishes are done.	piggy bank to his/her side and covers the word wait, next pulls the coin bowl towards himself/herself and then deposits a coin in the piggy bank. The child's word 'wait' is not covered, so the child must wait for his/her turn. Once parent's coin is deposited, parent can push the coin bowl towards the child and set it on her/his wait word so that the word is covered by the coin bowl. This indicates child's wait is over and he/she can deposit a coin in the piggy bank.
					Along with the child, parent can paint/color using same set of crayons.	

#### **DOMAIN 2: SOCIO-EMOTIONAL LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Prosocial behaviour

Description of the activity	Adaptations
Turn Taking Materials: Big ball, Bucket Process: Parent stands with the child a little away from the bucket. Parent and the child take turn to throw the ball into the basket. On landing the ball into the bucket, both claps.	If the child has difficulty in movement, then use corner chair so that hands are free to move midline for the activity Use the words 'my turn,' 'their turn' and 'wait' while doing the activity If the child engages with the ball, use hand over hand strategy during the child 's turn.
Cooperation Materials:	HI use this activity to talk about the colors of the ball, "hold tight", "no falling" "move carefully"
Pillowcase, 2-3 medium sized balls  Process:  Place a ball on top of a pillowcase held at the edges by	Parent/ caregiver can help the child to hold the pillow at the two edges and give directions or ally to move in the room. Movesmall steps and lead the way.
parent/caregiver and the child. Both move across the room while keeping the ball on the pillowcase or launch the ball.	ASD/ Instead of moving with the ball, launch the ball into the air catching it on the pillowcase Repeat it few times
into the air catching it on the pillowcase.	Sit the child in a corner sit and launch the ball into the air catching it in the pillowcase.  If the child is unable to hold the pillowcase, then tie it on the arms of the chair that the child is sitting on and ask the child to just keep the hands on the edges to feel the movement.

#### Domain Element | Engagement in play

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parent can tie a mobile toy or colorful scarves/ dupattas/ hangings on the cradle or the child bed so that it can be seen from lying down position. Parent can call attention of the child to the hanging with song/ music/ shaking and try to touch the toy with the child 's hands or feet	Parent can place a toy in front of the child, let the child play with it.  After a while take the toy and hide behind the child. Let the search for toy and assist the child to reach the toy.	Parent can stuff light fabric scarves or dupatta into a cardboard tube/ box with a small opening. Encourage the child to pull out the scarves.	Parent can take a dupatta at least 2 feet long. Tie a small object or toy on one end and show the child how they can pull dupatta to bring the object towards them. Parent can leave the child to play with it after s/he has learnt to do so.	Parent can call some the children home and give them the toys like cars or blocks that they can play together or alongside each other.	Parent can play putting the doll to sleep. The parent and the child take one doll each. The parent can instruct the child to imitate the parent and sing a song or pat the doll to sleep like how parent does to the child. Child does this along will the parent. Parent can model and talk about other ways to take care of the doll, such as burping her, changing her clothes or diaper, combing her hair, brushing her teeth, singing to her. Similarly one can play feeding the doll or flying an airplane together.	Perent can collect some children, make pairs, give each pair one large sheet of paper and a pile of collage materials, then encourage them to share the materials to create one collage.
Parent can tile some anklets with sound- making beads or a brecelet that makes a sound when the child moves the leg or hands both unintentionally, and later intentionally,	Family members can play peek- a boo. They can hide behind a chair, a sofa, or a curtain and then appear out of nowhere in the child's line of vision, making an excited sound.	Parent can give different textured balls to the child to hold and roll	Engage family members to play rolling the ball to the child and back at to the family member. While playing passing the ball, use simple commands/directions like 'give me the ball', 'take the ball'.	Parent can take the child to the garden and encourage the child play games like bat & ball, chase the ball	Parent can gather some children and play relay race in the garden	Using dolls, teddy bears, or my of the child is favorite stuffed toys, parents can teach emotions. Modeling for their little one by giving the bear a hug and saying, "The bear is happy when I hug it." Or can wipe the eyes of the doll and say 'today the doll is crying because she is sad'



Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parent can place different colored safe toys basides the child to engage with.	balloon on the child's ankle. The child pots, pans, spoons, increases the kicking to reach for the balloon. balloon. balloon b	When the parent is working in the kitchen, give few containers filled with rice and dals and allow the child to handle them and	Pretend play talking on phone with the child using any toy, Give time for back-and- forth conversation with facial expressions	Parent can take pictures from magazine or flyers, cut them out and mount each one on a piece of cardboard. Label the	Parent can encourage imitation of various facial gestures and/or body movements during play, such as raising both their arms	
			shake them. Let the child hear the sound. Encourage the child to play. Then ask to hand the containers back.	Parent can collect a number of socks and roll them into balls. Place the balls in a	objects and encourage the child to describe the objects. Then parent can guide the child to use these	above their head and then dropping one arm down and seeing if the child can imitate the parent. Or standing on one leg briefly & then jumping twice. Or sticking out their tongue and then blinking their eyes.  Parent can hide different toys around the house and can play ask the child to find them. As the child is getting close to the object guide him in the direction by saying warm and when he gets really close then say hot. If the child
			Parent can play or sing songs and clap to the rhythm. Encourage the child to imitate.	bucket. Have the child sit one to two feet away from the bucket, and parent can sit next to the bucket. Parent	objects in pretend play along with these pictures.	
To check the response to attention, the parent can make sound with a rattle and bring it close to the face slowly & stop and take it back again & repeat.	Parent can hang a toy in which music plays is string is pulled. Taking the child's hand parent can teach the child to pull the string to play the music. The child will try to reach for the string on his/her own after some time.  Parent can punch holes in the lid of empty container and fill with water to make a fun bath time toy. The child can make it rain on herself or a toy after some time.	holes in the lid of empty container and fill with water to make a fun bath time toy. The child can make it	Sing Twinkle, Twinkle Little Star as an action song, Move the child 's hands and arms to the motions. The child can hold the parent's ears and the parent can hold the child's ears. Rock together and sing a song like chowmaoo' or any other in local dialect	can roll the balls to the child so s/he can catch them. When all the balls are out of the bucket, have the child stand up. Teach her to throw the balls into the bucket. Cheer her!	Parent can allow the child to play and explore toys where the child has to put a ball or object into a container, independently.	
		Administration of the second o		Parent can fill a purse with items similar to those they carry. It can includes a toy cell		
		Spread the child's finger on the table and the parent can touch each finger, sing and play' akkad bakkad bambey bo, assi nabbhay poore sau'	phone, mirror, fake keys and passport photos of family members, Bindi packet, red crayon etc. Give it to the child and watch as child takes item out of the purse and plays with them.		moves away from the hiding place, say cold. Continue till the child finds the objects:	

#### **DOMAIN 2: SOCIO-EMOTIONAL LEARNING**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Engagement in play

Description of the activity			Adaptations
Pretend Kitches play		86	Talk about the things in the lotchen set
Materials: Safe toy kitchen sets	2	VI	Make the child feel the tey and tell the use of each
Process: Let the child use the objects provided in the kitchen set in anyway to play		ASD	Might focus attention on one toy only. The child might not understand the correct way to use that toy. Demonstrate the correct use. And encourage to play with other toys also.
	2000	PI/CP:	Provide a corner sit and the objects can be placed within the child 's reach
		100	Might focus attention on one toy only. Encourage to play with other objects also. Demonstrate the use
Sensoryplay		HE	tell the child to scoop
Materials: Cauliflower florets, beans, 2-3 kinds of dals, carrot pieces,		A5D	Let the child explore the material if cannot scoop
puffed rice, tub, 2 sets of different sized spoons, empty containers  Process:		PI/ CP:	If the child is unable to use smaller spoons, give ladle with long handle and gripper to scoop. Sit the child either in a corner chair or adapted chair for easier reach of the material
Ask the child to put all items in a tub and mot them with his hands. Then let the child sceop the moture using different		IDD	Help the child to scoop the items. Let the child explore the material if cannot scoop
sized spoons and his hand into the empty container.			

#### Domain Element | Social communication

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents are suggested to make use of the waking hours to talk to the child. Use of good internation patterns i.e. voice inflections in a sing song manner. Use pleasant tones and say here conses papa.	talk about whatever is happening around the child to the door and community baby. Use babbling sounds, Wait for the baby's reaction and reward the child by repeating the child 's 'bye-bye'. When the sound response, When the child is going out with someone say 'bye-bye' bhindi,' was babble to child responds, someone say 'bye-bye' bhindi,' was babble to child responds, someone say 'bye-bye' bhindi,' was babble to child responds, someone say 'bye-bye' bhindi,' was babble to child to the door and community to child white saying the child is going out with someone say 'bye-bye' bhindi,' was babble to child to the door and community to community the child white saying the child white saying the child is going out with someone say 'bye-bye'.		Parents could grab every opportunity to communicate with the child while doing routines such as cooking or sorting vegetables. Converse such as "Today I'm going to prepare bhindi," wait for the child to answer, then	Make eye contact by keeping the child 's favorite thing near their face, Encourage the child to show and tell.	identifying play. Have 3-4 children get together, ask them to sit back-to-back. One of the children can make any familiar or unfamiliar sound, others must recognize	Play 'follow my clap'. Tell the child to copy the clap pattern that the caregiver is doing. Begin with simple and then to more steps (clap once, then clap twice, clap once and twice as a pattern).
Similarly talk of other family members.	hug the child.	by waving own hand and also making the child wave hand.	further say yes, bhindi is green, didi likesit, or		the sound or make the same sound.	Role play a tea party with the child to
		Show action pictures to the child and talk about the picture in an expressive tone. Show a picture of a child playing with the	bhaiya likes it, etc., These kinds of conversations based on routine activities can also be done while gesting dressed,			practice the social communication (How are you? Please come in, thank you, Can I have some more)
Place the child on the parent's lap and speak with the endearment words such as my little cub, bacchu. Kissing the fore head use flattering words. Maintain Eye contact and make simple southing comfortable sounds	Make shrill or soothing sounds. This attracts the child due to the pitch and the child listens attentively for a short period. Such playful activities initiates turn taking in infants.	parent and speak to the child about the action, allow the child to interact. Prompt the child with gestures and words pointing to the pictures.	Ask basic question like 'Do you want a banana?' and say yes with a nod and let the child imitate. Ask more yes/no questions and let the child follow	For Social Communication a parent or a caregiver can tell a story with puppets to the child. It can develop language and communication skills.	Make a pretend telephone (using coconut shell/ cups) and have conversations using that.	Engage the child in simple play which involves taking turns. Like, dunk the ball into a basket. Let the child stand behind caregiver and wait for their turn.
		Hold the child and roll on the bed with the child. Talk and laugh with the child. Play with figure puppets and have simple conversations.	suit			and the caregiver does the same.

### Domain Element | Social communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
are face-to-face. Talk / gently tickle saying: sing to the child. gently tickle saying: "here come my fingers, here they come, closer	walking actions. Move them towards the child. Then quickly and gently tickle saying: "here come my fingers, here they come, closer and closer." Laugh with the child when you	Talk to the child while playing games of 'my turn and their turn.' Also, parent or a family member can use objects tille wearing a cap, or socks or bangles or bindi to take turn wearing them.	Give the child a chance to be part of the hello- good-bye routing when they are visiting a friend or neighbor. Also encourage the child to do namaste, shake hands etc.	Put a toy or a book inside an empty cardboard box wrapped in a colorful paper like a gift. Clap their hands when the baby tries to open the wrapper and then announce what's inside.	One object one action -spoken & signed or gestured or Pick up the truck (say Thank you) o Show the ball (say Thank you) o Push the car away (say Thank you) o Give me their teddy	To help the child learn to sing these songs on her/his own & to encourage language, sing a familiar song and leave out a word for the child to fill in. For example, "twinkle twinkle little" and see if the child will
		The child can take turns copying actions on or with things as they grow older, such as drumming on a drum or moving a car.			(say Thank you)  o Keep the cup down {say Thank you}  o Share with bhaiya {say good boy with name or good girl with name)	sportaneously say "star" to fill in the missing word. Use hand puppets to do actions
Whenever the baby gurgles/ coos, parent can go near the child and responds with a smile and talk to the child		When they push the automobile, they can create symbolic noises such as "beep beep" or "moo" with a toy cow. Learning to imitate and duplicate is a crucial part of helping child ren learn new abilities.	Parent or a family member can do pretend play "ride like a pony" can make a sound of tick tick tick in between can ask "are you liking pony ride?? Do you want to get down?	A parent or a family member could involve the child to participate in conversations with the child on any toy, picture, during playing with blocks, playing with balls etc	Engage the child with clay and then intentionally leave the room by saying "bye" I am going to dry clothes (or some errand)." This way the child will be prompted for expressing his/her wants.	Drape sheets and blankets over furniture. Crawl in with the child. Use a flashlight to make shadow puppets.
						Make bedtime fun and a part of the day the child looks forward to Play a quiet game
		Talk to the children while asking questions and waiting for a response as though having a conversation. Mimic their response which may be gurgle, legs kicking or a laugh.				before going to bed. For example, pick something in the room and give the child clues to help the child guess what it is. For example, "I see something what it is?

#### DOMAIN 3: COMMUNICATION, LANGUAGE AND LITERACY

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Social communication

Description of the activity	Adaptations				
Roll the ball  Material:  Big ball/ toy car  Process:  Parent and the child sit at distance facing each other.  Parent rolls the ball to the child while calling attention and using words of exortement like" roll, catch, its rolling to them" etc to involve the child. When the ball reaches any of the participants, parent can clap. Ask the child to roll the ball back.	-Can use the hall that has a sound to it  -If the child does not pay attention, parent can make the child sit on the lap and recruit to sibling to be the other participant to catch the ball. Use hand over hand to roll or catch to ball/toy car  -If the child has any physical difficulties, sit the child in a corner sit on a bolster and roll the ball from a shorter distance so that it rolls into the child 's hand.				
Serving fruits Materials:	HI Talk during the activity and encourage response from the child. Ensure that the child understands the caregiver's conversation.				
Set of toy fruits that can be cut and joined again, Toy knife, a plate	Caregiver can guide with hand over hand strategy and also give directions and hold hands to move for serving				
Ask the child which fruit he wants to cut. Cut the fruits with	ASD Use only two fruits for activity. Encourage communication				
the child and help the child to serve the fruit to parent/ caregiver and everyone around in the room. While the activity is going on, talk to the child about the	PH/CP: Sit the child either in a corner chair or adapted chair for easier reach of the material. Involve the child while serving fruits.				
characteristics of the fruit (taste, color, likes/distilles), whom to serve, how to serve etc.	Use only two fruits for activity. Encourage communication				

#### Domain Element | Receptive communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
activities like massage time, feeding or bath, parent/can makes diffe the child with different sing song tone, varying voice and facial expressions describing what movement of the child is being done or describing the activity.  quietly, parent/can makes diffe sounds like gently ring etc. This we encourage turn toward source of the child is being done or describing the activity.	When the child is lying quietly, parent/caregiver makes different sounds like clapping, gently ringing a bell etc. This will encourage the child to turn towards the source of the sound.	In the presence of family members point at individuals and say "this is Dada, this is Balra". Then call out to Dada and encourage the child to look at Dada. This can be done with other members too.	Play a game where the caregiver ask the child to point out different things in the house. 'Say I can't see bhaiyya!" Expect the child to move towards brother or call out! Give a food item (biscuit, apple) to the	Play 'ready, set go' activity with cars, physical racing or two balls. Pay attention that the child only releases the car on the word go.	Choose a special toy or treat for the child that will make a search worthwhile. Hide the item in a place where finding it won't be too easy or too hard. Bring the child into the room and tell her "Mamma has hidden a treasure." Give her clues by saying, "you are getting closer," or, "you are getting farther." When the child finds the item, hide it again and again.	Play 'do what the leader asks. The child has to act out the verbal instruction given by the adult(I want you to touch you head 3 times., I want you to jump and touch yout toes).
	Call the child by name while making the	members too.	child and ask the child /her to give to father, brother, sister.			Read story book and ask questions about the character, in a picture book ask the child to tell what the things are used for (Cup – to drink tea/coffee)
When the child cries the parent can call the child and say, 'wait I am coming", "are you hungry"	Hang a wind chime close to where the caregiver feeds the child. It can be a home-made one made by hanging aluminum or wooden plates close together	Offer the child a wooden spoon and show how to pound it on the tray. Next offer the child the brush and any other material that can act as her/his drumsticks. Then offer her/his different items to beat, such as a sheet of foil, a metal pot, a plastic bowl, a pan, a newspaper	Activity Photo Album Make a photo album with family members pictures in it. Use it like a book and ask the child to point to the person e.g.: 'Where is papa?'	Show picture books and pictures of objects and ask the child to name them and if possible, find it in the house and bring it.	Take 2 paper/plastic cup and 2 toy animals. Give the child one animal at a time and show the child how to hide it in the paper cup. After the animals are hidden, ask the child, "Where is tiger?" and give the child cues to figure out where the animal is hidden.	Attach a plastic tube/ cardboard roll upright into a shoe box with a hole cut in the shoebox's lid. Hold 2 balls in front of the child, one big and the other small (preferably in one color so that the only difference in between them is in the size). Ask the child which one he wants to put in the tube. Isbel the size of the ball as he puts in the tube. Once the child begins to understand, Ask the child to pick the 'hig ball' and put in the

#### Domain Element | Receptive communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
sounds like those of animals, vehicles, etc. When the expection of the exp	Take the child outdoors for a walk. When taken to garden the child can experience different chirping sounds of the birds, other surrounding sounds. Parent can turn the child face of the child	Place the child in the center of the room. Make different noises from different directions using voice, toys, utensils, or any object readily available at home, allowing them to turn their head and	Sing familiar song or play it on device, do simple body movements and let the child imitate and familiarize. Prompt the child to respond to the music/ song on their own. Let the child hold the rim of a bed or sofa	Have cards with a 'loop' (Punch a hole in a top comer of each card, Insert one piece of string or ribbon through the hole in each card. Tie the ends of the string together to form a loop). Have pictures of common	Encourage the child to give chappatis to family members during mealtimes. Give instruction, "go and give chapati to papa."	tube. Above activity can be done to help the child understand the concept of quaritity, e.g., one, al Ask the child to put a the balls in the tube and help the child to do so. Repeat for 'one
	towards the sound and name the source like crow or sparrow or other the child ren playing.  their read and respond in the direction of the noise, Make gestures to come/ crawl in their direction.	and dance on the music played. Adults can join the child too. Move their hands in motion while singing nursery rhyme	items or food items stuck on the cards. Hong these cards at various places in the room: from doorknobs, cabinet knobs. When the caregiver see the child looking at the card, say, 'Oh, you are looking at the!'		Take pictures of both activity and use an object to represent both activities. Have first- then board and attach the pictures/ objects on the board. Show the child the objects while the caregiver speaks "You can play after you eat (A spoon for eat and a ping-pong ball for placan be used)	
					Involve the child in the kitchen by asking the child to give small onion or big potato, o small plate/big plate	
						Arrange for a role pla with the child and as to narrate what s/he doing. Do simple actions like fold clothes, clean dishes Encourage the child t

### Domain Element | Receptive communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Talk and narrate small stories using exaggerated	Gentle dance: Turn on the music. Hold the child clase	Play 'give and take' games with the child while naming the	During mealtime chat with the child. Say the words for different	Give a dupatta to each family member. Put the dupattas over their heads to cover their faces. Sing a song Where, oh, where is (family member's name)? Help the child find the family member.	Choose 2-3 toys. Put the toys on the table, free from distraction	speak full sentences, and prompt where needed.
expressions and intonations		object as the child 's object e.g. gives me Dia's glass, take mummy's hand etc.'	foods and tastes as well as things that are used during eating food.		Cover the child is eyes while the caregiver takes one of the toys away. Say, "Where is Teddy' Teddy's gone!" and pretend to look for it. Then put the teddy back on the table and call the attention of the child that teddy has come back.	Use a small box or bag and place an object inside such as a block. Place the same block and a different object, such as a cotton ball on the table. Have the child reach into the box/bag without leoking and feel the object, then encourage
3 0 e	Sing nursery rhymes about common objects, body parts etc, to the child in	Say, "open and close" using doors, toys with lids or safe bottles with lids or containers with				\the child to look at the two objects on the table and tell which one was inside the box/bag
	different tones: high, low, and soft tones. While singing, move his hands gently in a dancing motion	lids. Make up a song about it as both play: "Open and close it, clap, clap, clap" (clap their hands).				Before reading a new book, take a "picture walk" with the child and look at the illustrations first. See
				A parent or a family member can make a photobook of family members or teachers or staff working in the center, place photos in a small photo album. Go through the book with the child, point every photo and say their names.		the child wants to tell the story just using the pictures as a guide
						Make an activity out of sorting and naming laundry items. Name each item of clothing and give the child simple instructions. When the child uses a phrase, repeat it back to them.

#### DOMAIN 3: COMMUNICATION, LANGUAGE AND LITERACY

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Receptive communication

Description of the activity			Adaptations
Reading Time  Materials: Thick colorful board books (Easily available as Animal, flower pocketbooks)  Process: Parent/ caregiver makes the child sit in her tap both facing in the same direction. She can hold the book in front of the baby and read it to the child by pointing at the pictures and molding desired sounds and expressions for the child to enjoy the experience.		For the definer     In case     The bo	that the child is listoning to the parent/ caregiver, child iren having difficulty in seeing, choose books which have either popup up or dishapes or big pictures that could be felt by hand for identification the child is not comfortable sitting in the lap then try sitting with the baby on a swing ok can be at the eye level child by involved with touching the book and turning the child in the lap and let the child by involved with touching the book and turning the
Sentence expansion		HE	Call the child 's attention and place the puppet nearer to the mouth, Speak slowly.
Materials: puppet called 'Raju' Process: The child is introduced to 'Raju 'the puppet. Raju will give		NI.	Caregiver can help the child to do the activity or ask the child to imitate her doing the activity. If the child still doesn't follow, let the child repeat the instructions and make the puppet do the activity.
instructions which both parent/ caregivers will follow. Use action verbs like "Raju says sleep", "Raju says clap" "Raju says eat, "Raju says Jump," Raju says drink milk," "Raju		PI/CP:	If the instructions involve mobility, caregiver can carry the child and do the action together.
sayshugeach other," Raju says smile," etc.		IDD:	Caregiver can help the child to do the activity or ask the child to imitate her doing the activity
		, i	

#### Domain Element | Expressive communication

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Blow on the child 's stomech and wait for the child 's response. Be silly and play with sounds. Make exaggerated mouth movements while	Encourage the child to make noises by responding to the sounds s/he makes, as if in conversation. Repeat sounds they make and add new	Play word games by repeating the sounds the child makes. "Dada, Dada." Then, wait to see if the child says than again. Change the sound a	Use animal sounds when playing. Point out a picture of animal when reading an animal book then make the sound that animals make.	Keep couple of known objects and ask the child to tell what it is. The child can repeat after or ask the questions like what do you want to eat-	Take magazine or flyers. Cut out the pictures and mount each one on a piece of cardboard. Label the objects and encourage the children to	Show picture story book and ask the child to tell what is happening, what will happen, who is there, what are they doing.
saying different sounds and encourage the child to make sound	words  When the child coos or babbles be sure to respond and take turns in "talking."	bit "Mama, Mama" and wait to see if the child tries a different sound.		banana or apple? The child can say his/her preference.	the children to describe the objects. Teach the child to give the item when the caregiver says, "Give me". Reverse the game where have the pictures, and the child asks them to give them.	Show a picture tale book to the child and ask them to describe what is occurring, what will happen, who is present, and what they are doing.  Alternatively, encourage the child
Look at the child when s/he makes sounds. Talk back to and say what s/he says. Pretend to have a conversation.	When the child is calm, walk back and forth slowly, pass in front of the child then smile and talk to the child if they try to get their attention.	walk back and forth vegetable/fruit and slowly, pass in front of the child then smile sounds. When the child is they try to get their making sounds, make	Sit down beside the child. Turn on the mobile recorder and talk to the child, make mouth noises, vocalize in a variety of ways, and so on, to get the child to talk back. Pause between their vocalizations so that the child has a chance to answer them. After some time turn off the recorder and play back	Play imitation of sound game, e.g. the child says 'Lalala' parent says 'Ialala' Then parent waits and says 'dadada' and cues the child to repeat	dupattas, bags etc. The child and parents/ ad sibling will choose	during story time. Give them a picture book and let them create their own stories. Ask them to probe questions like what, why, and how to assist the child in narrating the story.
						Sing rhymes/ small bhajans and ask the child to repeat or sing along from memory
			the recording for the child.			Ask questions about the activities done at home by the members (who cooks food? Who takes them to garden? What did them do in the garden? What happened to didi?)

### Domain Element | Expressive communication

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months					
When the child ones – say "are you hungry / Is your nappy wet/ do you want mama" and	Use finger play songs and rhymes to make the child respond with laugh, smile, move	and rhymes to make repetitive words,	Cut out a shape, such as a firefly, from cardboard, small enough to fit over the	Parents or family members can make the the socks into puppets. Do the same		Ask the child to repeat a story or tell a story while seeing the book					
comfort the child.	hands and legs or babbling	verbalize sounds	lens of the torchlight. Secure the stencil over the torch with tape. Make the child	lens of the torchlight. Secure the stencil over the torch with tape. Make the child comfortable in a room and turn off the lights. Turn on the flashlight and shine it at the wall next to the child.	lens of the torchlight. Secure the stencil over the torch with tape. Make the child a room and turn off the lights. Turn on the flashlight and shine it at the wall secure with the child 's socks. Put the child 's socks over his hands and the adult socks over their hands. Let their puppet hands have a conversation with the child 's puppet hands,	lens of the torchlight. Secure the stencil over the torch with tape. Make the child comfortable in a room and turn off the lights. Turn on the flashlight and shine it at the wall next to the child.	lens of the torchlight. With Secure the stencil over the torch with tape. Whate the child and comfortable in a room has and turn off the lights. Turn on the flashlight and shine it at the wall next to the child.	lens of the torchlight. Secure the stencil over the torch with tape. Make the child comfortable in a room and turn off the lights. Turn on the flashlight and shine it at the wall next to the child.  with the child 's socks. Put the child 's socks over his hands and the adult socks over their puppet hands. Let their puppet hands have a conversation with the child 's puppet hands, using new vocabulary	with the child 's socks.  Put the child 's socks over his hands and the adult socks over their hands. Let their puppet hands have a conversation with the child 's puppet hands, using new vocabulary		Have a picture of a house in a tray and cover it up with small Styrofoam balls. The child will blow the balls and label the part of the house that is visible e.g. door, window, roof etc.
	attract the child 's attention.  Tell the child to point at the firefly that's buzzing around the					words.			Find some everyday objects that are familiar to the child and see if he can identify the objects by their function. Place a ball, spoon, cup and		
		Use toys to narrate simple stories and encourage the child to make some sounds		Decorate the cardboard tubes from toilst paper rolls or aluminum foils. Let the child help. When ready, hold one tube to their mouth and talk to the child. Give the other tube to the child and let her imitate them. Encourage her to talk into the tube. Use the tube to make a variety of noises and sounds, say one- two letter words and		shoe out in front of the child and ask, "Which one do them put on their foot?" or "Which one do them drink out of?" and see if he can tell them the object and its function.					

### **Domain Element | Expressive communication**

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
		Build a tower with the blocks or katories and say 'up, up, up.' Then along with the child, punch the tower to fall down and say 'down, down,'		Build house or roads with blocks or craft paper and talk to them. And ask questions to help in building these		Take a quiet, peaceful walk inside or outside Agree to be very quiet and pay attention to the sounds that are all around them. Ask, "What do them hear?" Talk about where the
				Blow the hubbles- wait- for the child to ask for more.		sounds may be coming from. At the end of their walk, reflect on all the different sound them heard together. See how many the child can remember and talk about it.
						Give the child their favorite toy or food
						placed inside a containor that is transparent. Walt to see what the child does. When the child i unsuccessful in opening ask, "do then want me to open it?" Say "Open" and reward any vocalization other that any angry outburst regarding opening
						Make paper planes or boat to float in water (Increase curiosity and interest) As the parent is making encourage the child to ask what them are doing etc.

#### DOMAIN 3: COMMUNICATION, LANGUAGE AND LITERACY

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

### Adaptations for domain element | Expressive communication

Description of the activity			Adaptations
Materials: Picture books, Handmade tactile story books Process: Make tactile book with just one or two bird or show picture books of domestic animals the child sees around the neighborhood. Use it for story telling with the child by repeating some key phonemic sounds. Encourage the child to repeat.  - Kaw Kaw - Bow Bo - baa baa - Moo Moo - Tuck Tuck - EEE EEE		For the defined in case The boo	that the child is listoning to the parent/caregiver. child ren having difficulty in seeing, choose books which have either popup up or ishapes or big pictures that could be felt by hand for identification the child is not comfortable sitting in the lap then try sitting with the baby on a swing ok can be at the eye level child in the lap and let the child be involved with touching the book and turning the child in the lap and let the child be involved with touching the book and turning the
Feely trag		HE	Help the child to say the name of the object.
Bag, spoon, comb, puff, toothbrush	<b>₹</b>	VI	Assist the child to feel the objects
Process: Put the objects [apoon, comb, puff, toothbrush] into a bag. Encourage the child to put hands into the bag and explore		ASD IDD;	Can use hand over hand for the child and guide to show the use the object like combing hairwith a comb.
and feel the objects and pick it out. Ask the child what the object is while it is in the bag by feeling it. Give options of the		PI/CP:	The child can be sited in a corner with supported both sides if necessary.
answers. Take it out and explain the function of the object			

#### Domain Element | Emergent literacy interests and behaviors

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months	
Parent wears colorful bangles on her hand and holds the child is hand to move the hangles side to side. The child is eyes will follow the movement and enjoy.	Point out pictures from big_colorful picture books and read out loud. Allow the child to explore the book. Make reading fun by adding facial expressions, voice modulation, sound effects, and animal sounds.	Use big colorful pictures of different daily objects or animals and read together with the child. Draw attention of the child to the pictures and name them as them flip the pages. Books with pictures in different textures can also be used to familiarize with textures like soft, smooth, rough etc.	Use board books with bright colored pictures. Narrate the story in the same way every time with voice modulation and pointing to images. This will help the child to predict the story and the reaction and slowly they will start showing preferences. Hold the child 's hand and help the child turn the pages.	3D 2D matching Take real objects like fruits, glass, vegetables etc and keep flashcards of the same. The child can match the real object with the flash cards	Take the child out for a walk and let the child recognize/ identify the traffic signal. Show them the logos which they are very familiar with (washrooms, bus stop, post office, hospital).	Take some stiff card paper and punch holes into it. Pass a ribbon through the papers to make it into a book. When them hear the child saying a word, write it down in the book. Whenever he says it again, show thechild the word in the book. Have the child read the words. Add individual words to other pages.	
Handmade rattles and colorful cloth can be shown from front when the child is lying on one side and move it, so that the child is	Have the child on tuniny and keep 4-5 open books around the child to make a kind of a book circle	the child to explore.  Use toys to narrate simple stories. Role play by self or with other family members. Socks or finger puppets/picture placards can be used.	Have a reading time. Take out a book and show pictures, ask the child to point out to the pictures in the book. Pause in botween a story and	Let the child scribble with the marker on the board. The child can imitate the action of the adult.	Ask the child to search for familiar pictures (lays chips, chocolates, coconut oil) in the newspaper, nagazines.	Keep some books that are familiar in the child 's vicinity. Ask the child to read a story to the caregiver. Encourage the child with appropriate expressions, cues, words.	
encouraged to reach out to it			ask, 'now what will happen'. Wait for the child to express in her or his language			Encourage the child to draw something that they have seen	
A parent or care giver can read a picture book to the child. Also	Use animal sounds when playing or reading to the child.		e animal sounds Hide some colored en playing or flash cards in an	Hide some colored flash cards in an	flash cards in an	All pictures of the child can be in a photo album and speak	Re-enact parts of book during the day, e.g., "Hop like the rabbit, slow as a tortoise".
bright colors pattern book or a sensory book can be prepared and can be shown to the child	Point out a picture of an animal then make the sound that animals make: "A cow goes moo," "A sheep goes bea			open the envelope and remove the flash cards and talk to the child about the picture on the flash card	about it. Alternatively, the family album also is good to start of conversations like "look here, dada is wearing a turban"	Cut out characters of the story and put them on a board. Prop the board up against a wall. Sit with the child facing the board. Tell	

#### Domain Element | Emergent literacy interests and behaviors

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
				A parent and a caregiver can stick a black chart paper or any other color on the	Make a stop and go card along with the child. Put music and dance. Randomly pick up the cards and the demonstrate to the child when he has to stop and when he can continue to dance.	the story that goes with the characters, moving characters as they go.
				floor and can give crayon for scribbling		Once the kid can recognize and point to things in a familiar book, have him or her finish the last word of the sentence, such as
					Set up chairs to look like the lits in a train or	"We sit on a"
					nsavie half. Invite the child to be a passenger or movie goer. Demonstrate how to write tickets for the passengers or movie goers by scribbling names on cards. Encourage the child to take turns to be the ticket issuer and write names and hand out to people.	Draw simple shapes Get out crayons & paper and while coloring sing "Wheels on the Bus", encouraging circle scribble during "wheels on the bus go round and round", horizontal lines when the "wipes on the bus go swish, swish, swish and so on
						Make the child repeat the finger play action the parent does. Make the child clap 2 times and touch the head (parent to model or show and tell) Make the child pat the knee 2 times and touch the nose Make the child clap 2 times and touch the stomach/hair/ ear

### DOMAIN 3: COMMUNICATION, LANGUAGE AND LITERACY

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Emergent literacy interests and behaviours

Description of the activity	Adaptations
Identifying fruits  Materials: Any locally available vegetables /Fruits in various sizes like brinjals, carrots, lady finger, potato, tornato or onion, basket, pictures of the vegetables (Start with actual Vegetables or fruits then move to toy/mock vegetables and then to pictures)  Process: When the child can identify two or more fruits or vegetables (actual/ toy/ picture) make the child sort one vegetable of fruit into one basket.  Modifiers (long/short/big/smail) Can ask the child: Giverne Offe BiG tomato One small etc.	Name the vegetables and make the child repeat it     For the child ren unable to do the sorting, use hand over hand strategy     Use larger fruits or vegetables for better grip and placement near the child
Experience Book	HI Let the child listen to the words carefully and repeat
Materials: Handmade experience book	Make the book with pictures/objects that can be felt or large pictures
Process:	A5D Simplify the explanation and reduce the events in the park
park. Read the book along with the child and recall the	PI/CP: The child will be sited in modified chair, hand over hand support to feel the texture
expanence.	IDD: Simplify the explanation
Process: Make and experience book on the child's favorite place like	PI/CP: The child will be sited in modified chair, hand over hand support

Description of the activity			Adaptations
Listening	-	Hi	Pay attention to the different sounds
Materials: Have several pans with water in it at different levels like		VI	Guide the child with hand over hand strategy for water xylophone
a Jaitarang/Water Xylophone     Some plastic containers with seed or grains to make shakers.	Drum set with	ASD	Jaltarang can have lesser bowls
Plastic plate Rubber Band Flat plastic scale Process Encourage the child to make sound by striking on it. Encourage the child to vocalize. Use language - Slow, fast, Loud, High, lowetc	Harmonica Water Xylophone Guitar		



Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents could place toys or mobiles first on one side and then on the other side in the crib or hammock.	Allow the child to lie on their stomach and chest facing downwards and make different sounds like whistling, giggling to draw attention. Gently fold the elbows, so the weight can be shifted on the forearm. Hang a toy in the front so the child lifts the head and maintains this position.	Parents could play hide and seek kind of game with their child. Call out to the child from a little distance, play music and make actions to call the child towards the missic. Move from one side to the other in such a way so as to move in and out of the child's vision. This will make the child look for you and try to move towards you.	Find a box a little larger than the child 's body, so he can crawl through easily. Cut both ends off the box to make a tunnel. Place the child on the floor at one end of the tunnel. Position the child at the other end of the tunnel and call out to the child. Try to get the child to come into the box. If the child needs help, reach in and gently pull the child through the box to the other side. Repeat several times. Do not leave child unattended during the activity.	Parents can roll a ball towards their child and stop it deliberately. Encourage the child to roll the ball and also to stop it. This activity can also be done with toy cars or other objects of daily use.	Crab position. To make it fun, place the child is feet on paper plates and have the child straighten one leg at a time to destroy a block tower, knock over a bowling pin, or ktck a ball.	Play hopping on one foot with your child and move across a room.
Parents can use sound- making bangles or light objects and toys that make sound to encourage limb movements.	Rolling on towel – parents could take a towel and spread it. Place their child on the towel. If you want to roll the child on the right, give stimulating toys on the right side and pick the towel on left side, turn the child gently to the right to facilitate rolling.	Parents could put the child in a swing and secure the swing, to prevent a fall or hold the child from behind. The child is feet touch the ground so that the child is encouraged to kick. Place crinice paper or newspaper for sound under the child is feet so that when kicked the paper makes noise and the child is encouraged to move their legs. You can also use some toys.	Fill a small tray or open container with water or small multicolored balls. Put it on a table which has a short height. Make the child stand near the tray and hold the child from behind. Let the child play with the water or the balls for some time. The play material will motivate the child to stand longer.	Parents can take the child to the garden and have a race with other the children (simple races like- go touch tree and come back, hop like a rabbit, walk like an elephant).	The child can lie on their back. Place a stuffed toy, ball or small pillow to hold it with shins or feet. Tell the child do not drop it as there is 'riger' or say something similar that could alarm the child not to drop the object. Let the child hold it for as long as possible.	Take turns jumping in and out of a hoop kept on the floor or a circle drawn on the floor. Say "I'm in, I'm out". If the child finds it difficult to jump, have the child jump from some cushions or from a trampoline.

### Domain Element | Gross motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents could make the child sleep in their lap, child's head on belly and arms can come out of the lap on one side and call the child/give sound or voice making stimulus (lighting toys / rattles / squeezing toy) encourage them to lift head and look out.	In lying position, parent can give their child a stimulus like rattle in their hand on one side. The child tries to reach out for stimulus and turns to one side. If the child is unable to do, assist the child by turning the waist gently and repeat till the child performs the activity independently.	Place the infant on rolled towel on on a bolster (thick hedsheets tightly rolled) to encourage the child to be on all fours (arms and feet on the ground). Allow the child to take weight on his hands and lift his head. In the front give a moving toy / car toy to encourage the child to move forward by tickling on his foot or by gently pushing the child is legs alternatively. In a Big tub with water the child is encouraged to kick and spiash with hands and legs.	Parents can play a chasing game where the parent crawls on all fours and moves behind the child saying 'I am going to catch you'(name of the child ).	Parents can take the child to the garden and ask the child to collect fallen flowers, leaves and keep it in a box.	Knee Walk: Keep the toys on one stool and the basket on another for the child to do knee walk from one place to another. Alternatively let the child push a cart that is heavy or push an empty suitcase to pretend play that he is going somewhere.	Try filling some soft bails in a shallow box. Once the child is comfortable, let the child dive into the ball and encourage the chilf to throw out the balls from the box while the parent catches them.  Collect several small balls and put them on the floor. Find a container large enoug to catch the balls, and easy to hold. Parent can hold the containe in their hands, slightly above the child is level thave the child try to throw a ball into the container. Move the container so that the parent can catch tho ball. Working together the two of you can be able to get all the ball into the container.

### Domain Element | Gross motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Parents can tie colorful satin ribbon or "gungurus" on the child siegs, when the child moves their legs, s/he will get attention on their leg and try to reach their legs, if unable to do it, assist the child to hold the legs and bring them to their mouth. Repeat till the child learns and can perform.	Toy Stand: - Make simple Toy Stand (Stand which is at a reachable height. Hang different toys like bells, rings, toys with lights; colorful nobon and squeaky toys on it.) Keep it near the child is play area, allow the child to reach for the toys and explore them by touching, holding and hitting them.	Hit the ball while sitting Parents could place the child in sitting position. Hang a colorful squeaking ball in front of the child. Allow the child to reach and touch it. Let the child hold with both hands and hit the ball to make it move. Encourage the child to hold the ball and squeezo with both hands.	Parents can play 'catch and throw' with a big ball.	With a chalk parents could draw big circles of different colours in a pattern on the floor/ground. Parent can then ask the child to hop to the circle, of which the colour will be called out.	Draw a clown face/ the child's favorite character on a large cardboard box. Make large mouth, enough to pass a ball through Cut out the mouth with scissors.  Colour the clown, Leathe clown face agains a wall and keep a ball few feets away. Have the child stand next to the ball and try to kick thom into the clown's mouth.
						Have a turn taking chart so that the child knows how maity times s/he has to take a turn and when will their turn come. A 'stand board' can help the child understand where s/h has to stand for the activity.

### Domain Element | Gross motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can move the child 's legs in a bicycle motion. Ask the child what they're doing using simple language: "go" and "stop." Gently clap the child 's bands together to some music. Bring arms out in front and clap over their head, then to the right and left to the beat.	Tummy time painting. Put bright watercolor on the paper and op the paper in a transparent bag and seal tightly. Place the child on tummy and give the sealed bag. Allow the child to smudge the bag.	Crawl with help of parents' hand. Place a towel (like a sling) under the child 's belly and hold both the sides of towel. Place a stimulating toy in the front and encourage the child to move forward by moving the towel. Repeat till the child learns to crawl.	Reach the car by crawling in crawling position, put moving toy car in front of the child. Move the car forward and ensourage the child to follow by crawling. If the child has difficulty in crawling, assist the child to move forward by moving their one hand and other leg (Right and left leg) forward, then opposite hand and leg alternatively. Assist the child on their belly with your hand, placing under the child is belly. Encourage the child to move forward by propelling gently to reach the car.	Carpet the staircase. Sit at the bottom of the stairs with baby and place a toy on the first step. Let the child reach up for the toy and catch it. Place a toy on the second step and attract child's attention to it. As the child reaches for it, help them learn to climb the step by bending their knee, and placing their hands on the step. As the child grabs the toy, place another toy on the next step for them to retrieve.		Cut out big green circles from paper and scatter them across the floor. Suggest the child to hop from one circle to another. Talk, about what they are doing as they hop along.
			Parents can give a small stool which is of the same height as the child and allow the child to hold the stool and walk while pushing the stool.			



Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Play criss cross with the child immediately after the shower. First, take their right hand and try to stretch it to touch their left foot. Then take their left hand and stretch it to try and reach their right foot. Moving the childs' legs as if they're cycling, or bending both knees at		Parents can place the child on both their feet. Hold the child in this standing position securely. Walk the child around the room in this position with the child or reach a ball or favorite toy by walking like this with the child.	Create a stepping- stone type of climbing structure with cushions and pillows, study boxes etc. for the child to climb on them.		
	bending both knees at once followed by stretching them out.		Pushcart: Provide a pushcart / Homemade walker to the child, make the child hold			
		make the child hold the handle of the toy and push the child from kneeling to standing. Then encourage the child to stand with cart support, gradually encourage the child to push the cart forward by taking steps. Assist the child if needed and practice till s/he learns to do the activity independently.	Place the child in the center of a large room. Segin blowing bubbles near the child. Demonstrate how to chase and pop the bubbles, then encourage the child to follow.			
			Parents can make the child sit on a bolster and present toys at a lower level or to the left or right of the child so that s/he can bend or stoop to pick it up.			

#### DOMAIN 4: PHYSICAL DEVELOPMENT AND HEALTH

Earlier years (Birth- 1.5 yrs)

(1.5-3 yrs)

#### Adaptations for domain element | Gross motor skills

Adaptat	ions for domail	element   Gross motor skills	(1.5-3 yrs)
Description of the activity		Adaptations	
Materials: Bolsters (can be made with thick rugs, turkey towel. PVC pipe 2 feet long can be wrapped tightly with sheets to make a bolster) Process: Ensure when child is seated on the bolster the knee to feet is exactly at 90 degree angle. Stabilize hip and back support. Pretend the bolster is a horse and the child is riding it. Alternately, Physio Balls are also good for seating.		Every time placing a cup, give a sound. The child will stack word "Break" for pushing the stack to make it fall.     Help in stacking     Assist the child with hand over hand strategy if the child has conderstanding.     The caregiver can hold the child for stability. Seating and positive depending on the muscle tone of the child. If any dependence of the child, if any dependence of the child include proper support to the neck and stiff and extend themselves (with feet scissoring). These child feet with a small bolster or rolled towel, stabilize hip and sextending.     Child with cerebral palsy will need support to stack to enpositioning and seating is appropriate to reach the material and appropriate	lifficulty in seeing, movement of sitioning on bolster needs to be any in head fixation then ensur shoulder, Same children may be ren need to be given support for houlders, and lines from hyps gage hands in midline. Ensur
Break the stack Materials: Plastic containers, Cardboard hoxes, Paper or steel or plastic cups Process: Place or stack the materials one on top of another at different heights or shapes. Once the material is stacked, the child can push it with the hand to make it fall.			

Description of the activity			Adaptations
Mino Pins  Materials: Any old pet bottles or Corrugated rolls, big ball		HT	Let the child throw the ball when he hears the word 'throw'. Let him count the number of bottles which have fallen. Let the child pick the fallen bottles and put them in position.
Process: Arrange the bottles like nine pins. Encourage the child to		W	Guide the child's hand to roll the ball in the right direction. Let the child help in putting back the fallen bottles
roll the ball and hit the pins so that the bottles fall	Principal .	ASD/ IDD	Let the child help in positioning the bottles. Assist to face the bottles and throw the ball.
	1000	PI/CP:	Hand under hand encourage child to shoot at the pins.

# AA

# **Domain 4: Physical Development and Health**

#### Domain Element | Fine motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents could place rattle or any object or soft toy which is not sharp inside the paim. Give gentle strokes on the back of the hand and the ask the child to open gradually and place their finger or an object to hold and repeat till the child holds the finger.	Parents could first ciap-place the child comfortably in their lap /on the swing. Make the child pay attention on their hands, clap their hands together and encourage the child to repeat. If the child is unable to perform assist with their hands. Make it more playful so the child enjoys and performs. Action songs like rolly polly to do actions can be encouraged.	Parents can give chapati dough to the child and let the child feel the texture and manipulate it with both hands. You could also let the child play with cooked rice on the plate.	Give the child cymbals to play with, parents can make the child sit with cymbals which s/he can bang to make music. Different Cymbals can be made by using plastic lids, old pan lids without sharp edges.	Parents can play a game using small cups to transfer water from one container to another.	Parents can make a variety of toys available like stacking rings, nested cups.	Parents can give their child small three-piece puzzle to put together.
Parents can bring a small rattle like toy near the child 's palm, once the child grabs the toy, help to bring other hand and grab the toys with both hands.	Parents can encourage the child to hold and drop a toy on the floor, pick it up and give it back. Keep repeating the activity.	Parent assists with tucking the other fingers and encourages activities of using index finger when doing action songs to point "at" or use index finger to push through the dough or use index finger to paint or play in sand or grain placed in the plate.		Hide small toys in a tray of dried leaves and ask the child te search it out	Let the child play with blocks. Try to get the child to put one block on top of another and create his tower. Encourage the child to choose a ball and use it to knock over his tower.	Encourage to make rangoli with rice powder/rangoli.

# **Domain 4: Physical Development and Health**



Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months	
(Parents can wrap their neck with a scarf with its ends hanging a little, Lean over their child so that the scarf	Parents can make their child sit on their lap. Have the child pick up things from the basket. Use different textured	child sit on their lap. pick up pieces of food, Have the child pick up things from the basket. biscuit (provide	Use a newspaper to wrap up a toy. Along with the child unwrap the toy.	Wooden one-piece puzzles: Let the child put back one-piece wooden puzzle pieces in the appropriate	Attach a stick or plastic rod to a Styrofoam board. Give the child curtain rings to pass through this. Move to cereal rings after the child is able to pass through the ring. Introduce hig beads. Once the child has mastered this move to	Ask the child to collect flowers and leaves and make a design.  Give the child some	
touches the child or is within the reach of the child. Smile at the child when s/he touch or grab it.	of cloths available at			space provided.  Parents can set three or more plastic bowls/glasses on the floor, nested inside one another. Make the		dough to make rotis	
Place a mobile or toy that has sound and movement above the child. The child could track the toy.	Paronts can place on turniny. Add some make the child sit comfortably and show and a few light plastic balls. The child will be able to track the balls  Take a basic link toy, make the child sit comfortably and show the child how to hold and pull the rings to re-join them.	Eat with fingers: In a bowl, place pieces of fruits/chips. Assist the child to take food from the bowl, using index finger and	beby sit on the kitchen floor next to the bowls. Show the baby how to take out the bowls, and to stack them again according to size. Lot the baby have	a thick shoulace with the end bound in tape to make it rigid. The child can pass cotton reels, straws, large buttons to make belts and necklace.			
	floating across the water and grab them with hands.	and grab them Assist as required.	red. thumb and take it to the mouth and eat. Reward the child by clapping and ask the child to eat often.  Some time to explore the bowls, figure out how they go together, and enjoy the experience of taking them apart and putting them back together. Can also do this with different	guired. the mouth and eat. the Reward the child by the clapping and ask the archild to eat often. extend to the child to eat of the child the chil	some time to explore the bowls, figure out how they go together, and enjoy the experience of taking them apart and putting them back together. Can also do this with different sized boxes/ multiple colored and sized	Parents can put the pegs on clothes and ask the child to remove them or while putting the clothes for drying.	
				Take the lid of one container and trace a bottle cap on it. Then cut out the circle shape a little larger than the exact size of the trace. Put the lid back on the container.			

# **Domain 4: Physical Development and Health**

#### Domain Element | Fine motor skills

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
			First crayon: Give colorful crayons and a paper to scribble. Assist the child and show how to hold crayons and scribble. Allow the child to do by themselves.	One at a time, give the child a bottle cap to push through the circle in the fid of the container. Pass marbles and coins through it so that the child enjoys the sound of them dropping into the metallic container. Gradually move to chana and/or rajma.	Parents can ask their child to remove the articles from the shopping bag.	Cover the child 's body with newspaper creating a new outfit. Let the child watch them work in the mirror. Secure the ends with tape to keep it together. Once s/he has enjoyed the new outfit, ask the child to figure out how to take it off.
			Activity News Paper Tearing	Cut out 2-3 simple shapes from the sides and top of the stundy cardboard boxes. Ask the child to drop the shapes into the matching holes.		Give the child a shape stencil, paper, and color to outline. Give the child loosely closed jars, and bottles to open by themselves.
			Hand over hand guide to scoop dals or grains with a cup held by both hands from a utensil.	A parent can give crayons or finger paint. Tape paper down and let the child design anything. While they are drawing or designing talk to them about colours or their design.		Put masking tape or stickers down on a table and have the child try to peel it off. Try to get them to only use the index finger and thumb to pick and peel the tape off the table. Help out by peeling up a small edge to start it off
				Parent can stick two finger puppets with Velcro and give the child to peel apart.		Give the child bubble wrap and let them pop all the bubbles. Have them try popping them with only their index finger and thumb.

#### **DOMAIN 4: PHYSICAL DEVELOPMENT AND HEALTH**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Fine motor skills

Description of the activity	Adaptations
Materials: Different types of Jars with screwing caps Process The child has to unscrew the caps of the jars  Pull out the socks Materials: Old socks or pieces of cloth stuffed into a container with a hole at the top Process Let child pull out the old socks or pieces of cloth stuffed in a container by pulling them one by one.  Ball drop Materials: Toys or balls, A basket or container to drop Process: Give the child one toy/ ball at a time and release it in the container.	Provide jars that have bigger caps in size.  Assist the child with hand over hand strategy if the child has difficulty in seeing, movement or understanding.  Every time give a sound for the child to release and drop the ball.  Keep the container to drop the balls near to the child to require minimum movement from the child.  The caregiver can hold the child for stability. Seating and positioning on bolster need to be adjusted depending on the muscle tone of the child. If any delay in head fixation, then ensure that movements shall include proper support to the neck and shoulder. Some children may be stiff and extend themselves (with feet scissoring). These children need to be given support for feet with a small bolster or rolled towel, stabilize hip and shoulders, and knee from hyper extending.  Child with carebral palsy will need support to stack to engage hands in midline. Ensure positioning and seating is appropriate to reach the material and has back support.

Description of the activity		Adaptations
Sandsculptures	н	Talk about the activity as the child plays
Materials: Sand, small sizes of tumbler/cups [easy to hold]. Plastic	VΙ	Demonstrate once what is required and then child can explore the various shapes
shovel Process:	ASD	The child may not be able to do this activity due to sensitivity to the texture of sand instead he can use play dough for making shapes.
Encourage the child to play with peer group. To makes the cake or any familiar items with wet sand - pick the wet sand using fingers and fill the tumbler and un-mold the tumbler.	PI/CP:	Child can be seated on the floor with mother's hand support at the back. Or on mother's lap Hand overhand assistance to be given to hold and fill the tumbler.
n the floor and remove the tumbler slowly. Allow the child explore the wet sand.	IDD	Demonstrate the activity once and assist in doing

# **Domain 4: Physical Development and Health**

#### Domain Element | Perceptual motor development

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
attending to the object at midling, move it slowly to one side and then move it in a circle a little larger than the child is face. Place all bright, colorful squeezy toys in front of the child, then slightly move the toy from side lan	Make the child lie on their back, stomach or in a supported sitting position. Parents can blow bubbles and make the bubbles fly all around the child. The child follows the bubbles in different directions. Bubbles landing and popping	Have a specific bowl and spoon for feeding, so before the meal time, show the child the bowl and talk with the child about what they are going to eat. Make interesting expressions for creating excitement.	Play the 'Simon says' kind of game with the child. First do it for the child then let the child copy.	Parents can keep their child on their lap, bounce the child and let the child slide down their legs.	Play 'dodging the ball' with the child	Play game with two or three children 'Filling my bottle' Keep a tub of water and small cups. Make them fill cups or bottles from the same tub. The one who finishes first help the other to finish
to side within the child 's visual field. The child will keep looking at the toy in the direction in which it is being moved.	on the child's body d also stimulates tactile	Decorate a cardboard wrap tube with stickers and other decorative items to make it more interesting. Place the	Observe the surroundings: During play time, when the child is active, make them observe	Show and model waving 'bye' to the familiar adult or to the toys when the activity ends.	Parents can sit on the floor with the child and show the child how to roll a ball to them. Roll the ball back to the	kept at a place, the child has to take the
Parents can make the child wear soft, homemade colorful caps with hanging attachments like pomporn or frill and use soft homemade colorful blankets for holding and expenencing different colors and textures.	Take a (medium- to large-sized) ball and roll the ball directly towards the child saying phrases like "Here is the red ball!".	items to make it more	different situations around them. E.g.: Put on the fan, put off the fan ask the child what happened. Let the child show the fan and say something about it. When in the garden, get the child to point out the sounds when heard (Example where is the aeroplane, the car honked etc.)	toys when the activity		house. A basket can be kept at a place, the

## **Domain 4: Physical Development and Health**

#### Domain Element | Perceptual motor development

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Sing a common fullaby facing the child with expressions. The child will listen to the sound and watch the movements.	Touch the things - place different toys on floor like soft toys /teether/fruit /vegetables/ fabrics with different textures like wool and velvet. Leave the child near these objects. Give an opportunity to reach out for them and explore.	Give a toy car to the child which has light and sound while moving. Move the car in front of the child from one corner to another, let the child track the car and follow it, allow the child to hold the car and explore by moving / hitting, let the child pay attention on it for few minutes.	Ask 'where' questions like where is mom/dad/nani etc. by making the gesture of questioning with hand and then point to the familiar adult encouraging the child to do the same.	Show the child how to hit a hanging balloon back and forth by hand—first one hand, then the other and then allow the child to do it. Also show the child how to hit the balloon with a fly swatter or plastic bat.	Paste a picture of a face on a box. Make a slit on the mouth. Take photos of different items (edible and non-edible). Tell the child to feed the open mouth by passing the photos of Items through the slit. Make a lot of fuss when the child picks up a non-edible food item and tries to feed.	Give cut-out paper with holes on the outline of the paper. Give the child a thread and ask him/her to draw a string through the holes on the outline.
Hang different stimulating toys on the top of a motor swing or near where the child sleeps (Toys crib mobiles, hanging bells, colorful ribbons, lit toys etc)	Hide a book, a toy, or any other object under a blanket and make it partially visible. Then, ask the child to find the object. "Where is it? Come find it!"		While bathing let the child smell the fragrance of scap, and say, 'wow, what a pleasant smell'. While cooking, parent can make the child smell the cooked vegetables and appreciate the smell with a happy gesture.	Parent can blow bubbles to fall down in front of baby while standing. Encourage to pop bubbles by clapping between hands or by poking with their finger.	Draw a zig zag path on the floor and ask the child to move along that path.	Create a flip book with the child with feathers, sandpaper, crepe paper, cotton and let the child touch and explore.
Gently massage the child 's cheeks and chin or gently touch the child 's lips to stimulate sucking.			Activity Hand over hand Encourage the child to finger paint or dauble dahi or mix of corn starch, sugar and salt using whole hand.		Draw different patterns on the floor and ask the child to jump in and out of those. Keep a pile of mixed-up coloured paper/plates and ask the child to keep them in the correct manner.	

#### **DOMAIN 4: PHYSICAL DEVELOPMENT AND HEALTH**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Perceptual motor development

Description of the activity		Adaptations				
Pull Strings Materials Lots of stings, Plastic colander Process Encourage child to use both hands and pull different coloured yarns sticking out of the colander holes.		• Helpt • Forch • Thech	bout the activity he child with hand over hand strategy ildren with physical difficulties, aflow plenty of time to complete the activity. ild's positioning and seating for the activity should be appropriate so that the shoulders pported and the encourage use of both hands. Can use corner seat.			
Stick stand-	a Ta	HI	Listen to the name of color called out and then pick the same color stick to do the activity.			
Shoe box with holes for ice-cream sticks, Icecream sticks Process:		VI	Make the holes bigger. Guide the child with hand overhand strategy.			
Make some holes in the sheebox. Color the holes. Put ice	11 X	ASD	Parent assistance will be required. Holes should be at more distance from each other.			
cream sticks into the holes match the color of icecreain sticks with the hole.	100	PI/ CP:	Allow the child more time to complete the activity. The child's positioning and seating for the activity should be appropriate so that the shoulders are supported and encourage use of both hands			
		IDD	Assist with hand over hand strategy			

# Domain 4: Physical Development and health

#### Domain Element | Health and safety

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Place the child near the chest by resting on parent's lap	Place a spoon or bring it to the child's mouth so that the child can mouth it. Open their mouth as a gesture for the child to imitate. Praise or smile once the child has taken a spoonful of water.	Put the child on a chair or on their lap while everyone is eating. Give a separate plate and put some food on it that the child can pick up and eat.	To set a routine, sing a song around the routine, and conduct the activity so that the child follows it.	A parent or a caregiver can give peoled banana, chapati roll to hold in hand and eat, Shira in the bowl to eat by the self.	Show pictures of unsafe items like knife, blade, gas, and ask can it be touched or can s/he go close to it.	Set a routine for the child and motivate the child to follow. Sing songs for the routine 'this is the way we brush our teeth brush our teeth'.
	Place a couple of drops of honey on a pacifier or on a clean cloth wrapped on the child 's finger. Let the child suck it.		Give puffed rice/ cereal to the child in a bowl. Let the child play/ grab and feed self. Wash hands of the child before eating and after coting. Let the child be familiar with the habit.			Talk with the child when working in lotchen – the gas is hot, knife is sharp not to touch (make expressions of pain and animated face to explain the danger).
						Show picture book and ask the child how the spoon look and what does it do, what does munimy do on a gas stove.
						Draw a routine clock on paper with the child, lot the child participate, and prompt
						Provide several objects during eath time (a feather, cotton, leaf, rock etc) and have the child predict whether the object will float or sink, then test them.

# Domain 4: Physical Development and health

#### Domain Element | Somatosensory awareness

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Parents can give hugs, kisses and blow on their childs' stomech. This not only builds connection but also stimulates the part of the body once touched.	As the child is sitting blow air softly from different sides to let the child react to that	Have the child sit on their knees and hold onto their hips. Move their legs up and down so it looks like the child is riding a horse. Switch the direction the child faces, Facing the parents or facing away to look at the other side. Can sing 'Lakdi ki kaathi'.	Spread old newspapers on the floor. Fill a plastic bowl with water and place it on the newspapers. Drop ice cubes into the water. Ask the child to take out the ice cubes.	Keep sand/rice/ hay/mud in a tray or in a corner and allow the child to play /make patterns in it or hide toys in it and look for it.	Parents can do finger painting and palm penting with the child Allow the child to put the palm in any watercolor tray and print it on a paper. Make different patterns out of them.
	Blig ball in hand - take a big ball which is less weight and colorful. Give this ball in the child is hand, encourage the child to hold with both hands, if unable to perform assist.	Play with fruits Take different fruits (apple, banana, orange, Goa) and place them on the play area. Ask the child to pick up each fruit and put thom in the basket.	Play music which is rhythmic which allows the child to imitate. Give a drum set or toy keyboard which when touched creates sound. It will help the child to try it out.	Create an obstacle course where there are 3 tubs arranged, a start point and a finished point. The child starts from the board, goes into the tub with wet mud, nort into tub with water, then into the tub with drying cloth and then steps onto finished line.		Tie up old sarees/ dupattas and create a doll house, let the child play there with toys.
	When the child is upset, parents can rock/swing the child by holding the hands to calm the child.	dupatta balls can be made and given to the child to explore. Make it of different sizes, Use variations in making the ball.  E.g.: - Knot one	Attach an appropriate rhyme or song of local language with some actions to the daily routine activities like bathing and sleeping. The child will start associating the two together.	Explore with Hot and Cold water, Fill two bottles with warm and cold water and give it to the child to roll, touch and play with it.		Take the child to the garden and allow to touch various leaves and flowers.
	Give the child easy-to- clean objects with different textures that s/he can feel and put in their mouth.			AN PERSONAL PROPERTY OF		

#### **DOMAIN 4: PHYSICAL DEVELOPMENT AND HEALTH**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Somatosensory awareness

Description of the activity		Adaptations				
Catch the fish  Material: Some old pet bottle caps, Teastrainer  Process  Float the caps in the water tub. Encourage the child to fish the bottle caps. Scoop and place the "caught" fish onto a bowl.		Assist the child who has difficulty in seeing with hand over hand strategy whenever needed     Demonstrate the activity     Use larger strainer with longer handle for the child ren with physical difficulties.     Sit the child in a corner sit for support or in the lap for this activity				
Free my toys: Materials:	1 . 3 .	н	Talk about the toys stuck on the table. Talk about the stickiness of the tape and process of taking off the tape.			
Some objects and toys, sticking tape, table  Process:  Stick each toy on the table with the tape. Encourage the	KY SY	VI	demonstrate the activity once with hand over hand			
child to pull out the tape and free all the toys		ASD	may not like the stickiness of the tape. Instead cover each toy with a paper cup.			
		PI/ CP:	Give support to the child with pillows or rolled towel to sit appropriately for the activity. Assist through hand overhand to pull out tape.			
		"				



#### Domain Element | Exploration and response

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parent can call the child while moving close the child in the	Clapping hands, jumping etc. while in water. Add toys,	etc. while in colorful toy that fits in	Parents can place colorful balls in a corner with two empty	Sand painting on light box: Put some mitti or sand on top of a	Parents can place the child in the wicker basket or tub filled	Keep the toy mechanic set to play around.
room to prompt the child to track parent's provenient.	blocks, spoons, cup, petals of flowers etc. in bath water. Water play- parents can put toys in gentle	the palm of their child's hand. Place the child on their back and show a toy. Allow the toddler to examine the toy for a few minutes.	containers at a distance from the balls. The child is encouraged to take one ball and place	plastic translucent box lit from inside, Let the child create drawings, shape with the sand.	with clothes. Let the child explore and sit inside. Ask the child to "take out" the clothes from the basket. Show	Parents can play balancing a book on the child's head and walk on a straight line.
	warm water and allow the child to take it out.  Take the toy from the child is hards and gently place it in your palm. Show the child your closed fists by closing both hands: "Where did it go?" inquire the child. "He it is!" they exclaim as they open their palm and reveal the toy to the child. Repeat the game with different hand and toy each	Take the toy from the child is harids and gently place it in your palm. Show the child your closed fists by closing both hands: "Where did it go?" inquire the child. "Here it is!" they exclaim as they open their palm	inside the containers one by one. The child will then come back for the second ball and crawl towards the container to place the second ball. The child is rewarded by clapping and verbal expressions.	containers s. The child ome back ond ball and ords the to place the il. The child d by rid verbal is.  one is c house or one room to incourage the ive bye.  ght object: tainer which ent. In that	how to do it in case they do not understand. Once all the clothes are taken out, ask the child to put them back again. Reinforce the activity by asking "what did you take out from the basket?" "Did you put the clothes in the basket?" Encourage the child to say "Yes!" or shake head or ann. Keep some different sizes of containers with their lids mixed up. Ask the child to fit the correct lid with the correct container.	Play 'feely box'. Put few different textured things in a box/hag (soft cloth, shells, stones, sponge ball, rubber bands). Ask the child to put their hand and tell what all things are there, by touching.
		the child. Repeat the game with different	eat the When anyone is ferent leaving the house or			Have the child carry half a glass of water from one point in the room to another and
200 B 10	64	n cur o o o o o o	child to wave 'bye'.			pour it into a tub. Make the child repeat this for a number of glasses. As s/he becomes more comfortable in doing so, increase the
While breastfeeding, bring the child 's face till the breast and let the child latch on to feed.	that move and make child teethers predictable repetitive colorful object movements. Parent the child will e	Parents can give the child teethers, sensory colorful objects that the child will explore by mouthing it.	Pick the right object: Take a container which is transparent. In that keep different things			
	child to build up the excitement to watch and play with the toy. Use top, pull back toys to help track moving objects.	the child will explore by mouthing it.			Tie a box with gift wrapper or color paper and encourage the child to open the wrapper. The wrapper can be loosely pasted for easy pull for the child.	amount of Water in each glass.



#### Domain Element | Exploration and response

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
he feeding time and choose the feeding (so tottle in time with the culune so that the child githows excitement by he	Parent can place the child on the lap (supported by a cushion if needed) and give a small toy in one hand of the child. Help the child to transfer	Whose bite - make it an activity while feeding the child. Tell the child, "This is Amma's bite, this is daddy's bite, this is sister's bite, Grand	If the child, does it correctly, praise by rowarding. If unable to do, assist the child and repeat till the child performs.		Box with send and a wide variety of contamers (different sizes and shapes), measuring cups, plastic bottles, funnels, large spoons. Show the child	Give the child objects made of different matter like show then ice and let them touch it, water and then air (use fan).
egs and making sounds to get the feed	the toy to the other hand while singing a rhyme or talking and conversing with the child by telling what is going on or by asking questions. Parent can	Maa's, Grand paa's bite," as you give each mouthful of food. Say it in song style so that each family member can be identified.	Parents can make the child play with pull apart toys and encourage the child to put the part back together again.	to use the containers provided to make shapes in the sand. Encourage them to pour sand from one container to another, making different designs.	Gather a plastic bin ful of leaves. Talk about their shapes, colors, and sizes and about how they are the same or different. Then give	
do this with toys to susta	do this with different toys to sustain interest of the child.	the child.  Find the ball	Parent can put a small quantity of the child 's favorite liquid in a cup. Parent talks with the child to draw attention to the liquid in the cup and encourages the child to look at the liquid and guides the		Parents can place some paper cups in front of the child. Put a little bit of dry dal in one cup and demonstrate how to pour the dal from one cup to another. Ask the child to fill the rest of the cups.	the child a bucket and let it fill and dump leaves, crumple them, and toss them. (Keep small broom handy so he can belp with clean up.)
		how the ball is thrown on the ground and moving here and there by rolling. When the ball struck behind a stool or box, ask to go	cup to the mouth and encourages the child to take in small sips. Parent can praise for sipping.		Requirements: cardboard, felt, stiff paper, foam, soft plastic, shoe boxes. Take any of the material mentioned and wrap it around the	
		and get it. Allow the child to reach and search for the ball and explore.	Sing songs in local language while doing activities.		child is feet. Secure the material with tape. Let the child walk around in the new 'Silly Shoes', Take the shoes off and make another pair using some other material. Have the child walk around in her pair of cardboard 'Silly Shoes'.	

#### DOMAIN 5: COGNITIVE DEVELOPMENT

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Exploration and response

Description of the activity			Adaptations
Materials: Different types of leaves, flowers, grass and twigs Process: Spread the above materials on a paper or mat and help the child explore the textures; colors and shapes. Followup activity: Use these for color stamping art activity on a chart paper		<ul> <li>Havele</li> <li>Seatth</li> </ul>	out the texture, colors and shapes sser materials for children who do not feel comfortable with many textures e child in a corner chair or lap and materials should be within child's reach for children we difficulty in movement
Out and about Process:		HI/ VI	Describe the surroundings and encourage question answers, Let the child, feel, touch, taste and hear all materials to explore.
<ul> <li>Take the child to various outdoor locations and engage child with things from the environment like:</li> <li>In the garden, let the child explore the swings, loys and plants</li> </ul>		ASD	The child may not be comfortable in a market. Let the child explore things that he can touch and feel. Caregiver should emphasize and demonstrate the correct way to use the objects in the surroundings.
On the beach, hold the child under the arms and in the	action .	PI/CP:	The child can be taken out on the wheelchair or carried to the outdoors.
standing position, let him splash in the water like cycling in the water in the market buy things like balloons and play with the		IDD	Demonstrate the correct use of the materials found outdoors like swings, balloons etc.
child		118	

#### Domain Element | Logic, reasoning and problem solving

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12-18 months	18 - 24 months	24 - 36 months
Parents can keep objects of different shape, color (red, black, yellow) and size near the child so that the child can push or swipe.	Parent can place toys in front of the child and deliberately encourage the child to open the fist and insert a rattle. Parent can playfully move the child is hand and slowly let go of the child is hand, encouraging the child to play with the rattle placed in the hand.	Parents can keep some bright toy beyond a pillow and encourage the child to cross over the pillow to get the toy.	Parents can give 2 different objects to the child to explore them in a different way to work. E.g. give 'Rattle and Drum' observe the child what s/he is doing, allow the child to heat the drum with rattle and observe it making different sounds.	Parents can tie one end of ribbon to a small toy. Repeat for 2-3 more toys. Use tape to attach the free ends of the ribbons to a table at different points, such that only the taped side is seen by the child. Let the child explore the ribbons. If s/he does not pull up the ribbon, show the child how to pull it up, then give a surprised look when the toy arrives. Let the child do the same with other ribbons.	Parents can place a string or tape down on the floor at one end of the room. Place another length on the other side of the room, parallel to the first. Clear the floor space between the two lines. Make the child stand on one side of the room and tell the child to stay behind the line until instructed. Caregiver will stand behind the other line. Tell the child that when the parents' says, "Green Light" s/he must try to get to the other side of the room and cross the other line. But if the parent says, "Red Light!" thoy must stop and not move. After a successful practice game, turn around and face away from the child. Then call out, "Green Light!" Quickly call out, "Red Light!". Xeep playing until s/he crosses the line.	Draw a large face on a cardboard box. Cut ou a circle where the mouth is. Pop a ball through the hole/mouth and tell the children, "My friend is hungry. I fed the child an apple. Bus/he is still hungryWhat can we feed the child next?" Keep "feeding" until the children want to tip the box out and start over.

#### Domain Element | Logic, reasoning and problem solving

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can place windup toys on the bed or cradle in a way that the child can see near the eye level. Once the toy stops ask the child if they "want more" then wind up again.	Hold or tie colorful stripes of colorful laces/cloth together, hold it at a distance and encourage the child to catch it.	Parents can place toys in small thin socks. Set all these in a tray and let the child explore through the socks and try and take the toys out.	Pretend that a box is not opening and allow the child to try and open it.			Cut up picture pieces of a familiar item (ball, pot) stick them on to cardboard and ask the child to join it together, like a puzzle.
When the child is lying the parent can briskly touch the head or any other part of the child with a dupatta or sarce to make the child respond with sound or movement by reaching out.			Parents can play with the child using a post box where the child can drop different objects and also manipulate the box to retrieve the objects.			Create situations where the child has to show/inform that something is not working, e.g., remove the batteries from the child is favorite light and sound toy. When the child pushes the buttons and it does not work, prompt the child to show and ask for help (verbally / or through photos).
						Keep an object at a height from the child which they can't reach with their hand, Let the child fetch it
						Parents can play 'what is missing' with their child. Show a picture of familiar items with some part missing and ask the child to find out.

#### **DOMAIN 5: COGNITIVE DEVELOPMENT**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Logic, reasoning and problem solving

Description of the activity	Adaptations
Stacking blocks  Materials: Blocks with different colors  Process: Provide the children with two different colors of blocks. Encourage the child to stack the blocks. If the blocks fall, assist the child to put it back	Domonstrate how to stack blocks Encourage the child with clapping on stacking: Use larger blocks for children with physical difficulties. The child may need help to place the block perfectly so that the stack does not fall. Seating of the child should be such to provide support under the arm. Guide hand over hand if child is unable to stack.
Fishing pins  Materials:  Old pet container, Yarn throad, Magnets, some paper clips, wooden twigs or branches of the tree  Process:  Encourage the child to catch as many paper clips from the floor using the pully made from old pet container and thread with magnets stuck at the bottom of the container. The pully is made with the twig from where the container can hang.	HI Talk to the child about pulling, releasing, sticking, more or less  VI Demonstrate the activity and then let the child do it on own  PIV Assist the child with hand over hand strategy to use the pully. Seat the child with support under each arm to help in use of both hands  IDD Assist the child with hand over hand strategy to use the pully



#### Domain Element | Concept development and Symbolic representation

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can play a rattle sound back and forth around the child is face.	Parents can use own hands to make shadow puppets for the baby. Talk and sing as they moves their fingers up and down while the child watches.	Parents can introduce the child to new persons coming home. Model saying Hello, Namaste for greeting the guest and ask them to wish by responding back saying Hello, Namaste etc.	Parents can let the child watch them put a large toy beneath a bianket. Allow to pull the blanket off to find the toy. Next, can hide the toy in front of the child but cover it up with one of the two blankets that are next to each other. Finally, use the two blankets but hide the toy without the child watching them and see if s\he can figure out where it is hidden.	After the vessels are washed ask the child to sort out the cutlery into the correct piles.	When child is taken outside show the common signages of park or hotel etc. Show and tell the purpose of use through labels of feed or milk carton, soap covers, biscuit covers the child is likely to see routinely. Make a memory book of labels of packages the family is using. Connect object to purpose - soap cover for bathing, milk for drinking. Challenge the child routinely to remember what s/he saw during the outing-"What was the animal that ran across the road?	Perents can mix up some bangles, bindi, ribbons, wallet, and ask who wears what.
Once the child makes any sound, the adult appears immediately making the same sound of the child and disappear. Now the adult will appear only when the child makes the sound again		Put masks with different faces on their face (can make faces at the back of paper plates) and when caregiver catches the attention of the child, remove the mask and give a big smile to the child so that the child doesn't get distressed.	Take a plate of torn/ crumpled paper/ flowers and hide some toys under it. Ask the child to search for it.	Parents can mix potatoes, tometoes, onions and ask the child to put them in separate baskets.	Parents can take ice cream sticks and color sticks with red, blue, black, yellow, green colors. Take empty plastic bottles and color it with the same colors. Let the child match the sticks with the bottles by putting the matching stick in the bottles.	When the child is able to eche back words/phrases, teach the child to repeat words/ phrases matching the volume and pitch/tone of the presented word/ phrase.
					While on outing, Start the count game Upto 3 - Let us count motorbikes -1 2 3. Let us count tomatoes -12 3.	



#### Domain Element | Concept development and Symbolic representation

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
During turning time place spinning light toy in front of the child.	Have small bottles and punch small holes in bottles containing items which smell. Have flowers, cardanioni, lemon and all natural and organic smells which the child can explore and then talk about it.		Parents can fill a dishpan with water and place it on a towel on the floor (or better, outside). Give the child plastic or steel cups, speons, bowls, and a funnel. Watch it pour, splash, and more. Add some food coloring to the water for a new twist.	Parents can show a picture book and ask the child to name the different parts of the body as pointed out.	Parents can take few blocks and paste pictures of mobile, car and airplane on them. Then keep the block with mobile picture near the ear and pretend to use it like a mobile. Similarly take two mobiles with cars on them and pretend to move them from opposite sides and	Parents can narrate a simple story with 2 characters to the child. Use different voices for the 2 characters. Enact out the story with props during playtime.
Parents can play music, pause, give expectant look and incase the child makes any sound immediately play the music again.	tightly taped on the floor. Have the child lie tummy down on the bubble wrap. (Parents can monitor this activity by being		Tie several scarves together to form one long length or take a dupatta. Put on a large T-shirt. The parent wads up the scarves or dupatta and stuffs them into the shirt.	Parents can play a gaine with all the different materials (big blocks, small blocks, small ball, big ball, ling pencil, short pencil) and ask questions to put all small things	crash them. Encourage the child to do so too. Once the child is familiar with the activity remove the photos from the block and encourage the child to do pretend play.	Sing number rhymes/ songs with the child. While climbing up and down the steps, count the steps. Encourage the child to continue rote counting after the sequence is started for
	Priestelliegh are June 1		with one end hanging out from the neck of the t-shirt. Make the child sit on the floor and sit opposite to the child. Show the child the end of the scarf or dupatta and begin to pull it out. When it's long enough to reach the child, give the child the end and encourage the child to pull it out from their shirt.	together, or give the small ball, long pencil).	Requirement: 3 types of dals, 6 bowls Pour a small amount of each dal into a 2 separate bowl. Set one set of bowls in a row on the table. Keep the other set of bowls separately on the side. Ask the child to match the bowls of dal to the samples in the row.  An assortment of toys, such as wooden blocks, rattles, and beads.  Some bowls, baskets, or sorting containers. Start	the child. Teach the child to count objects when the parents starts the sequence for the child.

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## **Domain 5: Cognitive Development**

#### Domain Element | Concept development and Symbolic representation

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
	Shake! Shake! Shake! Make shakers by putting a small amount of dried rice, beans, metal bolts,				with the items mixed together. Encourage the child to sort the items into different containers.	Parents can teach the child how to make and fly paper planes
	sand, or marbles in empty plastic bottles. Glue the caps securely to the bottles. Reinforce them by covering the caps with masking tape. Let the infants explore the different sounds made by the shakers. Sing the song:  Shake it high (hold the bottle overhead), Shake it low (hold the bottle by the feet),				Parents can take the child's favorite biscuit. Break it such that one piece is small and the other one is visibly big. Offer the child and ask if he wants big biscuit or small biscuit. Whatever piece the child reaches for, label it for the child by saying " biscuit." Similarly use other objects and things to eat.	
	Shake it, shake it, shake it, watch us go (shake it as you turn around) Repeat the song replacing high/low with fast/slow and front/bacic				Roll out dough on a lightly floured surface. Let the child do some rolling, too, Offer the child some lids that are differing in size (one big and one small) and show the child how to press them into the dough. Make a roti from the cut-out dough, Offer choice to the child for eating big or small roti.	

#### **DOMAIN 5: COGNITIVE DEVELOPMENT**

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Concept development and Symbolic representation

Description of the activity		Adaptations				
Tracking Materials: Large Buttons/ blocks, Tracing tracks of various lines Process Make tracing tracks with ribbons or paper. Ask the child to place big buttons on these tracks. The tracks can be horizontal linestrip or zig-zag or in any line pattern		Child of Make I     Guide     It is im	child feel the full line pattern and then start laying the buttons/blocks on it an line up own toys on the track if not comfortable with blocks ines short. hand under hand. If child is not able to do then caregiver can help. portant to use specialized positioning equipments for activities requiring arm use and attention.			
Colourmatching	0.4	HI	Talk about the colors			
Materials: (cecream sticks, colors, plastic bottles Process:	• fl fl fl c	¥I.	Instead of colouring, stick different embossed stickers on the ice cream sticks. Stick matching stickers on the plastic bottles for matching			
Take ice cream sticks and colour the sticks either red, blue, black, yellow, green colours. Take empty plastic bottles	A DOUGO	PI/ CP;	Take the bottles or paper cups with bigger mouth for the child to do this activity independently. Stick the bottle/ paper cup on table to keep it steady			
and colour it with the same colours. Let the child match the sticks with the bottles.		IDD	Use lesser colours at one time.			

#### Domain Element | Attention, Memory and Perception

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parent can sing action song (E.g. जकडी की काठी काठी दे पोग्रा पाढे की दम पे जो मारा हवीहादौड़ा दौड़ा होता बोता दुम उठा के दौड़ा) Hum a tune in front of the child 's face and stop suddenly and observe the child 's reaction.  Show a toy or an object to the child and then hide it behind them. 'Where did it go?' inquire from the child. After a few seconds, unveil the toy.  Alternatively, they can conceal themselves behind a chair. Appear, make some goofy faces and voices, and then vanish behind their hiding spot.  Call the child 's name from various parts of the room. Praise the infant when they turn their head to locate the voice.	object to the child and then hide it behind them. 'Where did it go?' inquire from the child. After a few seconds, unveil the toy.  Alternatively, they can conceal themselves behind a chair. Appear, make some goofy faces	Show the child a bell then cover it under one of three plastic cups. Make sure the child sees which cup the ball is hid under. Next, encourage the child to grab or tap the cup with the hidden ball with a "you found it!"	Parents can hide toys in different places and make the child look for their toys. Assist the child by giving clues and directions. Play a game like find where the 'dolly' bat' is.	Tape huge shapes to the floor, such as a circle, square, or triangle. Take the hand of the child and lead the child around the shapes. To make the activity more enjoyable, take different walks, such as huge steps, small steps, or sliding steps.	Arrange a variety of garments on the bed or the floor. Tell the child that they'd like to dress the other parent and that they'll need assistance. Request that the child select the first piece of clothes. Encourage the child to start dressing with anything from the	Parents can show the child an activity, such as "This is what the lion did," or "This is what the lion did," After a few minutes, have the child imitate the action that he or she has seen, increase the time between observation and imitation gradually.
				other parent's wardrobe, such as shorts, socks, or undershirt. Continue to have the child look for acceptable clothes for papa and set them down on the floor as if they were dressing the parent. Keep the undershirt under the main shirt and the	Take the child out for a walk and ask the child to point out the various landmarks/ signs.	
	their head to locate				Keep building blocks, stacking rings, pegboards for the child to make different patterns.	
					shirt above the pants to keep things in order. When necessary, make adjustments, Play again when the parent is dressed, this time with the first parent or Baby.	Draw the child's attention to signs and symbols that he or she may encounter on a daily basis.  Make a book with signs and logos in it and discuss them as its read by the child.
						Draw a maze on the floor. Ask the child to walk through that.

#### Domain Element | Attention, Memory and Perception

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
To draw the child 's attention, the parent can hold an object, such as a colored pompom or a ball, 6 to 10 inches from the child 's eyes and gently wiggle it.	Parent can hum soothing songs by holding the child close whenever the child is crying. Parents can sing happy und cheerful songs/music (homemade tambora, bells etc) to engage the child and reward the child whenever there is any response.	Parents can show the child one of the colourful bindis, then spickly stick it somewhere on their body, without showing the child where it's going. By placing their hand on that body part. Remove their hand and ask the child. "Where's the bindi?" Begin to look on the child is body for the bindi. Check their hands, then say, "Nocoo, not there." Check their arms, then say, "Nocoo, not there." Check their arms, then say, "Nocoo, not there." Keep checking until them discover the bindi, then say, "Here it is!" and show the child the bindi on their body. Repeat, placing the bindi in different places each time. After a few times, give the child a chance to search for the bindi themselves.	Parents can hide toys under utensil or any closed container, prompt the child to find it.	in a darkened mom, shine a flashlight at children's hand so that the shadow is reflected on the wall. Wave to the child and make silly shadow shapes with their hand and talk about it.	To entertain the child, act out action rhymes or sing action songs. Any vernacular rendition of Five Little Monkey (finger play). Once the child has successfully imitated the behaviors. Continuously sing at least 4-5 rhymes to help with memory, group skills, listening skills, and social abilities. Songs that aid in the identification of body parts, routines, and imitation abilities, among other things. Check to see if the kid is executing the action that follows the rhymo when the caregiver sings P A U S E.	Assign the task of matching blocks to photos of blocks. Have a picture card/photo of a simple house (a triangular block placed on a rectangle) ready whenever the child is able to do so and assist the child in placing the blocks on the card.  Choose an image or a setting that the child enjoys.  Working on a tabletor or level surface allows the child to see the fur problem.  Allow the child to complete the last piece of a made-up puzzle for a 3-4-piece puzzle once the child has mastered this, they can complete the last two parts of the made up puzzle.

#### Domain Element | Attention, Memory and Perception

Birth - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can maintain a routine for feeding and other ADL activities like bathing.	Parents can take the child's hands in theirs and teach the child to clap slowly using different ways and sequence of claps like 1-2, 12-123, 1-2-3. Clapping can be made more interesting by using rhymes or songs the child likes moving to.				involve the child to sort out their clothes from others' clothes in the house.	Take two huge glasses/bowls and hide toys/things beneath the cups, showing the child where the toy/food is hidden. Then instruct the child to keep a close eye on the cups and to reverse them. Check to see whether they recall where the toy or food was concealed. Do not try to fool the child; instead, show them where the object is concealed and encourage them to stay focused on the task and find the item. If they've figured out how to find it with two cups, add a third.
	Sensory frames can be made by removing the glass from an old picture frame and then gluing different textures to the frame. Allow the child to experience the sensory frames while tummy down. Give the names of the textures to the kid while he or she explores.					
	Play peek-a-boo with ciothes on face or hand in face and allow the child to pull clothes from face laugh loudly when the cloth is removed.					Parents can make two of each of the following shapes: circles, squares, and triangles, and place them on the floor. Match the shapes with the child.

#### DOMAIN 5: COGNITIVE DEVELOPMENT

Earlier years (Birth- 1.5 yrs)

> Later Years (1.5-3 yrs)

#### Adaptations for domain element | Attention, Memory and Perception

Talk to the child introducing words like "light", move "catch"  The child will not be able to track the light caregiver uses own finger behind the cloth and the
child has to track it with his lingers. For children with cerebral palsy, the child can be seated in the lap for the activity. Support shoulder to encourage midline and bilateral use of hands.
Demonstrate multiple times. If the child is not able to identify the bell's sound, use a low frequency toy like a drum  Let the child feel the toys that are making the sounds  The shild may not name the right name of the toy, but after asking 2-3 times, provide the answer and repeat the activity

#### Domain Element | Estimation, imagination, and creativity

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can put some colorful dough in a transparent bag and seal it. Allow the child during turning time to pat it.	Parents can show the child how to turn things on and off including, lights, water taps, etc. Repeat "On!" or "Off!" each time. Try this with a flashlight too. The child will enjoy watching the light move around the room.  Parent could stuff some fabrics inside a tissue box with a slit and let the child will.	Place a rolled cardboard tunnel and have a string stick out. Take a thick piece of yarn at least 2 feet long. Tie a small object or toy on one end. Show the child how they can pull yarn to bring the object towards them.	practice silly faces and sounds with the child, e.g. kissing faces. Use a variety of facial expressions while talking.  talking.  tub, shallow enough for the child to sit tub. Open a tube obody paints and othe color on the carms. The parent spread the color of the child to sit tub, shallow enough for the child to sit tub, shallow enough for the child to sit tub.	Run some water in a tub, shallow enough for the child to sit in. Place the child in the tub. Open a tube of body paints and dot the color on the child 's arms. The parent can spread the color with	Play filling up bottles with small cups and big cups. Let the discussion be around how many small cups were needed to fill the bottle and how many big cups are required to fill the bottle.	Invite two or three children to play pretend games with. Keep boxes, pipes, and other items and ask them to play a gas station, or keep a kitchen set and ask them to prepare and
				their fingers and encourage the child to do the same. Add other colors to other body parts—hands, legs, feet, nock, caners, chest, and back. Let the child spread the colors around, then wash them off and play again.	as boxes, pre-cut newspaper or wrapping paper, nbbons and bows, card, and crayons on a small table. Allow the child to pick a box, wrap it with ribbons, and paint it using crayons and markers and make the child to fold white card into birthday cards and keep a t some fil them to some fil them to and bur a box fil shaving shaving sabuda to se fold white card into togethe	serve the guests or keep a table chair and some files and ask them to play an office.
						Separate a puzzle set into individual pieces and bury the pieces in a box filled with sand, shaving foam, dirt, or sabudana. Instruct the kid to search for a puzzle piece. Work together to reassemble the puzzle after she has found all the parts.
A picture book can be read to a kid by the parent. A colorful		Parents can put on fast music and hold the child 's hand while	Allow children to listen to music with a variety of beats and rhythms.	on the floor in a variety of patterns. The child can be seated in the center of the floor. Allow the child to investigate the qualities of each sheet of paper one at a time.		
pattern book or a sunsory book can also be created and shown to.	and let the child pull them out.	doing activities such as dancing; then change the music to a different rhythm or tempo while holding the child 's hands and bouncing, moving, lifting, and putting the child down while doing various actions to the pace and rhythm of the music.	Change their expressions, nod their head, move their limbs, clap their hands, and swing their body to the music. Dance with the child to various tunes, using gestures and a lot of movement.		oressions, nod their center of the floor.  Allow the child to is about a foot long.  Allow the child to is about a foot long.  Make a paper, ribbon, or fabric strip. Secure one end of the streamer to the top of the stick with tape.  Show them bow to play by shredding, stures and a lot of crinkling into a ball, woment.  Find a plastic stick that is about a foot long.  Make a paper, ribbon, or fabric strip. Secure one end of the streamer to the top of the stick with tape.  Give the child the stick with the streamer	Select easy-to-put-on and comfortable-to-wear garments. Put the clothes in a box and place it in the center of the room. Allow the child to look through the clothing box with you. Encourage the child to try on some clothes and then gaze in the mirror. Have a Dress-

#### Domain Element | Estimation, imagination, and creativity

Birth - 3 months	3 - 6 months	6 - 9 months	9-12 months	12 - 18 months	18 - 24 months	24 - 36 months
Parents can sing a four-line rhyme with repeated phrases, rhythm, and emotions, like traditional/regional music.  Parents can place a rattle with a different textured grip on the open palm of his hand and let the child hold it for a white so he can grasp it on his own.	Basic actions such as waving, giving a flying kass, and other simple acts that the imitates on a regular basis		Parents can give colours and blank paper to the children and under supervision let them scribble.	Parents can take a picture of the child 's favorite thing. Cover the item with cellotape and adhere it to a still piece of cardboard. Then, to form a puzzle, cut the snapshot in half. Give	streamer by making circles, snakes, and other shapes. Play some marching music and have the child murch while waving his streamer when they are ready.	Up Parade after the child is all dressed up and walk around the home or take pictures.
		reassemble.  If the child is having trouble, give the child is the child is having trouble, give the child instruct the child instruction the child inst	the child the pieces to reassemble. If the child is having trouble, give the child the intact photograph and instruct the child on how to put the two	Parents could make the child do stringing activities with plastic bangles or with paper tubes cut in pieces.	Spend some time with the child in a bubble bath. Allow to sit in a bucket or too filled with foam bubbles for a while. Blow the bubbles and let the child play with you.	
				Parents can make the child balance ball on cups, cartons, or paper	Encourage the child to sow summer-growing seeds, such as grass or	
					tubes and encourage the child to walk a predetermined distance	flower seeds, in a patch of dirt outside or in a planter inside.
					Parents can make collages with different colored paper by rolling, tearing and crushing.	Use dolls, stuffed animals and props like empty containers or pretend food/dishes & create scenarios for the child where they play alongside them having an imaginary tea party, imaginary breakfast.

#### **DOMAIN 5: COGNITIVE DEVELOPMENT**

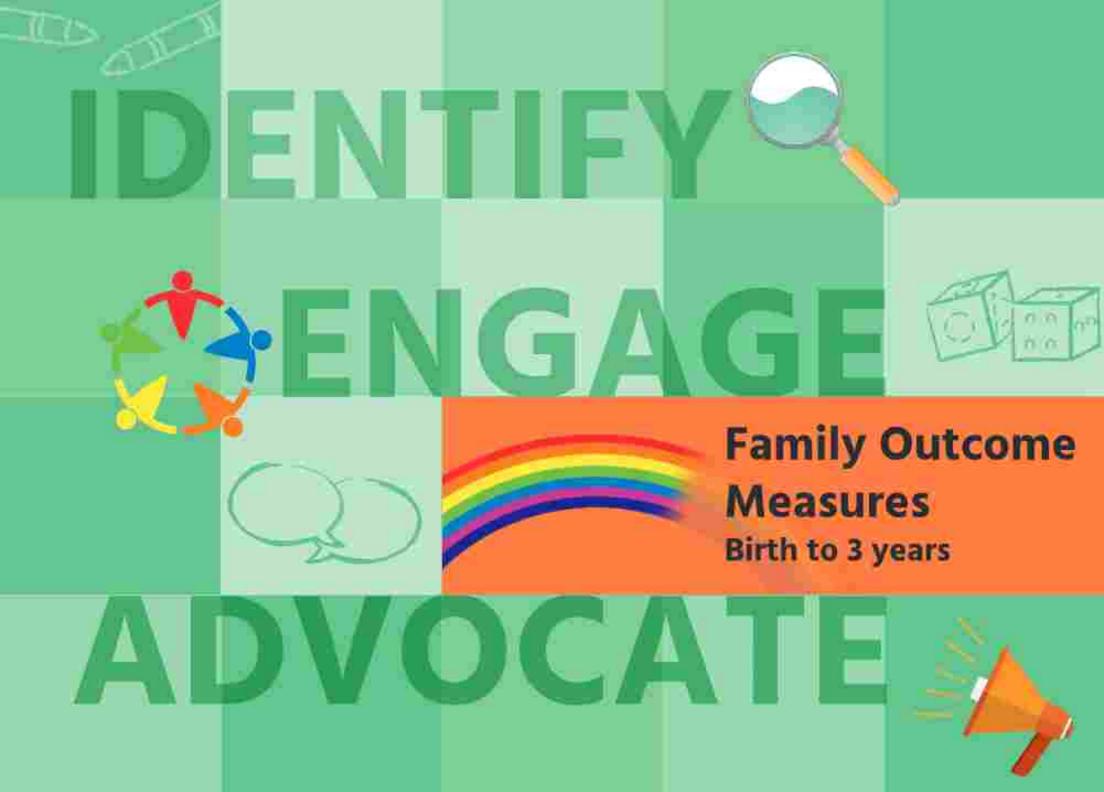
Earlier years (Birth- 1.5 yrs)

(1.5-3 yrs)

#### Adaptations for domain element | Estimation, imagination, and creativity

Description of the activity	Adaptations
Toys in the box Materials: Container/box with lid (e.g. ice cream family pack boxes), some toys probjects Process: Cut a circle in a container lid. The child can be seated on mother's lap with feet resting on the floor. Encourage the child to put objects into the hole of container. Once finished, mother and child can try shake out the content. In the next level, place three containers with different size holes in the lid. The child has to estimate which toy will pass through which size hole.	Hame the toys the child is putting in the hole     Ensure that the edges of container are not sharp. Let the child explore the size of the hole beforehand.     Mother can assist the child by hand over hand and gradually fade away essistance.     Allow the child to take more time to do the activity.
Toy in tunnel Materials Thick string or nada, Cardboard tunnel, Toy car or other sound malong ball tied to a string. Process Fix a rolled cardboard tunnel on the floor. Take a thick piece of string at least 2 feet long. The a small object or toy on one end. And run the string through the tunnel so that it sticks out and the child can hold it from the other end. Show baby how they can pull the string to bring the object towards them and play.	Talk to the child about the activity "pull the car" "car is coming out" Demonstrate the activity once. Assist the child to make it fun to pull the toy towards the child.  Make the string smaller if the child shows no interest in the activity so that immediate effect of his action is seen.  Positioning the child in supported seeting or prone with objects placed near the visual field and reach level.

Description of the activity	_	Adaptations		
Materials Used buttons or Pom poms, hair rubber bands, tape to make a square, OR use color paper to paste on table, Brush		Wij	Use tape to define the place (square) in which the objects need to move. Hold the paper house or tape it so that it does not move during activity	
(old paint brush can also be used or washing brush)  Process  Sprinkle beans/hair bands/ buttons around the table.		Asb	The child may not follow instructions. Restrict the balls/ toys to minimum two colours and less numbers. Increase the size of the square	
Encourage child to push with brush (tool) into the square made of tape on a paper.  Activity variation Use small plastic balls to push into a shoe box or paper house.		CP:	Use specialized positioning aids for activities requiring arm use and visual attention.  Use a larger paper or house and ball. Assist the child if hand movements are restricted.	
		н	Talk about whichever object the child pulls out	
Mystery Basket or Box Materials:		211		
Cup, Spoon, Baby bottle, toy food, , toy phone, Makeup brush or a toothbrush, packet of soap		VI	Assist the child and hand over hand strategy and guide the child how each object functions.	
Process:	1 19 19	ASD	Make the hole bigger and guide the child about what to do with each object	
Find a box, basket, or container with a lid, and place objects inside without letting the child see what it is. Demonstrate to the child by pulling out the object and playing pretend with it—"drink" from the bottle, "eat" the pretend food, "talk" on the play phone etc. Give the child's chance to take out objects.	Tana C	PI/CP:	Make the hole big for the child with motor impairment.  Seating of the child be stable so that child is less amious about falling down. Keep objects where the "hole of box" is within reach level. Assist with hand over hand.	
		IDD	Assist the child and hand over hand strategy and guide the child how each object functions.	



"Family is the first school for young children. And parents are powerful models."

> "The research is overwhelmingly clear: when parents play a positive role in their children's education, students do better in school"

> > "Behind every young child who believes in himself is a parent who believed first"

#### **Family Outcome Measures**

#### Importance of family in intervention and education

The family is considered the first and foremost educational institution that raises and educates children. Learning for children that is said to begin at the time of conception is shaped by family interactions and care after the birth. Therefore, childcare is a said to be set of obligations that must be carried out by families and most importantly undertaken by the parents. While this is true for all children, it is more essential in case of children with disabilities. This is because families and especially the parents love their children unconditionally, understand the child's differential needs, their ways of doing things, their barriers and also spend most of the waking hours nurturing them. The everyday experiences and interactions within the family if systematically undertaken can help young children with disabilities to develop and discover their world like all other children. It will also help them like the typical children to learn to develop language, communication skills, and relationships and facilitate social well being. For this to happen, the families need to be encouraged, educated, motivated and at times trained in various developmental requirements. This helps to build strong foundation for future learning and success in life and also fosters responsive parenting. Responsive parenting is a parenting style characterized by the parents' high sensitivity to children's needs and acceptance of the child's needs, feelings, and interests consistently. For achieving this progress of family towards empowerment is to be measured which is termed as family outcomes.

#### Meaning of family outcomes

Outcomes are statements that express the results we expect after services are received. Early intervention programs usually focus on the child outcomes in the areas of physical, social, emotional, communication and cognitive development. The family services provided in early intervention centres (EIC) are conceptualized as supplementing the child development services that professionals provide to children. Thus, even though many early intervention programs spend significant resources addressing the needs of families, the early intervention programs often entail professionals to work only with children. However, research evidences shows that early intervention programmes can be more effective if they support and empower families to actively participate for achieving child outcomes. Hence, along with child outcomes family outcomes are significantly important and need to be an integral part of EIC services.

'Family outcome' can be described as a benefit experienced by families as a result of services received. A family outcome is not just receiving services, but something that results because services or supports are provided. For example, assessing and providing parents with information about their child's disability is a service; if the parents meaningfully understand that information and find it helpful in accepting the condition, describing their child's problems to others and responding effectively to overcome it, then it is termed as family outcome.

#### IdEA: The family outcome measures framework

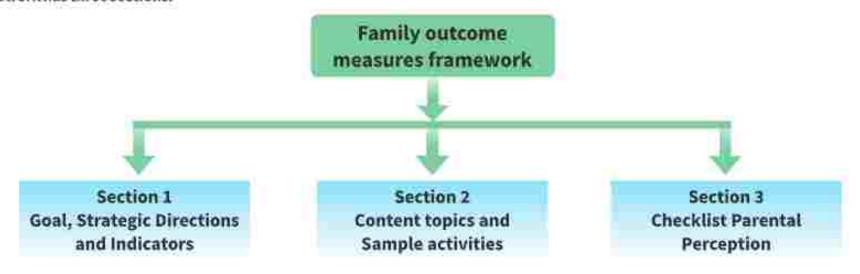
The PEHAL framework developed for early intervention and preparatory school is universal. As mentioned earlier it has two sections. The child's curricular framework covering 5 domains of development and the Family outcomes measures named IdEA.

#### **IdEA** aims to

- 1) Make parents aware of developmental milestones of children
- 2) Train them for active participation and contribute for their child's learning
- 3) Network and advocate for their child's needs.

IdEA is diagnostic and developmental in nature. EIC or ECCE centre would be able to judge at what level the parents are functioning and accordingly arrange observations, provide informative sessions, handouts and undertake activities for their future progress. The rationale of this framework is that enhanced family's knowledge, skills and abilities will make them competent partners in their child's education.

#### The framework has three sections:

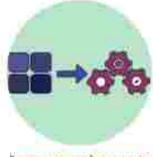


#### How to using the document of IdEA

The IdEA needs to be conducted as an going activity of the EIC. It can be implemented as a CARE program as described below:



Communicate



Arrange and execute



Recurringly observe



Evaluate and Improve

Communicate: Discuss and communicate with the family regularly about their concerns along with the child outcomes. Through discussions professionals would know how much the families are understanding the delays, strategies of intervention etc.

Arrange and Execute: Plan and arrange for content based activities and lecture sessions. Execute them as per schedule.

Recurringly observe: Frequently and closely observe the family and take a note of the indicators.

Evaluate: The centres can use this data to refine and improve the services and practices that support positive family outcomes based on recurring.



Good communication helps to inform, reassure, and engage families. Positive communication and relationships with families help to build trust which is important to maintain partnership with families and work as a team to help children meet their goals.

The section 1 of IdEA (strategic directions and indicators) will provide guidelines to communicate with the families about the following;

- child outcomes and family outcomes.
- the development of the child and the family's role in the child's outcomes
- the plans, strategies or changes done to influence the learning of the child.
- Small successes or achievements of the child and the concerns regarding performance of the child

For program to be effective, the early intervention centres need to arrange and offer services and support to the families in effective ways. Providing verbal information isn't always enough.

Section 2 of IdEA (content topics and Activities) has listed some content topics to educate and empower parents. The sample activities given in the IdEA document are ice breaking which will provide opportunities for experiential learning to the parents. It will also help them to handle emotions, manage time and work pressure and handle conflicting situations. Important learnings mentioned in the activities will help to draw inferences from the activities conducted. The sessions can be conducted in following way:



- 2. Arranging and conducting the motivating activities to engage the families
- Processing the information gained from the activities through discussion, writing on the topic, sharing experiences and parent perspectives, etc.
- Helping families to apply the new information in their own lives to achieve both child and family outcomes
   The centres also need to follow developmentally appropriate practices while working with children to achieve child outcomes and family outcomes.



STEP 2: ARRANGE AND EXECUTE



STEP 3: RECURRINGLY OBSERVE Frequently and closely observe the family whether the program is benefitting both the child as well as the family. Sharing observations with children's families strengthens the connection and families feel valued. These observations should be specific, and random if any situation occurs

The section 1 of IdEA (strategic directions and indicators) will help to direct the observations. Observations can be recorded for both children and families;

- Across settings (e.g., indoor activities and outdoor activities)
- During routines (e.g., mealtimes, diapering and tolleting, arrival, and departure)
- As they engage in play experiences and various activities move from one activity to other.
- Situations demanding self-regulation (e.g. sharing, social interactions)
- As they interact with other children and adults

collection serves as a concrete record of the child's progress toward individual goals. It also helps centres to evaluate the effectiveness of their program. Input and perspectives of the families can also be noted intentionally and regularly.



STEP 4: EVALUATE Family Outcome measures is a part of the continuous quality improvement process.

The section 3 of IdEA (parental perception) is a set of questionnaire in the form of a rating scale for the families. This can be administered at definite intervals like after two months of admission of the child in the centre and then at the end of the year. The questionnaire can be done by the families in print form or in electronic form. The data of the rating scale can be analysed. This allows for comparison of families' responses at two points in time to measure both impact and any change over time.

Using outcome measures data, the centre will also be able to evaluate whether the families have achieved the intended outcomes. The data can also be used to determine where improvement in program practices might be needed. Conducting a self-assessment of performance on each of the indicators and related practices early intervention programs can use this document as a self-assessment of the degree to which they are implementing the practices for each indicator.

#### Section 1

This comprises of a grid of goals, strategic directions and indicators. Three goals acronymed as IdEA have been set for empowering families and measuring their respective outcomes. These are hierarchical and interdependent.



Goal 1: Identify Developmental Delays / Disabilities

Goal 2: Engage and participation in intervention

Goal 3: Advocate for child's rights

Strategic directions: Strategic directions are subsections of each family outcome and together these skills will help to achieve the respective outcome and finally the Goal. The EIC centres need to ascertain the family's level of functioning and undertake strategic directions as steps.

Indicators: An indicator is a specific, observable, and measurable characteristic or change that will represent achievement of the outcome. The indicators correspond to the strategic directions. They would indicate the level of functioning of the family.

## GOAL 1: IDENTIFY DEVELOPMENTAL DELAYS/DISABILITIES

Sr. No.	Strategic direction (SD)	Indicators with example	
SD1	Knowledge of the expected performances of the current age.	Parents express concern that their babies' abilities of seeing, moving or responding are not like other babies of the same age.	
SD2	Understanding about developmental steps of the subsequent stage.	Parents enquire when their baby will achieve the next level. For example if the baby is raising arm, parents ask when the baby will grab things.	
SD3	Evaluating child's progress as per ages and stages.	In a discussion session about apprehensions, parent mentions regarding specific milestones of their baby about which they are concerned or not concerned.	
Outc	ome 2: Family will be able to accept the delay/ dis-	ability of their child	
Sr. No.	Strategic direction (SD)	Indicators with example	
SD4	Acknowledge that individual differences exist.	Parent's initial approach of frequently comparing their baby's achievements to others shows a decline.	
SDS	Awareness of strengths and limitation of their child.	White planning sessions or IFSP, parents inform which milestones are achieved or insist for some skills that need more work.	
SD6	Acceptance of gaps in learning and readiness to bridge.	While planning sessions or IFSP, parents show positivity and also mention a time fram by which a skill could be achieved by their babies.	
Outo	ome 3: Family will be able to exhibit knowledge at	oout barriers and facilitators for the developmental domains	
Sr. No.	Strategic direction (SD)	Indicators with example	
SD7	Knowledge about barriers associated to disability.	Parents inform others about the difficulties/delay caused due to disability like mobility or limited speech etc.	
SD8	Understanding about measures to overcome disability barriers.	In a group session, parents provide examples to others about what could be done at home to overcome children difficulties/support children.	
SD9	Undertaking preventive steps for minimising delays in further milestones.	Parents inform about activities they have already started doing so that their baby does not encounter difficulties, e.g. have got a walker or a gripper.	

#### **GOAL 2: ENGAGE AND PARTICIPATION IN INTERVENTION**

# Outcome 4: Family will be able to demonstrate an understanding that involving and engaging in intervention is beneficial for their child

Sr. No.	Strategic direction (SD)	Indicators with example	
SD10	Ensuring targets completion.	Parents certainly complete the tasks of home assignments or follow activities.	
SDLL	Showing increasing level of professional partnerships.	Parents request for increase in duration of sessions:	
SD12	Demonstrating need for a family approach.	Parents suggest and volunteer for family visits and involving other family members for example celebrating Grandparents day.	

## Outcome 5: Family will demonstrate interest and initiate activities for learning

Sr. No.	Strategic direction (SD)	Indicators with example
SD13	Demonstrating macro and micro interest in child learning	Parents attends special talks of experts arranged for them (e.g. enhancing memory in children) and keenly observe and take down notes of suggestions.
SD14	Active participation in the interventional sessions	Undertakes turns and also takes leads in interventional sessions.
SD15	Initiate supplemental efforts along with professionals	Voluntarily makes new stimulation material for activities.

#### Outcome 6: Family will monitor and facilitate their child's learning

Sr. No.	Strategic direction (SD)	Indicators with example
SD16	Initiative in reporting performance /sharing concerns about learning.	Active on parents chat groups and informs achievements and or concerns about learnings.
SD17	Eagerness about child's performance in the intervention.	Asks about assessment reports and looks forward to open days.
SD18	Suggesting alternate strategies/activities during interventional sessions.	During one - on - one discussion, shares home experiences and gives suggestions to professionals to try them.

## **GOAL 3: ADVOCATE FOR CHILD'S RIGHTS**

Sr. No.	Strategic direction (SD)	Indicators with example	
SD19	Engaging in constructive engagements	Begins to take interest in other families and initiates conversations.	
SD20	Initiative towards building relationships	Shares own concerns with other parents and gives a feeling of togetherness.	
SDZ1	Progressive cathorsis of stress	Demonstrate an understanding that sharing issues helps to find solutions and reduce tensions.	
Outc	ome 8: Family will effectively communicate th	neir child's needs	
Sr. No.	Strategic direction (SD)	Indicators with example	
SD22	Comfort in developing partnerships	Show confidence in asking for supports for services. For example asks for address for suppliers of teaching aids or parts of an assistive device.	
5D23	Equity in teaching and learning	Approaches concerned professional for specific issues for example approaches technician directly for repairs of aids.	
SD24	Awareness about hierarchy of escalation levels	Knows where to ask for help or where to lodge a complaint or how to fill request form for concessions and facilities.	
Outc	ome 9: Family will build network for support :	systems for the child	
Sr. No.	Strategic direction (SD)	Indicators with example	
SD25	Socialising for problem solving	Contacts other families for discussing concerns.	
SD26	Mentoring and sustainability	Empathizes, motivates and hand holds new families.	
5D27	Assuming leadership and accountability	Actively participates in parent network and helps to develop parent support systems for child rights.	

#### Section 2

The second section of the Family outcome framework comprises of: The content topics and sample activities.

Content topics: Suggestive content topics are mentioned for each of the three goals. These are the topics relevant to the child's development about which the family should have information. This information will help the families to gain knowledge and understanding and participate in the early intervention and preparatory programs effectively. Sessions in the form of lectures could be arranged by the EIC centres and handouts if needed can be provided.

Goal 1	Goal 2	Goal 3
<ul> <li>Importance and facilitators of growth and development.</li> </ul>	<ul> <li>Planning and undertaking interventional strategies</li> </ul>	<ul> <li>Soft skills development communication, motivation, empathy</li> </ul>
<ul> <li>Developmental ages and stages</li> </ul>	<ul> <li>Monitoring progress</li> </ul>	<ul> <li>Importance of cooperative work and team</li> </ul>
<ul> <li>Diversity, Deviations &amp; Disabilities</li> </ul>	<ul> <li>Augmenting strategies</li> </ul>	building
■ Barriers for development	<ul> <li>Developing stimulating material</li> </ul>	■ Concessions & facilities
<ul> <li>Strategies for family overcoming barrier</li> </ul>	<ul> <li>Managing family time</li> </ul>	<ul> <li>Rights of children and disabilities</li> </ul>

Activities: Experiential learning enhances deeper understanding. A unique feature of this framework is that simple, popular and interesting activities and games have been provided. For example playing kabbadi, watching a movie, making a fruit salad etc. These have tips which will help the centres to highlight and create the purpose of families' involvement. Nine activities (three for each goal) have been developed which can be used as ice breaking activities to learn the content. The activities may be taken before the lectures on the content as they will help the families to learn the content meaningfully.

## Guidelines to conduct activities with parents and caregivers

- A facilitator is needed to conduct the activities. The facilitator should ensure that everyone in the group are comfortable and agree to the confidentiality.
- Make sure that the place of the activity is safe and there are no trip hazards or sharp objects.
- Participants need to be informed about the activity that it is experiential, participative and hence they need to be interactive.
- Facilitator needs to keep in mind the different contexts such as geographical, social, cultural, ethnic etc. while planning the activity.
- It is ideal to make the participants sit in a circle for eye contact and communication.
- Keep activities simple, short and use locally available materials.
- Handouts could be provided in local languages wherever required.

## GOAL 1: IDENTIFY DEVELOPMENTAL DELAYS / DISABILITIES

Activity: Blind person buff		
Requirements:	A thick dupatta or a scarf or any long piece of cloth which is thick and is not transparent to use as a blindfold. One volunteer participant as a blind fold person and one time keeper for the activity.	
Activity procedure:	Part 1:  One participant is blindfolded and is informed that s/he has to reach a particular designated table where the information handouts for their child are kept. The time keeper starts the time clock.  The blindfolded participant is then disorianted by being spun around several times. (This is to make them feel the way a parent feels when s/he is confused by the suggestions, ideas and comments of others about their baby).  The other participants, who are not blindfolded, keep calling out to the blind participant and keep dodging away. This situation should make the participants feel that the blind folded participant is lost by unnecessarily listening and being carried away by others and window shopping here and there takes away crucial time.  The game continues until the blind participant catches another participating player and the facilitator removes the blindfold and hands over information about developmental milestones, delays and referrals form.  The time keeper records the time taken.  Part 2:  The Facilitator asks the same blind folded participant of Part 1 not to blind fold i.e. keep eyes and ears open and search for the information table by her/himself.  The handouts of information are handed over, as s/he was blind folded.  The time taken for this walk is also recorded by the timekeeper, without the blindfold. The time taken for this walk is timed by the timekeeper.	
Discussion and Reflections:	<ul> <li>Discuss how crucial time for the child is lost in Part 1 when parents are not vigilant vs. in Part 2, it was quick.</li> <li>The participants need to be encouraged to draw parallels regarding their expenences when they were confused by others who suggested waiting and watching for their child's developmental delays.</li> </ul>	

<ul> <li>It is always wise to be vigilant and not like the blindfold person.</li> <li>Parents need to be alert about children's age and stage and major achievements.</li> <li>Parents need to have knowledge about children's various developmental milestones i.e. what a beby/toddler/child should be able to do at a particular age.</li> <li>Parents should approach specialists and not have a 'wait and watch approach', if their child's milestones are delayed or if they suspect a disability.</li> <li>Approaching the right people saves the child from further delays in development.</li> <li>Time is precious; each single day is important for children's development.</li> </ul>
Activity: Fruit Salad
Each participant is informed to bring a fruit of their choice.  A knife, a big spoon and bowl to make the salad will also be needed.
The facilitator to request the participants to sit in a circle.  Ask each one to show and talk about the fruit they brought.  The participants may be asked to describe the appearance, colour, texture, benefits etc.  They may also share their reason for selecting that particular fruit.  Involve the participants to make a fruit salad and serve it to all.
All fruits are different in colours, fibre content, shape, size, taste etc.  However when mixed they complement each other and make the fruit salads more tasty, colourful, nutritive and appealing.  Would the fruit salad taste equally good had it been made out of only one single fruit or the mix fruit tasted better? Discuss why?
Each child is diverse and has own strengths and traits.  It is important to recognize the unique characteristics and abilities of each one of them.  A child should not be judged by the outward appearance and stereotypes.  The hidden value and the worth of every child are to be recognised and appreciated.  Children diversities helps in group work and learnings as they complement each other.

#### Activity: Role Play: Classroom and school teacher

#### Requirements:

A participant acting like a teacher speaking and writing on the board in a language and script, which all other participants do not know. For example, if all participants know Hindi, choose or invite someone to teach who is Bengali or Marathi or any South Indian language, regional language. Story cards or a mobile having pictures of the story Fox and the stork.

#### The Fox and the Stork Story

A selfish fox once invited a stork to dinner at his home. That stork flew to the fox's home and knocked on the door with her long beak. The fox opened the door and said. "Please come in and share my food." The stork was very hungry and the food smelled delicious! The fox served the soup in shallow bowls. The poor stork just smiled politely and stayed hungry as it could not have the soup. The bowl was too shallow for her long beak. While leaving his house, the Stork said "Tomorrow evening, please join me for dinner at my home." The next day, when the fox arrived at the stork's home; he saw that they were having porridge for the dinner. The Stork was accommodative and had the porridge served in shallow as well the tail jugs. Both enjoyed the porridge as the containers were suiting their individual needs. The fox felt sorry for his casual approach and promised never to repeat the mistake.

Moral of the story: Elesensitive to others needs!

#### Activity procedure:

- A day or two before the activity the facilitator should request a volunteer participant who knows a different language and script to act as a teacher.
- While undertaking the activity the facilitator should request the participants to sit in a circle.
- The participant teacher could then tell the story of Fox and the Stork orally in a language not known to the participants. 5/he should not use any pictures at this time.
- She/he should could ask questions in-between the story telling and also after the narration is complete. For example ask questions like what was the story about, who were the characters in the story and what did the characters in the story have problem.
- . Remember that the questions also are to be asked in the language not known to the participants.
- As others may not have understood the story due to a different language, the participant teacher should then use picture card or a video to explain. For
  answering questions, the participants may be allowed to use multiple forms of expressions like drawing, acting, mining, sketching etc. to show their
  understanding.
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  answering questions, the participants may be allowed to use multiple forms of expressions like drawing, acting, mining, sketching etc. to show their
  understanding.



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Discussion and Reflections :	<ul> <li>Discuss why majority of the participants could not answer the questions initially when the story was narrated orally only.</li> <li>Also discuss how the participants felt when they could not answer questions because they did not understand the language of the questions or t story or the writing on the board.</li> <li>Discuss also about the story of Fox and the Stork. What problems i.e. barriers each one of them faced and how did they facilitate each other to drift the porridge, why?</li> </ul>
Important learnings:	All children can learn and must learn. Sometimes children experience barriers in development and learning which could be due to different reasons. One of it could be a type of disability or delayed milestones. Different disabilities have different barriers and facilitators. Unless barriers are removed, children may not learn or develop a skill. Understanding the barriers and providing alternate strategies would facilitate learning and development in children.

## **GOAL 2: ENGAGE AND PARTICIPATION IN INTERVENTION**

	Activity: Passing the Parcel	
Requirements:	An object or gift wrap as parcel for passing, music and a box or a bowl with chits of hilarious activities written on it such as singing an action song, jogging on the spot, pat your head and your turning at once, hop lifty times, make others laugh for one minute atc	
Activity procedure:	<ul> <li>The facilitator could randomly divide the participants into two groups A and B. Initially the Group A could be the participants and the Group B could be the spectators.</li> <li>The participating Group A will sit in a circle and be given instructions on how to play the game of passing the parcel.</li> <li>When the music stops the person holding the parcel needs to pick up a chit from the box/bowl and perform accordingly.</li> <li>Do not 'out' any one, continue with all group participants, if the music stops at a participant who has already had turn, then just instruct to pass the parcel to the next person beside.</li> <li>The participants continue playing until all have got turns. The entire sequence is to be then reversed where the spectator Group B will now play the game and the Group A who played become the spectators.</li> </ul>	
Discussion and Reflections :	<ul> <li>Discuss with the participants as to when did they enjoy more? Playing and participating or being spectators and observers?</li> <li>What did Group B feel when they were observers. Did they learn something by observing?</li> <li>Discuss how did the Group A feel of being spectator after playing the game first.</li> <li>Draw parallels about being engaged or a mere spectator in intervention programs.</li> <li>Discuss the benefits of participation and engaging.</li> </ul>	
Important learnings:	Observation helps to learn and prepares a person for a task and also improves skills.  However, though observing sessions of a teacher or a therapist is beneficial to parents to help their children, mere observation is not enough. Parents need to be participative.  Participation can bring in parental creativity and belongingness and thus make them more responsive.  Responsive and engaging parenting helps in children's' growth and development.	

	Activity: Celebrations and Entertainment	
Requirements:	The facilitator could discuss with the participants about an event to be celebrated in the centre. According to the targeted activity invitation calcould be appropriately prepared to Celebrate Grandparents Day, 'Family Day', Haldi kunku, Fancy dress etcby inviting the grandparents/siblings/extended family members/other relatives/friends of the child.  Alternately family sports day of cricket/kabaddi/football or any other local game or match could be arranged.  Occasionally screening of movies such as Lagaan, ChakDe India etc could be arranged.	
Activity procedure:	The entire planning and arrangements of the event is to be undertaken by parents in a collective manner.  On the day of the event, the invited family members can be shown around the intervention centre/pre-school and also meet the staff.  The children and parents of all children be made responsible together to put up the entire event from start to finish and the staff could be audience.	
Discussion and Reflections :	<ul> <li>The feedback can be taken from all the stakeholders after the eyent or in the next session with the parents.</li> <li>Discuss on team effort and howeach person played a role to make the activity a success.</li> <li>Stress that all participants played an important role and gave their best abilities.</li> <li>Discuss some micro i.e. small observations about their family member's participation.</li> <li>Make a point as to how macro i.e. bigger level planning was done.</li> <li>Discuss how each person in the family plays an important role and brings a certain responsibility, just like the activity, when all are involved in the upbringing of the child the outcomes becomes a success!</li> <li>Share experiences from the activity on unity and team work results in success!</li> </ul>	
Important learnings:	<ul> <li>Fun and entertainment is also essential as a stress buster for parents.</li> <li>Visiting the early intervention will help the children and parents know each other's families.</li> <li>Meeting others gives a feeling that you are not alone. Together families can cross hurdles easily.</li> <li>Families are an important resource and each member's contribution is crucial.</li> </ul>	

	Activity: Maze trap
Requirements:	Printed maze traps, pencils and erasers.
Activity procedure:	The facilitator could distribute the maze traps and ask the participants to rescue the mouse.
Discussion and Reflections :	Discuss with the participants what they felt about the activity and ask them to share their maze.  Were the maze easy or difficult?  Which section was most difficult? What did you do?  Was there any one who could not get out of the trap?  Draw parallels to the children's performance.
Important learnings:	Paths and achievements for each child may differ.  However one has to keep trying and not give upl Alternate strategies need to be tried to help get out of a situation or achieve a task.  MAZE  MAZE

## GOAL 3: ADVOCATE FOR CHILD'S RIGHTS

Activity: Journal making		
Requirements:	The facilitator needs to inform the parents to make a Journal with following instructions:  Think of a bullying incident that you or any of your family members or friends faced in school, college or community. Write a short story or draw a symbolic picture of it.  Collect pictures of Salt Satyagragh or any other indian freedom struggle and paste it in the Journal.  Collect pictures of various campaigns such as save oil/save water/cleanliness.	
Activity procedure:	Participants to be requested to bring their Journals on a designated day. While seating in a circle each one of them be requested to share the journal pages and talk about it.	
Discussion and Reflections :	The facilitator could steer the discussions and also prepare a chart or write down notes under following head based on the participants' narrations:  a. The problem  b. Who faced it: Individual or a group?  c. What was done to solve the problem?	
Important learnings:	<ul> <li>It is important to share and talk about issues or problems faced rather than sufferings for it.</li> <li>Problem could be individual or faced by group.</li> <li>Airing concerns to solve problem helps oneself and others and helps to reduce stress.</li> <li>There is a level of escalation of writing complaints or airing out concerns. Try to follow that.</li> <li>Campaigns catch attention of public and help to create awareness.</li> <li>Children with disabilities may face issues in schools or community. Help them air it out to parents or teachers.</li> <li>Build parents groups, communicate and help each other solve the issues and create awareness about abilities of children with disabilities and their differential needs.</li> </ul>	

Activity: Tug of War				
Requirements:	A long strong rope or a sari			
Activity procedure:	<ul> <li>The facilitator should divide the participants into two equal groups. The rules of playing the tug of war should be explained.</li> <li>Each team has to have a leader. The leader has to ensure that their team wins.</li> <li>The game begins with each side pulling at the rope trying to pull the other team over to their side.</li> <li>The team that has pulled the other team has one team member from the losing side joining the winning side. In this way the strength of the winning side increases.</li> <li>After every round the teams can get to gether and members decide a strategy to win.</li> <li>A minimum of three rounds or more of the game can be played. The winning team will be the one that has got more people on its side.</li> </ul>			
Discussion and Reflections :	<ul> <li>The participants are asked to share their experience of being pulled in opposite directions and compared it with their own life situations. The pustand pulls in their lives be discussed.</li> <li>Participants also share how they strategized and played the game to win over more people to their team. In the same way they as parents coaregivers have to show progress, convince, involve other family members using different strategies and win over them.</li> <li>Parents need to notwork amongst themselves so that collectively they learn and develop strategies to win.</li> <li>Parents to realise that they have to take charge of themselves without having any external help or support.</li> </ul>			
Important learnings:	<ul> <li>Engaging in constructive activities helps builds advocacy groups:</li> <li>Parents need to share and socialising for problem solving.</li> <li>Parents also at times have to assuming leadership at the same time be equally accountable.</li> <li>To bring about a change collective effort is essential.</li> </ul>			

	Activity: Three Legged Race			
Requirements:	Ropes/Dupatta or Long scarves to tie the feet together			
Activity procedure:	The participants to be divided into pairs: Astart and finish line to be marked. The participants to stand in a line at the start line next to each other. The participants adjoining legs to be tied by a rope or scarf so that it becomes like the pair have three legs. The Facilitator flags the team off at start point. The pair to reach the finish line first wins the game.			
Discussion and Reflections :	<ul> <li>The facilitator to ask the participants to describe their views about the game played.</li> <li>How did they feel about their leg being tied to another person's leg?</li> <li>How was the experience walking together with a partner having same issue? Were they cooperative with each other or were there conflicts?</li> <li>Discuss if they felt caring about the partner and ensured that the partner doesn't trip.</li> <li>The facilitator to draw the parallels of the race and with parental experiences of working together, giving suggestions to other parents with samissibes.</li> </ul>			
Important learnings:	Joining hands, assisting others helps to solve their own issues.  Building relationships for betterment of children is essential.  One can reach goal by working in partnerships.  Life is a race and children cannot be left behind. They will have to compete with others for their progress and not depend upon charity.			







#### Section 3

The third section comprises of a checklist to measure how far the outcomes have been achieved. The checklist is based on the three goals and outcomes mentioned in the grid. The checklist serves dual purpose. Firstly it is a reflection to the EIC whether they have been able to empower the families and secondly it is also a self check for the families about how much they have been empowered.

The checklist can be administered at the beginning and at the end of the program or even at regular intervals to self check the family progress.





## Parental perception checklist

Instructions:			No	Sometimes
Sr. No.	Statements for parents outcome measures	Ş	_	Some
SD1	I know that my child's abilities of seeing / moving or responding are not like other children of the same age.			
SD2	I enquire when my child will achieve the next level. For example if my baby is raising arm, I know next, my baby will grab things.			
SD3	In a discussion session about apprehensions, I mention the specific milestones of my child about which I am concerned or not concerned.			
SE)4	Now I don't compare my child's achievements to others.			
SD5	While planning sessions or IFSP, I inform which milestones are achieved by my child or insist for some skills that need to be worked more.			
SD6	While planning sessions or IFSP, I am positive that within a specific time my child will achieve a particular skill.			
SD7	I am able to inform others about the difficulties/ delay caused due to disability like mobility or limited speech etc.			
SD8	In a group session, I can provide examples to others about what could be done at home to overcome children's difficulties.			
SD9	I am able to suggest activities which my child has already started doing, so that further my child does not encounter difficulties, e.g. have got a walker or a gripper.			
SD10	I certainly complete the tasks of home assignments or follow activities.			
SD11	Trequest for increase in duration of sessions.			
SD12	I suggest and volunteer for family visits and also for involving other family members for example Celebrating Grandparents Day.			
SD13	I attend special talks of experts arranged for parents (e.g. enhancing memory in children) and keenly observe and take down notes of suggestions.			

Instructions:		Yes	No	Sometimes
Sr. No.	Statements for parents outcome measures		-	Some
SD14	I undertake turn taking and also take lead in interventional sessions.			
5D15	I voluntarily make new stimulation material for activities.			
SD16	I am active on parents chat groups and inform achievements and or concerns about learnings of my child.			
5D17	I ask about assessment reports of my child and look forward to open days when my child's work is shared.			
SD18	During one-on-one discussions, I share home experiences and also give suggestions to professionals to try them.			
SD19	I take Interest in other families and also initiate conversations.			
SDZO	I shares my own concerns with other parents and this gives me a feeling of togetherness.			
SD21	I understand that sharing issues helps to find solutions and reduces tensions.			
SD22	I feet confident in asking for supports for services. For example asks for address for suppliers of teaching aids or parts of an assistive device.			
SD23	I can approach the concerned professional for specific issues for example approach the technician directly for repairs of aids.			
SD24	I know where to ask for help or where to lodge a complaint or how to fill request form for concessions and facilities.			
SD25	I contact other families for discussing concerns.			
SD26	I empathizes, motivate and hand hold new families.			
SD27	I actively participate in parent network and help to develop parent support systems for child rights.			

Many things we need can wait. हमारी ज़रूरतों की बहुत सारी चीज़ें रुक सकती हैं।

The child cannot.

Now is the time his bones

are formed, his mind

developed.

To him we cannot say tomorrow, 'His name is today.

पर बालक की प्रगति नहीं रुक सकती।
हर पल उसकी शारीरिक और
मानसिक प्रगति हो रही है।
उसे हम कल पर नहीं छोड़ सकते।
बालक का 'वह पल आज है।'





# NIPUN Inclusive

## 'Ensuring "All" children are school ready'

National Initiative for Proficiency in Reading with Understanding and Numeracy or 'NIPUN Bharat' is an initiative of the Ministry of Education, Government of India, to achieve universal acquisition of foundational literacy and numeracy skills at the primary level by the year 2026-27. It came into effect after the National Education Policy 2020 highlighted that a significant number of children currently in elementary schools do not have foundational literacy and numeracy. The mission will cover the learning needs of children in the age group of 3 to 9 years. It is under the 'Samagra Siksha Abhiyan'. For the implementation of NIPUN Bharat, a five-tier mechanism at the national, state, district, block, and school levels will be set up in all states and union territories of India.

The Mission of the NIPUN Bharat Abhiyan is to provide access and retain children in the foundational years of schooling. It is also suggestive of providing need based quality inputs and tracking the progress of each child in achieving learning outcomes of children. Towards this a competency based curriculum has been developed subsuming the domains of development into 3 Goals which are as follows:

GOAL 1: Children maintain good health and well-being

GOAL 2: Children become effective communicators

GOAL 3: Children become evolved learners and connect with their environment

#### Rationale for NIPUN Inclusive

The NEP (2020) which has paved way for formalizing the curriculum for ECCE upholds teamer diversity and has endorsed equitable and inclusive learning pedagogy. NEP in its section 6 has laid specific provisions for socio-economically disadvantaged children that includes children with disabilities and has suggested making use of universal design for Learning for successful inclusion. Keeping this in view the NIPUN inclusive has been designed.

#### About the document

#### NIPUN Inclusive has two sections

## Section 1: This has extended competencies which children with disabilities will need

Children with disabilities require additional support in the areas of communication, listening, mobility and hand functioning, adaptive skills, cognitive skills, perceptual motor skills, engagement skills, social skills, organizational skills, activities of daily of living and additional areas. To address those needs this section has identified extended competencies to the NIPUN Bharats' 3 goals and their associated competencies.

## **Extended competencies**

## Domain 1: Language and Communication

first language/home	Understanding of names of most people, toys,
Receptive language (first language/home language)	pictures, objects, and materials etc. in the household and familiar environments
	Show understanding of concept words, such as on, under, behind, next to, first, last, above, below, basic colours). Show increased understanding of more concept words, such as more/less, first/last, big. bigger, biggest, morning/daytime/ night time
	Following directions that involve two- or three-step sequence of actions which may or may not be inter-related ("Please get your bag and then wear your shoes")
	Comprehending Wh questions
	Understanding complex sentences used in daily routines
	Enjoy humor through word play (jokes, riddles, words that are funny)
	Identifying pairs of words that rhyme
	Engaging in listening to stories for longer periods of time

Sr. No.	Domain Element	Extended Competencies
2	Expressive tanguage (first language) home language)	Expanded vocabulary include 1,000 to 2,000 words
		Using spontaneously new vocabulary in speech
		Asking the meaning of unfamiliar words and experiment with using them
		Using multiple words to explain ideas
		Using words to express emotions (e.g. happy, sad, tired, scared)
		Talking in sentences with five to six words
		Using words with past and future, Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma's house)
		Retelling a 3-part story or event in sequence
		Using prepositions in everyday language, (at, in, under)
		Recalling and describing a previous event, such as what they are at the birthday
		Using increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts
		Using sentunces that show an emerging understanding of grammatical structure like plural forms, gender words etc. (e.g. the dogs were barking)
		Representing a story through drawing, acting, or singing, with assistance

## Domain 1: Language and Communication

Sr. No.	Domain Element	Extended Competencies
3	Social communication (pragmatics) (first language/ home language)	Listening to others and take turns in a group discussion for a short period
		Responding to greetings
		Stating point of view, likes/dislikes, and opinions using words or gestures
		Relaying a simple message (from grandparent to parent)
		Enjoying and participate in Jokes and humor with peers (make up silly jokes)
		Using and responding to a variety of more complex non- verbal cues (facial expressions for pride, displeasure, encouragement)
		Beginning to understand that some people and peers may not understand home language
		Working with caregivers and peers to solve simple problems verbally (Child states "I want it, I took it first").
		Listening to others and responding in group conversations and discussions
		Initiating conversation by making statements or asking questions
		Adjusting intonation and volume in a variety of settings (whispers when a baby is sleeping)
		Using speech act such as request, apology, description etc.

## Domain 2: Literacy

Sr. No.	Domain Element	Extended Competencies
1	Vocabulary & Language comprehension.	Listening with comprehension
		Understanding and participating in day-to-day conversations
		Vocabulary development
		Familiarity with signs and labels
		Communicating different languages in the surrounding
2	Decoding	Recognizing letters
		Sound symbol correspondence
		Blending sounds together
		Recognizing sight vocabulary
3	Semantics & Syntax	Knawledge of words & concepts
		Building new vocabulary
		Using grammatically correct sentences in conversations
		Using grammatically correct different languages exposed in surroundings
4	Phonemic and Phonological awareness	Discriminating sounds and words with similar sounds
		Identifying beginning and ending sounds and identifying if a given sound is in the middle in familiar and made up words.
		Discriminating intonation patterns and identifying corresponding entotions such as a question, request or command.
		Comprehending rhyming patterns
		Comprehending allophones and blends in the words

Sr. No.	Domain Element	Extended Competencies
5	Print awareness and appreciation	Demonstrating interest in any type of printed form
		Understanding that print carries a message
		Pretend reading, Holding a book upright & turning pages one by one from front to back
		Demonstrated interest in digitized reading
		Ask others to read or write for them
		Talks to other children about the content of different books
		Run their finger under or over print left to right as they pretend read the text.
6	Self Regulation	Sustaining interest, attention and concentration in reading
		Adjusting and handling reading material, posture, as per the requirement
		Choosing reading material as per the interest if given options
		Showing metacognition: skills like adjusting strategy for better comprehension
		Exhibiting executive functioning such as memory, inhibitions and planning

## Domain 2: Literacy

Sr. No.	Domain Element	Extended Competencies
7	Reading	Use pictures to understand text
	Comprehension	Demonstrating an understanding of narrative text structure understanding in storytelling/re-telling
		Asking questions or answering while a book is being read about
		Making connections of characters and events
		Reading between lines and inferring
		Identifying the main characters and central idea
		Contextually understanding the new vocabulary and phrases
		Summarize the story or text and answering questions
		Developing 'theory of mind'
8	Physical and motor readiness for writing	Physical and motor strength for Writing
		Pencil grasp to hold the writing material appropriately
		Bijateral integration for writing
		Adjust body position as well as hand coordination while writing
9	Mechanical Writing	Visio motor integration
		Tracing and copying shapes, figures, letters with approximations
		Copying words and particular style of writing
		Surface mechanics of writing (Capitalization, fullstops)
		Writing words and short phrases by dictation
		Shows interest in writing with the various gadgets, (Mobile, laptop, white board, smart boards, magnetic boards)

Sr. No.	Domain Element	Extended Competencies
10	Creative writing	Initiate and enjoy writing garnes and self-expression
		Make use of phonics for writing & invents spellings to write
		Write messages to express themselves
		Using mixed language codes
		Writing the missing alphabets, constructs words and short sentences for pictures
		Write for different purposes in the classroom's activities and at home

## Domain 3: Numeracy

Sr. No.	Domain Element	Extended Competencies
1	Concept Formation	Colors, shapes, distance, measurement, size, length, weight, height, time
2	Number Sense and Cardinality	Count and tell how many
		Numeral recognition
		Sense of order (can count ahead of a number up to 10)
		Number sense, quantity and counting
		Counting and Cardinality
		Demonstrate beginning understanding of numbers, number names, and numerals
		Understand relationship
Щ		Use numbers in communication
3	Number Operations and Algebraic Thinking	Addition, Subtraction, Multiplication, Division
		Number relationships and operations
		Operations and algebraic thinking
		Numbers and operations in base 10
		Estimate number of objects in a small set
		Compare quantities using appropriate vocabulary terms
4	Measurement	Length, mass, volume, temperature
		Measurement, comparison, classification, time, and data
		Sorting, classifying, and patterning
		Explore measurement of objects and quantities

Sr. No.	Domain Element	Extended Compotencies
5	Shapes, Geometry and Spatial Sense	20 shapes, 30 shapes, straight lines, curved lined, plain surfaces, curved surfaces
		Geometry and spatial sense
		Understand directions
		Understand movements
6	Shapes, Geometry and Spatial Senso	Data handling
		Pattern
		Calendar activity
		Use of technology
		Describing, comparing and measuring
		identify and describe common attributes, patterns, and relationships in objects.
		Begin to make predictions and collect data information
		Understand graphic information
		Understand and interpret mathematical information
7	Probability	Guess and predict about size
		Guess and predict about capacity
		Guess and predict about occurrence of events
8	Problem Solving	Explore and think through
		Reason logically to solve routine problems
		Reason logically to solve non routine problems

## Domain 3: Numeracy

Sr. No.	Domain Element	Extended Competencies
9	Communication	Express ideas in words
		Sketch diagrams to solve
		Use symbots to solve
10	Reasoning	Put efforts to think
		Come up with solutions
11	Connections	Application of rules in different subjects
		Application of rules in everyday situations
12	Pattern and	Understand rhythm
	Relationships	Understand repetitions
		Understand ordering
		Understand sorting
		Understand categorizing

## Domain 4: Cognition

Sr.	Domain Element	Extended Competencies	
1	Problem Solving	Identifying problem	
		Structuring problem	
		Creating Solution	
Щ		Improving solution	
2	Attention, Memory & Information Processing	Maintenance of attention	
		Gathering Information	
		Generating information	
		Organizing information	
		Recalling information	
3	Language	Attending instructions	
		Following instructions	
		Understanding and narrating the stories	
4	Mathematical Concepts	Spatial relationship	
		Number sense	
		Comparison and Measurements	
		Shapes and Sizes	
		Solving Problems	
5	Scientific Exploration	Conceptualizing	
		Observing	
		Reasoning	

Sr. No.	Domain Element	Extended Competencies
6	Understanding world and Applying knowledge:	Analyzing the similarities and differences in the mature/people
		Creating ideas by setting relations (culture environment)
		Sequencing and Reasoning
		Modelling, narrating experiences, stories
7	Estimation,	Generating ideas in form of pictures
	Imagination & Creativity:	Dance, Music

## Domain 5: Social Emotional Learning

Sr. No.	Domain Element	Extended Competencies
1	Rules and Adaptability	Watches others' behaviours and changes / modifies own behaviour
		Understand rules and conventions
		Adhere to rules
2	Moral and Ethical Development	Copes or compromise with frustration
9		Show shame, guilt or remorse if done something wrong
		Understanding of rights of other people
		Develop a strong sense of fairness and acceptable behavior  Understand the concept of okay/not okay
		Concern for punishment and understanding action and reaction
		Equal and fair sharing of materials
		Show signs of empathy if unother child is upset







Multiple means of:

Representation

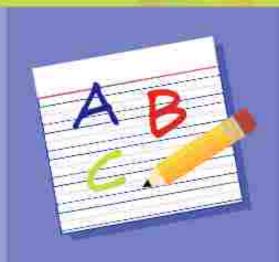
Action and



Guidelines for NIPUN UDL Activity 3 to 6 years











#### Section 2: UDL activities to achieve the learning outcomes as specified by NIPUN Bharat Curriculum.

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.

In the context of knowledge, assessment and curricular development "Universal Design" refers to the development of assessments and curricular development that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers, practioners and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities.

The NIPUN Inclusive section 2 entails activities designed based on the Preschool 1, 2 and 3 of the NIPUN Bharat curriculum in the Universal Design of Learning framework to ensure all children can access the pre-school program with ease.

The activities mentioned in this section are exemplar activities to show the implementation of Universal Design of Learning at ground level is possible, for maximum participation of learners in the lesson, the activities have included directions for multiple means of representation, multiple means of engagement and multiple means of action and expression.

## **PRESCHOOL LEVEL 1**

## Activity 1: Big and Small

Class/Level	Pre-school Level I	
MIPUN Goal	I and 3	Domain: Social emotional development and Numeracy
NIPUN Competency	Development of Fine motor skills and eye-hand coordination, Participation in individual and team games and sports, Concept Formation, Measurement	
Activity Topic	Big and Small	
NIPUN Learning Outcomes		
Pre-planning for Arranging learning corners for students to choose options.  activity:		o choose options.
Material/ resource Story flash cards, different big and small items preparation:		items

#### Activity content:

Story: Raju and Jadu were best friends. One day they were playing with a big red ball, near a mango tree. Raju kicked the ball hard and it went far. They searched everywhere but could not find the red ball. They went to their mother and said, "We lost our big red ball". Mother said, "Don't worry". She gave them a small yellow ball and said, "Don't kick the ball. Play 'catch and throw' as the ball is small". Raju and Jadu were very happy and started playing with the small yellow ball. Jadu throw the small yellow ball at Raju but Raju couldn't catch it. The small yellow ball went behind the mango tree. They both ran behind the mango tree to get their small yellow ball and found the red big ball as well. Raju and Jadu jumped with joy. They now had both their big red ball and the small yellow ball for playing.

#### Activity introduction:

Teacher narrates the story and does a role-play for the same. The further lesson will be conducted as follows:

	Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: The story is presented with story flash cards arranged sequentially on a board or a chart. The teacher draws two circles on the floor (one big and one small) and places some big and small objects She instructs the students to place small objects in small circle and big objects in big circle. Teacher shows picture cards and with questioning arrange them in sequence as per occurrence of events in the story.	Relevant Participation: Children are introduced to the learning corners where the materials such as big and small objects could be arranged. Coloring of big and small objects, Making collage with big and small pieces of papers, Children would we encouraged to choose a corner and learn cooperatively. Teacher could scaffold and assist wherever required.	Observing different behaviours and interests: Segregating big and small items, pointing to big and small items, worksheets completion is observed for different level of participation	
Move: Children are encouraged to move and put small objects in small circle and big objects in big circle.			
Verbalize and create: Teacher can involve students in the story by asking them to repeat 'big ball' and 'small ball' They assist in arranging the picture cards in sequence.			
Children arrange cutout of 3 circles from small to big			
Use Technology: Teacher shows rhymes on big and small			

Activity closure and summing up: The teacher could help children to show different big and small things in the classroom and what they see around them in the aurrounding.

# **Activity 2: Alphabets**

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Level	Pre-schoolLevel 1	
NIPUN Goal	2 and 3 Domain: Literacy	
NIPUN Competency	Capital letters	
Activity Topic	Letters/Alphabets	
NIPUN Learning Outcomes	ECLI 1.6: Exhibits skills of early literary and print awareness in the class/home. For example - recognizing/reading the wrapper of their favorite toffee or biscuit ECLI 1.7: Listons attentively and repeats familiar words and sounds	
Pre-planning for activity:	Make tactile of the alphabet L in capital letters and toy objects matching them like Lamp, Lion, Lock etc. Arrange the learning corners.	
Material/ resource preparation:	Cut out of tactile alphabets, 3 D objects, picture cards, toy car	

### Activity content:

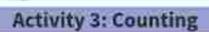
Recognizing letter L
Association of /l/sound with letter L
Recognition of objects starting with /l/sound
Alphabet Song of A.B.C.D.....!

### Activity introduction:

Teacher sings the alphabet song A. B. C. D. .. with the children. Further lesson with be conducted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: The teacher sings 'ललाल ांगी, दूध की कटोरी, दूध में ब्लागा, मुझ करे तमाशा' The teacher shows the pictures and objects that start with Lietter like lamp, lock etc. Then associates the sound /l/ to letter L through exaggerated emphasis on the first letter L in each word and simultaneously pointing to the big L put up on the board or chart or cutout of L on the fiannel board.	Relevant Participation: Feeling the letter, activity of putting beads on letter shape, move a toy car on shape L. coloring shape L or the objects of L letter, matching letter L to objects starting with letter L, play game on computer to reinforce letter L, look at word picture book	Observing different behaviours and interests: observe the participatory behaviours and success in activities of drawing, coloning play dough shapes; pointing to L objects in picture books etc
Verbalize: Children repeat the the sound /l/ and words after the teacher		
Create: Matching letter L to objects starting with letter L, use play dough to make letter L		
Use technology: seeing video of song ੱਚਰਕਰ _ੁਕੀਵੀ		

Activity closure and summing up: Teacher wraps the activity by giving an overview of the alphabet and the objects they are associated. At the same time, encouraging the students to repeat after the teacher.



Class/Level	Pre-school Level 1	
MIPUN Goal	3 Domain: Numeracy	
MIPUN Competency	Number Sense, Sequencing, memory	
Activity Topic	Counting	
NIPUN Learning Outcomes	II. 1.9; Counts to three objects II. 1.28; Identifies/counts objects around like her/ his own body parts and draws inferences like two hands, 1 nose, etc through poems	
Pre-planning for activity:	Make flash cards of numbers 1,2 and 3. Make shapes of fishes with 1,2,3, written on each, put a u-pin on these fishes, make a fishing pole with magnet, paper plates with 1,2,3 written on it.	
Material/ resource preparation:	Flashcards, magnetic fish game, pebbles, paper plates, container, leaves/ flowers	

### Activity content:

- I.Recognizing numbers from I-3
- 2. Associate numbers with counting
- 3.Poem:

Two little hands to clap, clap, clap

Two little legs go tap, tap, tap

Two little eyes are open wide

One tittle head goes side to side

### **Activity introduction:**

Start with asking children to close eyes and do equal breathing of yoga i.e. breathe in for the count of 1,2,3 and breathe out to the count of 1,2,3. Then a poem of numbers and body parts 'two little hands...' is sung with the students. The further lesson is conducted as follows:

	Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher uses flash cards to show the numbers and count 1-2-3 and children will see the flashcard and repeat. The teacher through fishing game practice picking 1 or 2 or 3 fishes with the magnet fishing rod and then give children a chance to catch the fishes and count how many they have	Relevant Participation: In the learning corners children explore counting through Tactile number cards, objects to count and match with number cards, fishing game for recognition, breathing exercise, coloring the numbers with number of things in the same color on a worksheet, number books	Observing different behaviours and interests:  Observe and record children's interest and successful completion of the activities. Also their efforts through drawing or coloring of numbers, show numbers in the picture books, pick out flashcards of the number asked,	
caught.  Move: Teacher calls out any number from 1 to 3 and then ask children to get her that many things. She helps the child. Then she places those many on top of that number card. She will do it with papers, pebbles, loaves, flowers etc.	Further learning activities: As # follow up, children can do breathing exercise everyday to count of three before starting the day.		
Touch: Tactile numbers, numbers on flashcards could be of sandpaper or felt material, picture book.			
Create: Children match the number with number of things in a worksheet			

Activity closure and summing up: Teacher can show 1/2/3 objects in the class and count the number of objects together with the children.

## **Activity 4: Pairing of objects**

Class/Level	Pre-school Level 1	
NIPUN Goal	3	Domain: Cognition
NIPUN Competency	Concepts related to environment, exploration and experimentation, memory, identification, sequential thinking, vocabulary enrichment	
Activity Topic	Pair objects by its functions	
MIPUN Learning Outcomes	ILT.1- Uses all senses to observe and explore the environment IL 1.2- Identifies and names common objects, learn objects and its functions IL 1.3- Remembers and recalls 2-3 objects seen at a time IL 1.4- Places 3-4 objects of two groups in one-to-one correspondence	
Pre-planning for activity:	Prepare picture cards and worksheets, Arrange objects in the learning corners	
Material/ resource preparation:	Real brush, paste, comb, small mirror, plate, spoon, soap, water, shoes, socks, trausers, shirt, drum, sticks, bottle, cap, bat, ball, cup, saucer, Miniature representative objects, play dough, picture cards, action pictures, picture outline for coloring, worksheets	

### Activity content:

Identification of objects, their functions and actions associated with it

Pair objects as per their function:

1. Brush- Paste, 2. Comb - mirror, 3. Plate-spoon 4. Soap-water 5. Shoes-socks 6. Trousers-shirts 7. Drum - sticks 8. Bottle- cap 9. Bat-bail 10. Cup-saucer

Poem:

Here we go round (the mulberry bush)-3.

Here we go round the mulberry bush, early in the morning

1. This is the way we brush our teeth, brush our teeth, brush our teeth,

This is the way we brush our teeth, early in the morning.

2. This is the way we comb our hair, comb our hair, comb our hair

This is the way we comb our hair, early in the morning

3. This is the way we eat our food, eat our food, eat our food,

This is the way we eat our food, early in the morning

4. This is the way take a bath, take a bath, take a bath,

This is the way we take a bath, early in the morning

5. This the way we wear our shirt, wear our shirt, wear our shirt.

This is the way we wear our shirt, early in the morning

6. This is the way we wear our shoes, wear our shoes

This is the way we wear our shoes, early in the morning

7. This is the way we go to school, go to school, go to school

This is the way we go to school, early in the morning

### Activity introduction:

Sing a poem with students about objects used for self-care (paste and brush, plate and spoon, mug and soap, comb and mirror, pant and shirt, shoe and socks). The further lesson will be conducted as follows:

	Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: The teacher asks few children to choose one object each from a pile of real objects. She starts by talling about it and describing its function like comb and then pair it with mirror and associate it together.  Move: Group work: Teacher sticks charts with pictures of the objects of a particular group like daily self-care objects, utensils for cooking, objects used to clean, music instruments and children have to find the picture card that pairs with the pictures on the chart like plate pic on the chart pairs with spoon picture the child has to find and stick it on the chart.	Relevant Participation: Children move to learning corners where they sort objects from a pile of miniature objects or flash cards, mystery bag for pairing objects, Role play or Mime the function of the object of common use, Provide kitchen and doctor sets, miniature mechanic tool sets, make things which are paired with the playdough.	Observing different behaviours and interests:  Observe and record the different behaviours and level of participation in doing the activities like child finding the object pair of the picture on chart, correctly sorting objects, or using the correct combination of toys in the kitchen or doctor set like cup and plate. Record the correct responses to the coloring activity.  Level of support for expression:	
		Show the picture cards at the eye level one at a time and ask " is it an apple?" and the child can  • Child can touch the Yes or No card or	
Games: Mystery box or bag of real or miniature objects Create: In the worksheet, color the pictures of objects		Tap with fist once for "YES" and two times for "NO" or Blink eyes "once" for YES and "twice" for NO or	
Verbalize: Children participate in answering questions in the middle of the activities. Teacher will say one object and children will say the paired object.		Given a communication picture board.	

Activity closure and summing up: Worksheets to match same objects and paired objects will be given.

# **Activity 5: Identifying common fruits**

Class/Level	Pre-school Level 1		
NIPUN Goal	2 Domain: Language and communication, Cognition		
MIPUN Competency	ECL1 1.7: Listens attentively and repeats familiar words with their sounds ILI.1: Uses senses to observe and explore the environment IL 1.2: Identifies and names common objects, sounds, people, pictures, animals, birds, events, etc IL 1.8b: Expresses curiosity about the immediate surroundings and ask related questions		
Activity Topic	Fruits		
NIPUN Learning Outcomes	Talking and Listening:  - Language and Creative thinking  Vocabulary Development  Concepts related to environment: Fruits		
Pre-planning for activity:	Use red, yellow, green color sketch pens to mark on the hand of children at the beginning of the class, one single real fruit each kept at 5 places in the room. Cut some apples and banana just before class to put in the fruit salad. Some apples, bananas and grapes to be kept at corners of the room		
Material/ resource preparation:	Crayons, Real fruits, Plastic play fruits, picture cards, worksheets, sand tray, fruit bowl, tub, water, clean cloth to wipe		

### Activity content:

Fruits: apple, banana, grapes

Feature of fruits:

- -Apple: red, big, sweet
- -Banana: Yollow,, big, sweet
- -Grapes: Green, small, sweet

Vocabulary introduction: Apple, Banana, Grapes, Red, Yellow, Green, Big, Small, Sweet

### Activity introduction:

The teacher put a small dot of either yellow, red, or green on the hand of the children. On the count of 3 all children have to run to the place where the fruit which is of the same color as the dot on their hand is kept in the room. Teacher calls out each fruits name and all children in that fruit corner have to raise their hands with one child holding the fruit. She says the name of the fruit and its color. The other children repeat it. This way she introduces the name and color of 3 fruits. Then she asks the children to get the fruit and drop it in the box in teacher's hand. The further lesson will be conducted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Childron get opportunity to see the real fruit as the child holds it during fruit corner activity and see the picture card of that fruit shown by the teacher. They see the real fruit and listen to the name, size and color and taste as the teacher pulls out real fruit from the box and pretends to bite the fruit and say, "yummy its sweet". Listen to teacher and other children repeat the names and characteristics of different fruits as in next activity, the teacher prepares fruit salad with the help of the children.  Touch: Teacher asks the children to help to wash and clean the apple and grapes to make a fruit salad.  Move: Children use the tub filled with water to wash the fruits and wipe the apples with a cloth. Children also help in peeting bananas. They help in putting the grapes in the fruit bowl.  Create: Children can help to put all ingredients in a fruit bowl to make the fruit salad.  Use technology: see videos with fruit songs  Verbalize: Before making the fruit salad, fruits aire displayed on a table in-front of the child and is asked to pick favorite fruit and say the name and one characteristic, "This is 'name'. It is	Relevant Participation: Real fruits, toy fruits, stamping activity, coloring activity, technology, discussion, matching worksheets, picture books in the learning corners.  Further learning activities: In follow up lessons, the teacher can do stamping activity with fruit stamps. Give embossed fruit outline for children to color or use finger to trace the outline, play dough to make fruit shapes	Observing different behaviours like saying the names and characteristics of the fruits, feeling and touching the real and plastic fruits, interest in the fruitsongs  Collected varied types of work:  Prints, coloring in outline, play dough shapes, worksheet of match object with picture, picture with picture  Level of support for expression:  Show the picture cards at the eye level one at a time and ask " is it an apple?" and the child can  Child can touch the Yes or No card or  Tap with fist once for "YES" and two times for "NO" or  Blink eyes "once" for YES and "twice" for NO or  Given a communication picture board.

Activity closure and summing up: The teacher sums up the class by explaining the benefits of fruits and gives them fruit salad to eat.

# Activity 6: Prewriting skills

Class/Level	Pre-school Level 1		
MIPUN Goal	Land 2 Domain: Physical Development and Early Literacy skills		
MIPUN Competency	Development of gross motor skills, Development of fine motor skills and eye- hand coordination, Early literacy skills		
Activity Topic	Prewriting skills		
NIPUN Learning Outcomes	H.W-1.18- Exhibits fine motor skills and simple eye hand coordination in various activities like scribbling, printing, threading, coloring, clay molding, touring and pasting ECL1-1.9- Attempts to write by drawing lines, scribbling ECL2- 1.11- Scribbles with crayons (large sized)		
Pre-planning for activity:	Make a slightly tight atta/ dough for children to play with. Prepare sheets with a large circle boundary drawn to scribble in for each child		
Material/ resource preparation:	Preprepared sheets, atta/ Play dough, Large sized Crayons, Worksheets - Arrow, tracing alphabets, animal drawings to color, Grippers		

### Activity content:

Playing with atta/ play dough

Scribbling with crayons/chalk

phrase: "chaow-maow, chaow-maow, kisko khaoon, kisko khaoon, isko khaoon!"

### Activity introduction:

The teacher starts with activity to warm up fine motor movement:

- 1. Pair the children. Tell them to sit facing each other, hold each other's ears lightly and play 'cheew-maow, losko khaoon' by rocking gently in tandem. At the end of the phrase, children can tickle each other, Do it 3-4 times
- 2. Give a little atta/play dough to each child and ask them to knead it, press it, make a round. Make snake by rolling it horizontally etc. and play with it making different shapes. The further lesson will be conducted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Children get opportunity to say the 'phrase' and listen to other children. Children observe the teacher making different shapes with atta.  The teacher gives instructions to scribble inside the boundary/scribble jalebis with large sized crayons inside the circle.  Touch: Opportunities for touch and learn will be to use thumb and index finger to hold each other's ears, handle atta, use large crayons to scribble  Move: rocking in tandem to the phrase, tickling, using hands to play with atta  Create: atta figures, snake, scribbling within boundary  Verbalize: Children get an opportunity to say the 'phrase'	Relevant Participation: Rocking holding each other's ears, tickling, making different shapes of atta/ play dough, messing and scribbling in the boundary.  Further learning activities: Scribble with chalk on slate, Draw a square in a A4 paper or chart and stick ice cream sticks or broom sticks over the square. Let child scribble in the boundary using brush or crayon/ can tear paper and paste them/ Finger painting of sleeping line:	Observing different behaviours: saying the phrase, interacting with the pair partner, choosing from options of crayon colors for scribbling, concentration and doing activity with interest and enthusiasm  Collected varied types of work:  Different shapes made from atta/play dough, sheets of completed scribbling  Support for activities:  Upper body stability (support shoulder joints) shoulder weights  Weight cuffs in hand for stability  Stick paper on the table  Put gripper in the crayon to increase the thickness

Activity closure and summing up: Display the children's work in the class.

# **Activity 7: Shapes**

Class/Level	Pre-school Level 1	
NIPUN Goal	1 and 3 Domain: Social and Emotional Development, Numeracy	
MIPUN Competency	Decision-making and problem solving Development of pro-social behavior Concept Formation – Shapes Cognitive Skills-Observation, Identification, Matching	
Activity Topic	Shapes-Circle	
NIPUN Learning Outcomes	HW1.3: Participates and takes initiatives HW1.4: Waits for their turn and follows simple instruction with teachers support. HW1.18: Exhibits fine motor skills and simple eye-hand coordination [L1.1: Uses all senses to observe and explore the environment. IL 1.25: Identifies, basic shapes like ball, shee box, birthday cap, ice-cream cone.	
Pre-planning for activity:	Place few items which are circular in the classroom in different places.	
Material/resource preparation:	Few 2D circle shape cutouts, Shape worksheets and pegs (coloured bits of paper, rubberbands, bindis etc), tawa, chakla (rolling base for making chapatis), puri, chapati, bangles, ring, orange, toy drum, different sized balls, round biscuits, steel round thali, steel round katoris (small bowls round buttons, round box.	

### Activity content:

Circle:

Characteristics: Round, No edge

### Activity introduction:

Teacher gives 2.D circle cut outs to groups of 3 students and should ask each student to touch it one by one and notice how it has no sharp edges or turns and is smooth. Then she asks them to run their fingers over the edge and feel the shape with their eyes closed. She should introduce the name 'circle' for the shape. Children can repeat the name. Teacher tells that circle has no edges and it is round. Further lesson will be conducted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Move: Different circular objects are placed in different places in the room. Children are given apportunity to go around the classroom and look for objects placed in the classroom that are circle/ round/ have no edge to see and explore the shape on their own.  Hear: Teacher keeps repeating in short intervals that the objects to be searched are circle/ round/ have no edge.  Touch: Children can touch the 2D circle, and other circular objects in the class, crumple bits of paper into a paper ball.  Create: Peg the circular object with a bindi or any other peg on the shape sheet.  Verbalize: Children name the shape with the teacher.	Relevant Participation: To touch the shape with eyes closed, play and explore circular objects in the learning corner, finding the circular objects in class, looking at picture book, and others could be doing the pegging activity, play with ball, crumple paper  Further learning activities: In the followup lessons, children can have worksheets for tracing circle, scribble/ draw circle on a slate, string beads and make a circular necklace, draw circles on the sand pit or on the ground, stand in a circle and pass the ball to their neighbor.	Observing different behaviours: enthusiasm to find circular objects, play with ball, keenness to do the worksheet and concentration on picture book  Collected varied types of work: crumpled paper, sheets with pegs  Support for activities:  Child can sit at one place and be the keeper of all things found in the class  Stick the sheet on the table  Give sheet with bigger pictures  Play with a bigger ball  Can point to the circular objects on the sheet

Activity closure and summing up: The leacher could at the end help children to reflect on the properties of a circle and name circular objects they see around them.

# Activity 8: Sink and float

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Lovel	Pre-schoolLevel 1		
NIPUN Goal	2 and 3 Domain: Social and Emotional Learning, Language and Cognition		
NIPUN Competency	Talking and Listening: Vocabulary Development Concept formation: Weight		
Activity Topic	Sink and Float		
MIPUN Learning Outcomes	HW1.3: Participates in the activities and takes initiative HW1.4: Waits for their turn and follows simple instruction with teachers support ECL2-1.12: Collects objects from their immediate environment e.g., leaves, twigs, pebbles, feather etc. and talks about them bilingually. II. 1.5: Compares two objects based on one observable property, for example—length, weight, or size III.22: Uses vocabulary to express weight through poems and stories		
Pre-planning for activity:	Prepare 2 small tubs with water before the class starts. Hide the objects that will be added in water in the class. Put up a chart of pictures of the objects teacher has hidden		
Material/ resource preparation:	2 tubs, water, common objects from the environment (wood pieces, pebbles, leaves and flowers, toy car, coin, paper clips, filled balloon, keys, rubber ball, ice cream stick, small plate), colouring sheet, plastic sheet to keep tub with water, some towels		

### Activity content:

Heavy weight objects sink in water: pebbles, toy car, coin, paper clips, small plate,

Light weight objects float on top in water: Paper, leaves and flowers, grass, balloon, plastic spoon, ice cream stick, plastic ball

Vocabulary List: Heavy, Light, weight, sink, float

Poem: Teacher made poem like "Lift, lift, lift, what can I lift?, I can lift chapati, puri, plastic bowl flowers, pillows and leaves, Lift, lift, what can I lift?"

### Activity introduction:

Teacher starts by pointing to the chart with pictures of objects and shows them the real objects corresponding to the pictures. She names all objects. Once all the objects are shown, she introduces concept of weight and explains by showing pebbles and leaves how things that are heavy will sink and light ones will float in water. The further lesson will be conducted as below:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teachor shows different things gathered and ask children to guess which is heavy and which is light  Touch: Children get to touch the objects when the teacher asks them to find the objects. She passes a pebble and leaves for comparison of weight to all children. Later she will also allows children to drop the objects one at a time in the tub of water and observe whether it floats or sink. She will introduce the words float and sink and points the words written on a chart paper and stuck on a board.  Create: Children can color the pictures of only objects that sank among the jumble of various objects given on a worksheet  Verbalize: The children guess which object will sink or float, answer which object sank or floated.	Relevant Participation: Children can move to learning corners where they can themselves experiment with putting objects in a glass of water, see a video of sinking and floating on computer, do worksheets based on the activity done in the class, colour, and paint heavy and light objects like leaf printing, colour the pebble	Observe different participatory behaviour: Observe and record childrens' participation during the activities. See how enthusiastically they observed the activity and answered the questions or do their own experimentation in the learning corners  Collect varied responses: Collect the coloring worksheets or printing sheets, children can describe their observation of what they saw during the activity.

Activity closure and summing up: The teacher could help children to reflect on the properties of the Items that sank and those that floated and connect it to weight.

# Activity 9: Soluble and insoluble

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Level	Pre-school Level I	
NIPUN Goal	1 and 3 Domain: Social Emotional Learning, Language and Cognition	
NIPUN Competency	Development of pro-social behavior     Vocabulary Development     Meaningful uses of language     Cognitive Skills, Observation, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation, Exploration	
Activity Topic	Soluble and Insoluble	
NIPUN Learning Outcomes	HW1.3: Participates in the activities and take HW1.4: Waits for their turn and follows simp IL1.1: Uses all senses to observe and explore IL1.5: Compares two objects based on one	ole instruction with teachers support
Pre-planning for activity:	4 Glasses to be filled with water	
Material/ resource preparation:	4 glasses, water, common objects from the	environment, observation sheet

### Activity content:

Things that mix in water and cannot be seen separately are called 'soluble'

Things that don't mix in water and can be seen separately are called 'insoluble'

### Activity introduction:

Teacher asks the children if they want to see magic. She takes a glass of water and mixes some salt in it till it is totally mixed. She shows to the students and says " see the magic. Can you see any salt in this water?" The further lesson will be conclucted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen, See and Verbalize: Teacher explains soluble and insoluble. Common items like sand, sugar, glitter etc are each mixed in a glass of water one by one and the result is observed.	Relevant Participation: Students can go to different learning corners and can explore putting different items in water and check whether they are soluble or not., they can paint mixing two water colors, they can	Observe participatory behaviour: observes the participation in activities in the learning corner and their focus on doing the activities. Students can mark the glasses which have soluble items, they can put red
Verbalize: Teacher asks after mixing each item whether soluble or insoluble and children will answer together.	also experiment with putting different water colour/ haldi/ beetroot/ etc in a glass and seeing them mix with the help of the teacher.	stickers on soluble and blue stickers on insoluble.
Create: The teacher makes 'nimbu – paeni' to explain the concept.		
Touch: in a katori, teacher can let children touch the water and see that no salt is there separately and, in another ladle, the glitter/pebbles are there separately in the water.		

Activity closure and summing up: The teacher could help children to reflect on how the solution looked when things were mixed and when they were not and connect it to the terminology of soluble and insoluble.

# **Activity 10: Vehicles**

Note: This lesson is representative and steps of the lesson can be used for teaching through first language

Class/Level	Pre-schoolLevel1	
NIPUN Goal	2 and 3	Domain: Language, Physical Development and Cognition
MIPUN Competency	Participation in individual and team games and sports, Decision-making and problem solving, Vocabulary Development, Listening with Comprehension	
Activity Topic	Picture description, and nursery rhyme for teaching concept of vehicles	
NIPUN Learning Outcomes	HW1.3: Participates in activities  ECL1.1.1 b: Attempts to understand gestures, signs, expression while talking/interaction  ECL1.4 a: Recites repeatedly interesting poem/ songs with actions. Participates in rhythmic activities.  ECL1.1.7: Listens attentively and repeats familiar words and their sounds.  IL.1.3 a: Remembers and recalls 2–3 objects seen at a time	
Pre-planning for activity:	Arranging learning corners for students to choose options.	
Material/ resource preparation:	Using a square box (6 sides) for picture description with each side having the following: Vehicles in the air, Vehicles in the water, Vehicles on the road and vehicles on the railway track and two sides empty, different audio clips of sound of these vehicles, separate pictures of the vehicles	

### **Activity content:**

Picture description through vehicles on land (Car, Bus), water (boat, ship), air (plane and helicopter)

Poem (Teacher Made): Any one of the below or any poem available in local dialect

Vehicles, vehicles some travel on the land, vehicles, vehicles some travel in the water, vehicles, vehicles some travel on track, vehicles, vehicles some travel up the sky, we love our vehicles big and small, we love our vehicles, which sings different songs.

Take a bus or take a train, Take a boat or take a plane,
Take a taxi, take a car, Maybe near or maybe far,
Take a rocket to the moon, But be sure to come back soon

Wheels of the bus go (round and round)-3

Wheels of the bus go round and round all over the town

All over the town

Hom of the car go (honk, honk, honk)-3

Ham of the cargo (honk, honk, honk

All over the town

Bell of the cycle goes (tring, tring, tring)-3

Bell of the cycle goes tring, tring, tring

All over the town

Children in the class go (bumpety bump, bumpety bump, bumpety bump)-3 Children in the class go bumpety bump, bumpety bump, bumpety bump Shouting hurrey!

### **Activity introduction:**

The teacher asks the class how they came to school today and elicits answers. The further lesson will be conducted as below:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher will explain soluble and insoluble. Common items like sand, sugar, glitter etc are each mixed in a glass of water one by one and the result is observed.	Relevant Participation: Students can go to different learning corners and can explore putting different items in water and check whether they are soluble or not, they can paint mixing two water colors, they can	Observe different participatory behaviour: observe the participation in activities in the learning corner and their focus on doing the activities. Students can mark the glasses which have soluble items, they can put red
Verbalize: Teacher will ask after mixing each item whether soluble or insoluble and children will answer together.	also experiment with putting different water colour/ haldi/ beetroot/ etc in a glass and seeing them mix	stickers on soluble and blue stickers on insoluble.
Create: The teacher will make 'nimbu - paani' to explain the concept.		
Touch: in a katori, teacher can let children touch the water and see that no salt is there separately and in another ladle, the glitter/pebbles are there separately		

Activity closure and summing up: The teacher could help children to reflect on how the solution looked when things were mixed and when they were not and connect it to the terminology of soluble and insoluble.

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# **PRESCHOOL LEVEL 2**

# **Activity 1: Community helpers**

Note: This lesson is representative and steps of the lesson can be used for teaching through first language

Class/Level	Preschool Level 2		
NIPUN Goal	1,2 and 3 Domain: Social Emptional Learning, Literacy, Cognition		
NIPUN Competency	Participation in individual and team activities, Language and Creative Thinking, Vocabulary Development, Conversation and talking skills, Independent reading for pleasure and various purposes, Social - community helpers.		
Activity Topic	community helpers and their roles and tools		
NIPUN Learning Outcomes	HW2.4:Waits for their turn and follows two-line simple instructions HW2.6:Shows focus on a self-selected activity or task to completion HW2.10:Plays cooperatively with other children and makes plan for what and how they will play ECL1 2.1Attempts to engage in conversation in school and home with unfamiliar teachers, new friends, school staff, other adults, etc. ECL2-2.1 Attempts, Participates and listens to others during conversation IL 2.3a: Remembers and recalls 3-4 objects seen at a time IL 2.8 b: Expresses curiosity about the immediate surroundings and asks questions (develops related concepts)		
Pre-planning for activity:	Arranging learning corners for students to choose options.		
Material/ resource preparation:	Worksheets created in the form of storybook "My Community Helpers", flashcards of community helpers (Preferably use the same pictures as in the story book), Match the following worksheets. (Preferably use the same pictures as in the story book), video of community helpers		

# Activity content: Introduction to Community helpers: Doctor-Troats us when sick and gives us medicine and injections, Teacher- Teaches us to learn various things, uses white/black board, marker/chalk, books etc. Tailor-Stitches clothes, like shirt, dresses using sewing machine, threads, clothes (Note: The selection of the type of community helpers can be altered depending on local communities)

### Activity introduction:

The teacher shows a bandage on her hand tells the children she got hurt. The teacher and students discusses about doctor. Doctor helps us to get well. Doctor is a community helper. The teacher then tells that there are other community helpers and makes a list of 5 helpers. The further lesson will be conducted as below.

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher shows pictures and talk about the community helpers  Touch: Children enact community helper with toy miniatures like stethoscope, chalk, black hoard, sewing machine, hammer etc.  Create: Children use matching sands to match tools with the community helper, read the names of community helpers and the tools  Use technology: teacher shows a video on community helpers  Verbalize: The children says the name of community worker and how he helps, tell personal stories and sing songs with the teacher	Relevant Participation: children can move to activity corners where they have pictures for colouring, puzzies for matching tools with the community helpers, matching names with pictures, watch a video with teacher's assistance.  Further learning activities: in the follow up lessons children can have worksheets, sing songs about doctor, teacher etc. During story time can include community helpers in the stories:  Flash cards, worksheets and Storybook helps them reconnect with their experience.  Fancy dress on Community helpers where children get to dress like one can be conducted.	Observing different behaviours and interests: Observe and record the student's participation and interactions during the activities. See if student successfully matched five community helpers and associated with tools. Completed coloring the picture of the community helpers. Attempted to write the name of a community helper.  Listen to or record what children say: Children can describe their experiences in the class:	

Activity closure and summing up: list community helpers and their tools in the class.

# Activity 2: CVC

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Level	Preschool Level 2	
MIPUN Goal	2	Domain: Literacy
NIPUN Competency	Listening with comprehension, Bonding with Books, Print Awareness and Meaning Making, Pretend Reading, Phonological Awareness, Sound Symbol Association, Prediction and use of previous experiences with knowledge, Early literacy skills, Writing for self-expression, Make use of her/his knowledge of letter and sounds, invents spellings to write.	
Activity Topic	Child should read CVC words ending with the following word families: 'at', 'an', 'ap','en', 'ed', 'in', 'ot', 'un' (The list of word family can be altered)	
NIPUN Learning Outcomes	ECLL 2.4 Sings/recites interesting poems ECLL 2.5 Attempts to understand the flo	or play- for example using pencil as a train/scooter and makes sounds like an engine/hom. s with action, participates in rhythmic activity. w and directionality of the print during the read aloud sessions. different words for example-'n' sound in name, nail, net.
Pre-planning for activity:	The child should identify all letters and letter sounds.	
Material/ resource preparation:	Flash Cards, Worksheets, Colours, Educational CVC Videos, toy models	

### Activity content:

Reading the given cvc word with 'at' e.g.; bat, cat, fat, hat, mat, rat, sat.

- Reading with consonant added before the word family 'at'
- Reading new words with 'at'

### Activity introduction:

The teacher shows picture cards of bat, cat, mat, hat, rot, fat. The teacher shows one picture at a time; all children will say the word together.

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: the teacher distributes alphabet cards to the children. These can be flash cards or cutouts. The teacher will say the word e.b bat and spell it. children with /b//a//t/ come forward and read phonically.  Touch: children pull out a toy from the bag and say the word. Children make spellings from magnetic alphabets, stick playdough on the spelled words.  Create: children match puzzles with consonants and half pic on one piece and "at" with half pic.  Use technology: teacher shows a video song on phonics.  Verbalize: children say the name of picture and spell it, as a group activity or one by one.	Relevant Participation: children can have a choice to color CVC words, or draw pictures. Teacher assists to write the spelling of the word and hang on the CVC wall along with their pictures.  They can be engaged in digital games of CVC.  Further learning activities: Children sing and dance with the phonics song during song time, during story time CVC words can be highlighted, books for reading can be used  Children write spellings of the picture provided on their slate.  Children Who can read and write can make a shyming word	Observing different behaviours and interests:  Observe and record the student's participation and interactions during the activities. See if student successfully matched the puzzles, says the words and spoils the word aloud or writes the words or does activity sheets. Also note the level of support needed.  Listen to or record what children says record how children read the word with phonic sound and make spellings

Activity closure and summing up: Children can read CVC word written on the CVC wall



Class/Lovel	Preschool Level 2	
NIPUN Goal	2 and 3 Domain: Literacy, Cognition	
NIPUN Competency	Vocabulary Development, Conversation and talking skills, Prediction and use of previous experiences with knowledge. Observation, Identification, Exploration Social - family, house	
Activity Topic	My Home	
NIPUN Learning Outcomes	ECL1 2.6 a: Recognizes, labels, etc. for ECL2-2.1: Attends Participates and lists ECL2-2.7: Pick's picture books, talks ab IL2.1: Uses five senses to observe and oil. 2.3a: Remembers and retalls 3-4 ob IL2.8 b: Expresses curiosity about the	ens to others during conversation court posters. explore the environment
Pre-planning for activity:	Arranging learning corners for students to choose options.	
Material/ resource preparation:	Worksheets created in the form of activity booklet, flashcards of house and different rooms, objects/furniture seen in those rooms. Match the following worksheets: Sight words flash cards, etc.	

### Activity content:

The concept of home

The different rooms in the house: living room, bedroom, bathroom and kitchen.

- -We stay with our family members in our homes
- Every house has different rooms and each room has a different function.

Different objects are kept in different rooms depending on the function of that room.

1. Living Room – Room where the family sits together for recreation purposes, guests are welcomed in that room, many a times family meals are taken in that room Objects/Furniture seen: Sofa, chair, table, television

- Bed Room Room where the family sleeps, store their day-to-day belongings like clothes etc.
- Objects/Furniture seen: Bed, Cupboard
- 3. Kitchen-Room where food is cooked
- Objects/Furniture seen: Refrigerator, kitchen cabinet, Cooking Stove, sink with tap
- Bathroom Room used for Activities of daily living like brushing, bathing etc.
   Objects seen: Bucket, tumbler, brush holder, taps, wash basin etc.

(Note: The selection of the type of rooms can be altered depending on local communities)

### Activity introduction:

Teacher draws a big outline picture of a house on the board/stick a picture of a house on a soft board. She has sections drawn in the house to represent different rooms. She elicits from the children what picture is it and what will be placed in each section. The further lesson will be conducted as below:

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher shows pictures of the things in each room like bed, sofa/chair, gas and say the word. Children stick the pictures in different sections and teacher will tell the names of the rooms.  Touch: Teacher uses furniture models of doll house (can be made) and makes children piace them in different rooms, saying the names.  Create: Teacher conducts group activity where children will stick pictures of appropriate furniture in respective rooms on a poster of each room  Move: The poster is hung on different walls. In a game, teacher will say the word and children will run to the said room poster  Use technology: Children can see photos/pictures of different types of homes and rooms in the bouse/Play a game of matching room to its furniture.  Verbalize: children take turns to say the words in the game or show a picture of it	Relevant Participation: Children get to explore the 3D model of the house. And place furniture.  Children colour the picture of house and different things  children will have worksheets of matching rooms to thing, written names to things and rooms,  Further learning activities: during story time they can listen or read or see a story of house (Golddocks etc.)  They draw pics of the things they have in their house Uso blocks during play time to make a house and things in the house	Observing different behaviours and interests: Observe and record the student's participation and interactions during the activities. See if student successfully matched the rooms and the things in the rooms, Completed coloring the picture of the house. Attempted to write the name of a rooms, Draw things they have at home and talk about it Listen to or record what children say: Children can describe their experiences in the class.	

Activity closure and summing up: The teacher could then help children to say which room do they like most and why

# Activity 4: Sounds of animals

Class/Lovel	Preschool Level 2		
NIPUN Goal	1,2 and 3 Domain: Literacy and Cognition		
NIPUN Competency	Reading with comprehension: Sound-Symbol association, Prediction and use of previous experiences with knowledge Concepts related to environment: Natural-Animals Observation, Identification, Memory		
Activity Topic	Sounds of Animals		
NIPUN Learning Outcomes	ECL1 2.6 at Recognizes, labels etc. for example-sound/animal ECL1 2.9: Expresses by drawing symbolic pictures, paying attention to figures colours, size, etc. and talks about it. ECL2-2.5- identifies few letters and sound IL2.2-Describes common objects, sounds, people, pictures, animals, birds, events, etc.		
Pre-planning for activity:	Arranging learning corners for students to choose options.		
Material/ resource preparation:	Flash cards of animals, toy animals, hand puppets of animals sound player		

### Activity content:

- Farm animals and animal sounds
- Vocabulary: farm, cow, moo, dog, woof, sheep, baa, duck, quack, pig, oink, cat meow
- Poem of animal sounds

### Activity introduction:

The teacher sings the animal song 'Old Mac Donald had a farm' or any animal poemin local language. The further lesson will be conducted as below:

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher sings the songs with actions. The children follow the actions and say the sounds  Touch: The teacher presents toy animals to the class one by one with their sound. They play with animals making the sound  Create: Teacher will have group activity where children stick pictures of animals on a poster while saying their sounds, children will do action of animals and say the sound  Use technology: Children can see audio-visual of animals making sounds.  Verbalize: the children take turns to say the sounds of animals as they see the picture or hold the toy animal.	Relevant Participation: Children would be introduced to the learning corners where the materials would be arranged.  Children would be encouraged to colour the picture of animals, do animal puzzles, read and say the sound  Further learning activities: Children would listen to a story of animals during story time.  In craft activity they will make animal face mask with teacher's assistance; wear the mask and say the sound.	Observing different behaviours and interests: Observe and record the student's participation and interactions during the activities. See if student successfully matched the animals and the sounds. Completed coloring the picture of the animals Attempted to say the name of the animal and the sound and sing the animal song Listen to or record what children say: Children can describe their experiences in the class.	

Activity closure and summing up: The teacher could then wrap up the lesson reading with a picture book with various animals

# Activity 5: Days of the week

Class/Lovel	Preschool Level 2	
NIPUN Goal	3 Domain: cognitive	
MIPUN Competency	Talking and listening Calendar Activity	
Activity Topic	Calendar skills: days of the week	
NIPUN Learning Outcomes	IL2.9 Identifies special days like Saturday, Sunday, holiday etc.	
Pre-planning for activity:	Arranging learningcorners for students to choose options. This lesson to be planned and aligned to birthday of a child in the class	
Material/ resource preparation:	colored crayons / pencils, audio player or something to play the song on, calendar, colored rectangles of cards with the days of the week written on each card.	

### Activity content:

Days of the week:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday / (Names of days in the week in Hindi or regional language)

### Activity introduction:

The class sings birthday song for the child's birthday. Teacher shows the calendar and asks What is today's date. She shows the corresponding day and say the date and day.

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher points to the birthdays of other children on the calendar and say the day's name, also can point to any upcoming event like sports or festival, holiday and say the day. Then read out the days of the week pointing on the calendar.  Touch: The teacher presents rectangular cards with days of the week written on them (textured cards can be used). All follow the teacher putting the cards on the soft board and repeating the day. Children play a game of sequencing the cards later on.  Create: The teacher plans with the children what food they will have during break time in the coming week. Children can say or point out pictures of the food items shown through pictures pasted on the vocabulary wall.  Use technology: Children can sing and dance to audiovisual of week days songs shown by the teacher.	Relevant Participation: Children would be introduced to the learning corners where the materials would be arranged. Children stick the days of the week on a sequence train or caterpillar.  Children play interactive games on computers where wrong answer is not accepted.  Further learning activities: Children would sing days of the week song.  The lesson would be revised everyday by eliciting the day and writing it on the board.	Observing different behaviours and interests:  Observe and record the student's participation and interactions during the activities. See if student successfully sequence the week days cards, read them aloud or answer questions pertaining to them  Listen to or record what children say: Children can tell the class if they have any other activities scheduled in the week like drawing class or dance class.	

Activity closure and summing up: The teacher can sum up the activity by reciting the days of the week and singing the song.

# Activity 6: Water cycle

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Level	Preschool Level 2		
NIPUN Goal	3 Domain: Cognition		
NIPUN Competency	Concepts related to environment: Physical: Water, Air, Season, Sun Showing understanding of concepts; Curiosity, Problem solving, reasoning, Exploration and Experimentation, sequencing		
Activity Topic	Water Cycle		
NIPUN Learning Outcomes	IL2.1-Uses five senses to observe and explore the environment IL2.2-Describes common objects, sounds, people, pictures, animals, birds, events, etc IL 2.6: Seriates / arranges 3-4 objects/picture cards in a sequence e.g. shape, size, occurrence of events IL 2.8 b-Expresses curiosity about the immediate surroundings and asks questions (develops related concepts)		
Pre-planning for activity:	Arranging learning corners for students to choose options.		
Material/ resource preparation:	Sequence picture & written sentence cards of the story. Video and print form of the story		

### Activity content:

Drippy the waterdrop was floating on the river. It was a sunny day. Drippy felt very hot. Suddenly he started flying up up up in the sky. He landed in the clouds. He flew with the clouds to the mountains, it was cold there. Oh! Drippy jumped down with other waterdrops on the mountain. He had become a rain drop and drippy again floated on the river.

### Activity introduction:

children keep some water in a dish outside the window with the help of the teacher and observe it after some time. Teacher asks the children where did the water go. She tells that the water has evaporated. Then she will take the story. The further lesson will be conducted as follows:

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: Teacher tells the story using picture cards. She names the things in the story as the story progresses. She places the sentence strips below the pic cards and read. Children follow the teacher.  Use technology: Children have a audio visual corner.	Relevant Participation: Children would be introduced to the learning corners where the materials would be arranged. Some children will arrange the picture cards in a sequence. They match the sentences to the pictures.	Observing different behaviours and interests:  Observe and record the student's participation and interactions during the activities. See if student successfully sequence the picture cards, points to the pictures on hearing the words, says the story etc.	
where they see the simple water cycle and listen about	Children color picture of water cycle	Listen to or record what children say: Children share	
Create: Teacher has a teacher made model of water cycle which can show the movement of the water drops  Verbalize: the children take turns to say the sentences of the story according to picture cards.	Further learning activities: During activity time children will make water cycle model in which all children will participate as per their liking and capacities, i.e. making clouds from cotton, cutting rain drops, drawing clouds, writing word labels etc.  Children will participate in song of the rain.	what they liked to do. They can try to say what happens in a water cycle	

Activity closure and summing up: The teacher could then help children to think about the places drippy travelled and show a picture of water cycle.

# **Activity 7: Counting**

Note: This lesson is representative and steps of the lesson can be used for teaching through first language.

Class/Level	Preschool Level 2		
NIPUN Goal	3 Domain: Numeracy and cognition		
NIPUN Competency	Number Sense: Count and tell how many, Numeral Recognition, Sense of order (can count ahead of a number upto 10)		
Activity Topic	Counting		
NIPUN Learning Outcomes	II. 2.9: Count and perceives objects upto 5 II. 2.10: can count forward and backward from a particular number upto 5 II. 2.11: Identifies numerals with corresponding numbers upto 5 II. 2.12: Develops a sense of presence / absence of objects (for example if one sweet was on a plate, if eaten nothing is left) II. 2.13: Compares two numbers upto 5 and uses vocabulary more than , less than II 2.14: Combines upto 5 objects and recounts		
Pre-planning for activity:	Arranging learning corners for students to choose options.		
Material/ resource preparation:	5 flat stones of different sizes, a big ball, / 5 stacking cups and a big ball, toy mangoes, basket, Learner learning corners having wooden blocks with apples on them, paper apples, big red bindis (they can be apples), images of characters from the story on folly sticks, story sequence cards numbered apples for number recognition.		

Activity content:	Poem:	Wibbly wobbly, wibbly wobbly	
Identifying numerals upto 5	One mango on my head.	I will not let thein fall.	
Counting forward and backward upto 5	Two mangoes on my head.	Wibbly wobbly, wibbly wobbly,	
Combining Sobjects and recounting	Three mangoes on my head.	withbly wobbly, withbly wobbly,	
	Wibbly wobbly, wibbly wobbly	wibbly wobbly, wibbly wobbly	
	I will not let them fall.	I will not let them fall!	
	Four mangoes on my head.		
	Five mangoes on my head.	Oh No!! (They fall down)	

### Activity introduction:

Teacher can sing and enact the poem and ask children to do certain actions. She can add mangoes as per the poem in the basket placed on her head. The further lesson will be conducted as below:

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen, see, move and verbalize: Children see and hear the poem.  Teacher divides the children in two groups. She instructs one child to stack the stones on top of each other while other children count 1 to 5.  Teacher will back count from 5 to 1 and instruct the child with the bail to throw it to break the stack when she reaches 1.  When the stones fall, the children will count together the number of stones on the floor and remaining in the stack.  Teacher asks another child to rebuild the stack. Then she gives the other team a chance to break the stack.  Teacher will write the score on the board and will tell which team broke more and which team broke less.  Verbalize: Teacher can show number cards and count 1.5 together with the children.  Create: Match the number given with the number given on the picture.	Relevant Participation: Children would be introduced to the learning corners where the materials would be arranged.  Children would be encouraged to choose a corner and learn cooperatively. Teacher could scaffold and assist wherever required.  Children would take interest in counting together, stacking the stones, cheering their team and singing and enacting the poem. In the learning corners materials to be arranged for sequencing number cards, looking at picture number books, arranging things in stacks of 1 to 5, worksheets to matching numbers to same numbers, matching numbers to objects, circle less, circle more	Observing different behaviours and levels of participation in activities to show their understanding of the numbers	

Activity closure and summing up: Teacher can ask children to make groups of the number that the teacher calls out up to 5.

# **Activity 8: Gross motor**

Class/Lovel	Preschool Level 2		
NIPUN Goal	1 Domain: Physical development		
MIPUN Competency	Learning and performing catching, throwing, hitting, bouncing and kicking		
Activity Topic	Large ball activity		
NIPUN Learning Outcomes	HW 2.4: Waits for their turn and follows two line simple instructions HW2.6: Shows focus on a self-selected activity or task to completion HW2.16: Demonstrates gross motor coordination and control in play activities involving walking, running, climbing etc.		
Pre-planning for activity:	Make the child understand turn taking and performing gross motor activities like catching, throwing, hitting, kicking, bouncing		
Material/ resource preparation:	Prepare a Play area and a large ball		

### Activity content:

Turn taking

Focus on task

Performing gross motor activities like catching, throwing, hitting, kicking, bouncing

Coordination and control on play activities

### **Activity introduction:**

Teacher explains turn taking and the activity they will do in the play area. The further activity will be conducted as below:

Universal Design for Learning			
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression	
Listen and see: In Play area, the teacher can make the children stand in a circle and give instructions of the task. She calls out the names of the children one by one and when the child hears his/her name, she throws the ball to the child and asks him/her to run, jump and ratch the ball. Then she asks the child to perform any one activity: throwing, hitting, kicking, bouncing with the ball.  Move: The teacher practices doing catching, throwing, locking, hitting and bouncing by domonstrating. On receiving the ball, the child has to perform the action given to him/her. Encourages children to do the activity in a fun way. If unable to perform teacher assists the child.	Relevant Participation: Children would be encouraged to engage and involve actively and following the concept of turn taking. Teacher needs to modify the activity according to the children's individual abilities. Assist the child if needed and encourage. Teacher can use balls of different sizes and textures.	Observing different behaviours and interests: Observe the different levels of participation and efforts to complete the action successfully. Children show understanding of concept of turn taking and motor skills like throwing, catching, locking, hitting and bouncing, running, walking.  Level of support: For child with physical difficulties, provide chair to sit and throw the ball near the child for successful catch. Assist the child to do the task For child who has difficulty in seeing, use a ball that makes sound	

Activity closure and summing up: When 3 or 4 rounds of the activity is done and all children get their turn, the teacher asks them to clap for everyone.

# **Activity 9: Reading aloud**

Note: This lesson is focused on the second language learning where second language is English

Class/Level	Preschool Level 2	
NIPUN Goal	ž	Domain: Literacy
NIPUN Competency	Listening with comprehension Print Awareness and Meaning Making Pretend Reading Phonological Awareness Sound Symbol Association	
Activity Topic	ReadingAloud	
NIPUN Learning Outcomes	ECL1 2.5 Attempts to understand the flow and directionality of the print during the read aloud sessions ECL1 2.7 Identifies a particular sound in different words for example—'n' sound in name, mail, net.	
	ECL2-2.5- identifies few letters and sound ECL2-2.6 Recognizes labelled objects, names, etc	
Pre-planning for activity:	Arranging learning corners for students to choose options, pre-teaching of cvc words	
Material/ resource preparation:	Written text on a chart with pictures or on black board, printed sheets for children, text on smart board if available, picture cards, worksheets	

### Activity content:

Ramhadacat

The catwas fat

tt saw a rat

The catranfor the rat

Ram caught the cat

### Activity introduction:

The teacher can sing the ABCD song with the children. The teacher then displays the chart of the above story and tell the children to repeat after her as she reads. The further lesson will be conducted as follows

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher reads the sentence loudly with proper intonations pointing each word. The children follow the pointed words and say the sentence loudly. The teacher explains the meaning with the help of pictures.  Touch: The teacher presenst printed sheet of the reading lesson to the class. She can demonstrate the children to point each word with finger while reading aloud from left to right.  Create: Teacher conducts a group activity where children match pictures of Ram, cat, rat with the written words  Use technology: Children can see autility visual of the story and repeat the sentences.  Verbalize: Children take turns to read one line of the story on the chart.	Relevant Participation: Children would be introduced to the learning corners where the materials would be arranged to engage and learn.  - Children would be encouraged to do work sheets matching words with pictures, filling the blanks with piphabets to make words corresponding to pictures and read aloud.  Children have alphabet cards to make spellings to match with the words  Children will have textured alphabets to feel, make spelling and read them.  Further learning activities: children will make their words and put them on the vocabulary wall. The teacher will point to those word if they come in other lessons. Children may red the words during reading time.	Observing different behaviours and interests: Observe and record the student's participation and interactions during the activities. See if the children can follow the print from loft to right, say the sounds of the alphabets.  Record when the children are reading aloud the words made by them.

Activity closure and summing up: Teacher can ask children to make groups of the number that the teacher calls out up to 5.

# Activity 10: Sensory development; things in the surroundings

Class/Lovel	Preschool Level 2	
NIPUN Goal	3	Domain: Cognition
MIPUN Competency	Sensory Development : Sight, Sound, Touch, Smell, Taste Observation, Memory; Matching, Classification, curiosity, exploration	
Activity Topic	Sensory Development	
NIPUN Learning Outcomes	II.2.1 Uses five senses to observe and explore the environment II.2.2 Describes common objects, sounds, people, pictures, animals, birds, events, etc. II.2.5 Compares and classifies objects by two factors shape and color, size, Describes objects using size words-big and small	
Pre-planning for activity:	Arranging learning corners for students to choose options.	
Material/ resource preparation:	Fresh flowers, small stones, different leaves; green, dry, small, big, twigs, soil etc.	

#### Activity content:

There are many things in the sorrounding like trees, leaves, flowers, soil, they are of different sizes and colour. Some are smooth, some are rough, flowers have good smell.

#### Activity introduction:

The teacher shows pleasant smelling flowers in the class. She lets the children smell the flowers and discuss about the nice smell, the feel soft to touch and plants. Then she takes the children out in the garden. (if children cannot be taken out the teacher will collect the different things and bring to the class and allow the children to explore them.)

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher lets the children walk on the soil and tell them to collect small stones, leaves, soil, twigs and grass: The teacher discusses with the children about the color (green, brown) and texture (rough, smooth, hard, soft) of the things they have collected.	Relevant Participation: Children would be introduced to the learning corners where the different materials would be arranged to engage and learn like audio visual, different things to touch and see, smell like cotton, sand, spices which children will explore with the assistance of the teacher.	Observing different behaviours and interests: Observe and record the student's participation and interactions during the activities. See if the children can follow the teacher's instructions. Also can observe the children's sensitivity to the different textures. Children can narrate their experiences of plants they have at home.
Touch: the children carry their collection to the class. The teacher lots each child touch and feel the soil, dry leaves green leaves, twigs etc.	Further learning activities: children will make experience books where they will paste the items collected. Some may write the names of the items with	
Use technology: Children see audio visual of different types of plants and flowers.	the help of the teacher. An activity of planting a seed can be done	
Verbalize: Children take turns to describe the things that they have collected.		

Activity closure and summing up: Teacher can ask children to make groups of the number that the teacher calls out up to 5.



# **PRESCHOOL LEVEL 3**

## Activity 1: Gravity

Class/Level	Preschool Level 3  Domain: Cognition	
MIPUN Goal		
NIPUN Competency	Cognitive skills: Observation, Critical Thinking, Problem solving, Reasoning, Experimenting, Exploration Concepts Related to Environment	
Activity Topic	community helpers and their roles and tools	
NIPUN Learning Outcomes	IL 3.85: Engages in investigating and manipulating objects in the environment, asks questions, inquires, discovers and constructs own ideas and predicts	
Pre-planning for activity:	Keeping all the material for the art, and game ready	
Material/ resource preparation:	Picture cards of bird, aeropiane, leaves falling from trees, rain drops falling down, Ball, paints, paper, dropper, water	

#### Activity content:

What is Gravity? Our planet earth has a magical power called GRAVITY, which pulls all the things downwards.

Why is it important? That's why rain falls downwards, we can stand/sit/sleep or do anything that we want. Our things are also in place and not flying here and there. Poem: शारिश आई छम, छम छम , छाला नोकर निकले हम, पेर फिलल गया, गिर गये हम, उपर छाला नीचे हम.

#### Activity introduction:

Teacher asks children to jump as high as they can, stand on one leg. After that, teacher questions them — "When you are jumping high, why don't you stay in the air? Why do you come down?". Teacher encourages the children to share their point of view. The further lesson will be conducted as given below:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher talks about what is gravity and why is it important. She will show the pictures of rain falling, leaves falling from tree, children sleeping on the bed, food in the plate.  Move: Teacher teachs the children the poem on rain with actions.  Children play with balloons/balls to understand falling towards the ground.  String a long string of beads and put it in a glass in circles. Leave one end outside the top of the glass. Teacher asks children to give a tug to the string and it will start falling	Relevant Participation: Children move to corners where they will have balloons to play, bounce the balls, tapping the balloon with different objects and not letting it fall down, string the beads and conduct the experiment, do a worksheet of imagining and drawing what would happen if there is no gravity, watch a video with help of teacher  Further tearning activities: In other lessons, children can read gravity related stories, do various experiments to understand gravity, make up stories on gravity.	Observing different behaviours and interests: Observe and record childrens' participation and interactions during activities and discussions, worksheets completion, enthusiasm and interest in class activities. Listen to or record what the children say.
out on its own. Encourage children to do this activity.  Verbalize and use technology: Children try to answer some questions posed by teacher and engage in discussion to predict and enquire:		
LWhy don't the birds fall flying in the sky?		
[Teacher can show video - https://youtu.be/GXR5gW1dybl]		
2.Why do beads fall down when you pull and not go up?		
3. Why does ball drop on the ground and not fly up?		
Create: Children use water colors and dropper to do gravity painting. Drop blobs of water colors using dropper on the paper. Then tilt the paper to see the paints running down/ drip and mixing with each other		

Activity closure and summing up: Teacher can reflect, discuss on what is gravity and why did all things in the activity and the children fell down. She can ask children to predict what would happen if there was no gravity.

# Activity 2: Yoga and mindfulness

Class/Lovel	Preschool Level 3		
NIPUN Goal	1	Domain: Socio Emotional Development	
NIPUN Competency	Awareness of self; Development of p	ositive self-concept; Self-regulation	
Activity Topic	Yoga and Mindfulness: simple breathing exercise		
NIPUN Learning Outcomes	HW3.4: Follows instructions and simple rules at the same time HW3.5: Shows adaptability to any changes in routine/daily schedule HW3.6: Focuses attention to complete tasks/topics assigned by others		
Pre-planning for activity:	Seating arrangement for children; audio visual device		
Material/ resource preparation:	Bright coloured balloons; straps to attach balloons; yoga mats; cushions; props for positioning; volunteer		

#### Activity content:

Demonstration of a simple mindful breathing exercise

#### Activity introduction:

Teacher says that breathing is very important for all of us. We cannot hold our breath even if it is for a short time. She says lot's have some fun with balloons and learn how to breathe correctly. The further lesson will be conducted as follows:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Children will be seated so that they can see the teacher and listen to the instructions also. Teacher demonstrates mindful breathing Volunteer/ assistant teacher will help Children practice mindful breathing by following the teacher's instructions without any props.	Relevant Participation: Children will be involved in and concentrate in what they are doing through balloons and trying to do as the teacher is saying Children can see videos of mindful breathing and starfish exercise. Teacher can assist wherever	Observing different behaviours and interests:  Observe and record the concentration and participation of children in breathing in and out as per teacher's instructions during balloons or starfish exercise.
Move: Children place a balloon in front of their tummy and teacher demonstrate how the balloon goes up and down as we breathe out and breathe in. Children breathe in and out with correct movement of their tumnity with the help of the balloons or during the starfish exercise.	necessary  Further learning activities: this activity can be done everyday as part of the class routine before formal teaching starts	Listen and record what children say: Children can describe their experience
Feel and Move: Teacher demonstrates how to trace their fingers and go up and down as they breathe in and breathe out respectively. Children will close their eyes and open their palm to spread out their fingers like a sterfish and trace their fingers as instructed.		

Activity closure and summing up: Teacher informs that we have learnt that it is important to breathe correctly in order to maintain good liealth and become more attentive in all our activities.

## Activity 3: My Body: Sense organs

Class/Lovel	Preschool Level 3	
NIPUN Goal	Land 3	Domain: Socio emotional development and Cognition
NIPUN Competency	<ul> <li>- Awareness of self</li> <li>- Sensory Development: Sight, Sound, Touch, Smell, Taste</li> <li>- Cognitive Skills: Observation, Identification, Memory, Matching, Classification, Patterns, Sequential Thinking, Creative Thinking, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation, Exploration</li> </ul>	
Activity Topic	My Body: Sense Organs	
NIPUN Learning Outcomes	II.3.1: Uses all senses to observe and explore the environment	
Pre-planning for activity:	Arranging learning corners for children based on five senses; individual worksheets	
Material/ resource preparation:	Small noise boxes with handles for different sounds; materials with different textures; edibles with different tastes; pictures of different objects smell bottles with different kinds of fragrances; cut outs of sense organs	

#### Activity content:

- What are sense organs?
- Teacher made story: Tia was playing in the bedroom when she felt a delicious smell coming from the kitchen. She went to the kitchen and saw Mummy was making her fevorite dish 'kheer'. Tia was very happy. She wanted to have some immediately. But Mummy she was pouring the 'kheer' for everyone-papa, Bhaiya, Tia and Mummy-and they will all have it together sitting on the table when it cools down a little. Tia was happy to see Mummy pouring the 'kheer' in four small 'katoris' and ran to call papa and Bhaiya to the table. Mummy instructed Tia and Bhaiya to wait for the 'kheer' to cool down. Tia enjoyed the sweet and delicious 'kheer' with her family members. Bhaiya and Tia helped Mummy clean up the table afterwards.

#### **Activity introduction:**

Teacher narrates the story with the necessary props and intonations. She says that the smell of lineer made Tia run to the kitchen where she saw what Nummy was doing. The kheer was het so she had to wait for some time. The kheer was sweet. Tia's senses helped her to understand what Nummy was making and how it tasted. The part of our body which helps us to understand what is happening around us are called sense organs. Let's have some fun in understanding what is happening around us. Teacher guides them to the learning corners for further conduction of the lesson:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Children listen to the story.  Children are placed in the different learning comers designated for different senses (taste, hear, feel, see, smell) with the appropriate materials.  Teacher demonstrates how the materials are to be used Move, Feel, and Verbalize: She tells the children to observe what they feel when they are playing with the materials and share their experience with their friends.  Use technology: Teacher shows a video of sense organs. Create: Teacher places worksheets of matching various objects and materials with different sense organs. She puts cut outs with tactile outlines of the different sense organs and tell the students to name the organs responsible for hearing, seeing, tasting, smelling and touching.	Relevant Participation: In their respective corners students manipulate the noise boxes, smell the different smell bottles, touch the different textures, taste the edibles and look at different pictures. They will complete worksheets of matching various objects and materials with different sense organs.  They will read simple stories and solve puzzles.	Observe different participatory behaviours and listen to what children say: Observe and Record what children from the different learning corners will say when they share their experiences and say they heard loud sound or soft sound; tasted sweet, soor, salty food; saw different pictures; felt rough and smooth objects.  Children can point to the sense organ responsible for hearing, seeing, touching, smelling and tasting.  Children place cut outs of the different sense organs in their respective places to complete the worksheet. Children might label the sense organs or match the sense organ to its function on a worksheet.

Activity closure and summing up: Teacher says that we have learnt that we have five sense organs and they help us to understand the world around us. She can enumerate the sense organs.

# **Activity 4: Reading alphabet**

Class/Lovel	Preschool Level 3	
NIPUN Goal	2	Domain: Literacy
NIPUN Competency	Early literacy skills; Make use of her/his knowledge of letter and sounds, invents spellings to write.  Sound- symbol association	
Activity Topic	Identification of the letter 'I' in the English Alphabet	
NIPUN Learning Outcomes	ECL2-3-5; Recognizes letters and corresponding sounds	
Pre-planning for activity:	Pre recorded Alphabet Song; Individual worksheets; Ensure audio visual device is functional; as a back up prepare to sing the song with the students; arrange learning corners for students to choose	
Material/resource preparation:	Tactile flash cards; Medium and small tactile models of different letters of the Alphabet; Cut outs of letter 17; Tice cream sticks, bowl with semolina, foam board letters, crayons, pencil, white board, marker pen; pencil grips; glue; reading stands; clips for reading stand	

#### Activity content:

Identification of Letter 'I'
Sound symbol association of /i/to letter 'I'

#### Activity introduction:

The Alphabet Song with captions. Teacher sings along. Children are encouraged to join in. Teacher presents a tactile flash card with the picture of an ice-cream and says there is the letter "I in ice cream. The teacher then shows a model of the letter "I and says we are going to have some fun with this letter today. The lesson will be further conducted as given below:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher pronounces the letter 'I' loud and clear. Tactile model of the letter 'I' is presented for children to see. The page with the letter 'I' and pictures with labels are shown to the children. The direction of the three (tactile) lines that form 'I' are demonstrated on the white board/blackboard.	Relevant Participation: Children can move to activity corners where they have models of 'l' in different material to explore, 'l' is wrapped in paper to discover, picture books are present, audio is present which children can listen to the sound of I with corresponding words starting from sound 'l'	Observe different participatory behaviours: Observe and record children's' participation and interest through their enthusiasm to identify 'I' on a workshed which also has some other letters written, tracing the letter 'I' on a tray of semolina, creating the letter 'I' by placing three ice cream sticks in the from of 'I'; or with
Move and feel: Children are made to stand and form the letter 'I'. Lines are drawn to show that they were standing in the shape of the letter 'I'. Cutouts of the letter 'I' are given to the students to explore how 'I' is formed. Children trace the three lines (tactile) that form 'I' Children will search alphabet 'I' in words stuck on the vocabulary wall/hidden in children's names.	Further learning activities: In follow up lessons, children can call out the letter "I" when Cutouts of the letter are mixed up with Cutouts of other letters.  Children can write the letter "I" on a state with chalk On a paper, children can do finger painting and draw letter "I" with horizontal and vertical lines	play dough. Listen to or record what children say: Children can identify and read out the letter 'I' from the book.
Create: Play dough is handed to the children to manipulate and form the letter "I" Trace letter "I" in a tray of sand / notebooks/ tracing		
Verbalize: Small of 'I' are hidden to a bowl of semolina and students look for them and call out when they find of the letter		

Activity closure and summing up: Teacher asks the children what they have learnt. Students will present their artwork/drawing/worksheets

# **Activity 5: Gross motor**

Class/Lovel	Preschool Level 3	
NIPUN Goal	1 Domain: Physical Development	
NIPUN Competency	Development of gross motor skills; Decis	sion-making and problem solving
Activity Topic	Ball throwing game (Feed the joker)	
NIPUN Learning Outcomes	HW3.4: Follows instructions and simple rules at the same time HW3.16: Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills, etc. HW3.17: Explores space and participates actively and creatively in music and movement activities	
Pre-planning for activity:	Large model of joker with open mouth with tactile outlines in bright colours; ghungroos attached to the model; balls of different colours; mark circles with chalk for children to stand; first aid kit; steps of the game displayed; rules set out	
Material/ resource preparation:	Model of joker; balls; chalk; whistle; volunteer to assist in the game	

#### Activity content:

Teacher made game. Model of a joker with a wide-open mouth is placed on the ground well supported so that it does not fall. Children will play a game of feeding the joker with balls of different colours.

#### Activity introduction:

Teacher asks the students if they are hungry. She point out at the joker and says that this joker here is very hungry. Let us all give him some food. When I feed him all of you will cheer for me. Teacher throws some balls into the mouth of the joker and says this is how we have to feed him and encourage the children to get ready to play. The further lesson will be conducted as below:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher demonstrates the game to the children. Volunteer/ Assistant Teacher assists in ensuring children are cheering for the teacher and waiting for their turn.  Children are made aware of the circles where they have to stand when they are throwing the balls.  Children are given an orientation of the distance between the joker and the circles.  Touch: The balls that have to be thrown are presented to the children to see and touch.  The sound of bells on the joker are demonstrated to understand the impact the ball will make once it touches the joker's mouth.  Teacher will blow the whistle and gesture to indicate that it is time to start feeding the joker  Move: Volunteer/ Assistant Teacher assists children in throwing the ball from different positions.  Children may choose balls with only their favourite colour.  Children may play throwing the balls with their peer or the volunteer.  Children may pick up one ball wait for the whistle to blow, throw the ball in the direction of the sound (where the joker is placed), want for the sound of the ghungroos and clap at their own achievement.	Relevant Participation: Children would like to throw balls from various distances, they would like to clap for the teacher and their own achievements. They would like to hear the sound of ghungroo whenever the ball goes into the mouth of the joker.  Further learning activities: Teacher can place the joker in one side of the class for follow up lessons. She can offer this activity as a reinforcer for motivating children for better behaviour, completing activities fast, helping and sharing with classmates etc	Observe different participatory behaviours: Observe and record the students' participation like children pick up the balls of one by one and throw them directly into the mouth of the joker.  Children pick up one ball wait for the whistle to blow, throw the ball in the direction of the sound (where the joker is placed), wait for the sound of the ghungroos and clap at their own achievement.  Children may aim at the joker and throw the balls from a closer distance with the support of the voluntizer.  Level of support:  Some children may practice throwing the balls from their customized chairs/wheelchairs and perform or from very near the mouth of the joker.  Children may choose balls with only their favourite colour.  Some children may require bigger balls.

Activity closure and summing up: Yeacher will ask the children if they had fun feeding the joker and appreciate them for their achievement.

# Activity 6: Fine motor and Vocabulary development

Note: This lesson is representative and steps of the lesson can be used to teach in first language

Class/Level	Preschool Level 3	
NIPUN Goal	1 Domain: Physical Development, Language and Literacy	
NIPUN Competency	Development of Fine motor skills and eye-hand coordination Talking and Listening: Creative self-expression, Reading with Comprehension: Bonding with books	
Activity Topic	Reading story books and related craft activity	
MIPUN Learning Outcomes	HW3.18 a Exhibits fine motor skills with precision and control.  HW3.18 b: Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning  HW3.18 c: Uses a pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting and writing  ECL1 3.2: Sejects books from reading corner/reading area and attempts to understand the story with the help of pictures and can predict the written text.  ECL1 3.3: Expresses their experiences of reading poems/stories in their own language and talks about it and shares it with friends  ECL1 3.5b: Observes attentively the objects in picture, talks about them and write their name by using invented spellings  ECL2 3.7: Predicts story with the help of pictures  ECL2 3.8: Participates in shared reading of the story	
Pre-planning for activity:	Teacher made finished model of the craft activity (Rabbit); Display of the steps to complete the activity; display of the materials that are needed small bits of cotton in a bowl; digital version of a similar activity	
Material/ resource preparation:	Cotton wool; Art paper with tactile outline of a sheep; Glue; Red plastic bindi; newspaper or napkins to clean up; computer; volunteer, few story books, pencils/crayons	

#### Activity content:

Craft Activity for fine motor development

Readingbooks

Rabbltstory book with pictures

#### Activity introduction:

Teacher asks the students to go to reading corner and select a book of their interest and attempt to read/follow the story in the book on their own. The further lesson will be conducted as below:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher gathers all children after giving some time to them to go through their books. Children will see the story book and listen to the story of rabbit.  Verbalize: Teacher asks 3-4 children to narrate the story that they have read in their book.  Then teacher takes a book with a rabbit story and narrates the story to all children while showing the pictures in the book and points with her fingers to some highlighted words. She involves the children by asking them to share what will happen next in the story.  Create: Teacher demonstrates the steps to make a rabbit of cotton wool slowly and clearly at the same time verbalizing each step loudly and clearly.  The tactile outline of the rabbit is pointed out and explained that small bits of cotton are to be pasted inside the outline.  The position of the rabbit's eye is pointed out and explained that the plastic bindl has to be placed there. Materials that need to be used are given.  Children use pencil or crayons to write their name in any way at the back of the sheet to mark their work.  Move: Children explore the materials and initiate the steps that are required.  Touch: Children use the materials to make the rabbit.  Use technology: Children explore the computer game that requires using the mouse to select the cotton bits and place them in the correct place.	Relevant Participation: read their own story books, they listen to the teacher's narration and share their experiences; use the materials to create their own rabbit. They can also use computer to understand or create virtually.  Further learning activities: The artwork created by children can be used for teaching domestic animals in follow up lessons. Flashcards, worksheets and storybooks will help to reconnect with the experience.	Observe different participatory behaviours: observe and record children's interest and enthusiasm, interactions and participation during the activity. See it children successfully finish the craft work. Observe the difficulties they may face in pincer grasp or holding the art material/cotton/glue/bindi. They may experience difficulties in pasting bits of cotton the outline.  Level of support:  Children may use larger bits of cotton to stick on the outline.  Children may be supported by the volunteer to complete their craft work.  Children may complete the game on the computer.

Activity closure and summing up: Teacher asks the children to display their art work. Students presents their art work/computer work. Teacher displays children's work on the soft board for everyone to see and appreciate.

# Activity 7: Counting and what comes after

Class/Level	Preschool Level 3	
NIPUN Goal	3.	Domain: Numeracy
NIPUN Competency	- Self-regulation - Observation, Identification - Number Sense: - Number Sense: - Numeral recognition - Sense of order (can count ahead of a number up to 9)	
Activity Topic	Numbers counting and what comes after for numbers from 1 to 10	
NIPUN Learning Outcomes	HW3.3: Demonstrates independence in activities HW3.4: Follows instructions and simple rules at the same time HW3.16: Demonstrates gross motor skills with greater coordination, control and strength e.g running, jumping, throwing, kicking, and catching kills etc. IL 3.10: Counts forward and backward from a particular number upto 9 IL 3.11: Identifies numerals with numbers and writes numerals upto 9	
Pre-planning for activity:	Number line upto 9 to be drawn on the floor, Worksheets	
Material/ resource preparation:	Coloured Chalks, number cards	

#### Activity content:

Recalling Numbers 1-9

Counting what comes after each numeral upto 9

Writing 1 to 9

#### Activity introduction:

Teachorstarts with counting 1 to 9 together with children. The further lesson will be conducted as follows:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: The teacher takes the children to the number line drawn on the floor and instructs them to jump on numbers starting from 1 while saying it aloud for the class to hear. The teacher demonstrates the activity once.  Move: The children stand in a line and jump on numbers when their turn comes. The children jump on the numbers on the number line independently following the instructions of the teacher.	Relevant Participation: Children can actively use the materials to create their own 'Shampa the sheep'. They can also use computer to understand or create virtually.  Further learning activities: The artwork created by children can be used for teaching domestic animals in follow up lessons. Flashcards, worksheets and storybooks will help to reconnect with the experience:	Observe different participatory behaviours: Observe and record student's participation and interactions during the activities. See if students successfully recognize what number come after, asking each other to move from one number to the other.  Level of support: Number line can also be made on the wall for students to touch and understand or shared as a worksheet or as an Audio - Visual
Verbalize: Children count the numbers from 1-9 as they jump from one number to the next.		
On completing the activity, teacher gathers the children around the number line and show what comes after by asking "what comes after 1", walks to number 2 on the number line and let children recognize and say '2' aloud. This way she completes till 9. She does it 3 times and then asks 3 different children to demonstrate also.		
She shows number cards sequentially and asks the children what comes after, points to the answer on the number line to give a cue and the children say out the next number loudly. This is done two times and last time the teacher doesn't point out but allows for independent answer.		
Create: Children can work on a 2 D number line and write the numbers in a sequence write the number that comes after the given number in the box provided		

Activity closure and summing up: The teacher could at the end help children to recapitulate the number and visually point them out on the number line while recapping.

# **Activity 8: Labelling emotions**

Class/Lovel	PreschoolLevel3		
NIPUN Goal	1	Domain: Social Emotional Learning	
NIPUN Competency	Self -Regulation, Emotional Competen	cy .	
Activity Topic	Labellingemotions		
MIPUN Learning Outcomes	HW 3.7 Expresses emotions through verbal and non-verbal modes (gestures, drawings)		
Pre-planning for activity:	Keep books, audio visual system ready, role play		
Material/ resource preparation:	Paper plates, colburs, books, paper, worksheet with emotion clock, audio recording of the lesson.		

#### Activity content:

Labelling Emotions

Different types of emotions: Happy sad, angry, upset, scared, excited.

Everyone has emotions

How one shows emotions is important

#### Activity introduction:

Teacher talks about how emotions are a part of everyone life by making a crying face or laughing. She mentions its important to show emotions. The further lesson will be conducted as below:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher shows different situation/ events to children such as birthday party, going to a fair, parents scolding, children snatching away toys, dogs barking, left behind at home etc through videos/ pictures/ role play.  Move: children can enact the emotions they feel on	Relevant Participation: Children can move to learning corners where they can make masks on paper plates for different emotions, read story books based on emotions, can hear stories on emotion through audio clip, Keep a print of this book VARIOUS TYPES OF EMOTIONS - Storywenver	Observe different participatory behaviours: Observe and record the student's participation and interactions during activities. See if children can hear the story and depict the appropriate emotion flashcard when asked to, can draw the emotions.
various situations	Further learning activities: A emotion tracker can be	
Create: Teacher draws empty faces and asks children to draw the relevant emotion when asked to. Teacher can draw an emotion clock and ask children to describe how they feel at various parts of the day.	kept in the class, during the day teacher asks children to mark how they are feeling. Teacher can pick up the emotions depicted and ask questions around them	
Verbalize: Discusses ways to emote appropriately.		

 $\textbf{Activity closure and summing up:} \ Discuss the emotions that were taught. Ask children to draw one new emotion they can think about.$ 

# Activity 9: My Family

Note: This lesson is representative and steps of the lesson can be used to teach in first language

Class/Level	Preschool Level 3	
MIPUN Goal	1 Domain: Social Emotional Learning, Language and Literacy	
NIPUN Competency	Showing understanding of self & family Talking and Listening: Creative self-expression, meaning making	
Activity Topic	My Family	
NIPUN Learning Outcomes	HW3.2- Exhibit understanding of relationship with extended family members ECL1 3.5b; Observes attentively the objects in picture, talks about them and write their name by using invented spellings:	
Pre-planning for activity:	Create a ppt, organsise the Learning Corners Audio-video provision	
Material/ resource preparation:	Ppt, cutouts of house, members, activities etc, family tree worksheet, role play materials (shirt, specs, saree, dhot) etc), puzzles, colours, pencil crayons	

#### Activity content:

Introduction to what is a family (Living in same house, having same family name, we feel safe and secure and loved) who are members of family, type of family (nuclear, joint also single parent/grandparent), things we do together (eat; play, sleep in the same house, pray, attend function, celebrate festivals)

#### Activity introduction:

Teacher narrates a short story of family (e.g.MY FAMILY from story weaver can be used). The further lesson will be conducted as below:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher read/show the story and discuss about family. Introduces what is family and who are members in the family with help of drawing on the board or using a ppt for showing a house, members, activity.  Verbalize: Teacher will ask children who are in their family/who all stay in the same house. Children turn to a partner and share what do they do together with their family.  Students can come together after discussing their family and share with the class.  Create: Teacher will tell students to draw pictures of their family members and write who they are under the	Relevant Participation: Children can move to learning corners having story books; an audio description about family, family pictures, puzzles on family, drawing material, colours, role play corner with clothes and other materials to enact out family members are kept.  Further learning activities: As a followup of the lesson, teacher will give a home assignment to make a family tree using drawings of pictures of the family members or sticking photographs. The autiline of family tree will be provided.	Observe different participatory behaviours: Observe and record the students interest in the story, their enthusiasm to discuss their family and offer information. See if they successfully complete their drawings, enact/role play any family member, or are interested in reading story books.  Level of support:  Provide students with cutout figures of people that they can color in and glue on their pages instead of drawing.
drawings in their own created spellings.		

Activity closure and summing up: Asking children to show their drawings to the class at the end of the lesson.

# Activity 10: My Self

Class/Lovel	Preschool Level 3	
NIPUN Goal	1 and 3 Domain: Social Emotional Development, Language and Literacy	
NIPUN Competency	Awareness of self  Talking and Listening: Creative self expression and conversation, Vocabulary Development, Conversation and talking skills; Meaningful use of language	
Activity Topic	Myself	
NIPUN Learning Outcomes	HW3.1- Describe self and others in terms of physical characteristics, gender, interest, likes and dislikes ECL2-3.1- Introduces himself/herself bilingually ECL2-3.4: Attempts to respond using familiar words and expressions ECL2-3.10: Talks about his/her favorite toy ECL 2-3.12: Attempts to scribble/write few familiar words ECL 2-3.13: Draws pictures to communicate messages	
Pre-planning for activity:	Placing mirror near the board, materials (cutouts pictures or objects-mango, ice-creams, cake, chocolate, kheer, halwa, TV, Book, dancing, number 5 &6, boy, girl)	
Material/ resource preparation:	Activity sheet, materials required for describing oneself; large mirror	

#### Activity contents Gender: Boy/Girt Age Favorite food Favorite activity

#### Activity introduction:

As the child enters the class, he/she looks into the mirror and talks about what he or she sees. Teacher facilitates through questions (like-what is your name, age, gender, what do you like to eat etc.). The further lesson will be conducted as follows:

	Universal Design for Learning	
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher talks about how everyone is different, everyone is unique through showing pictures of variety of children (girl with long hair and short hair, boy playing cricket and football, children in different drosses, children cating different food, children reading books or dancing)	Relevant Participation: looking at self and talking about self, passing the ball and talking about self when the turn comes, and drawing oneself is interesting.  Further learning activities: Teacher pairs the children, and they must find out about each other and retell to class. The parameters will be name, age.	Observe different participatory behaviours: Observe and record the students! participation and interactions during activities. E.g. if they have successfully finished the worksheets  Listen to and record what children say: Listen to how children describe themselves during the activity
Move and Verbalize: All children sit in a circle. Teacher explains that all children will pass the ball to the next person. The one who gets the ball will introduce self to the group. They will say name, age, gender, favounto food, favourite activity. Teacher demonstrates the activity by introducing herself.	gender, favourite food, favourite activity.	
Create: Children make a drawing of their own self and do a worksheet to match a boy/ girl with the pictures of things they like, food they like, write their age, name in invented spelling.		
Use of technology: Children can see videos of introduction to myself		

Activity closure and summing up: Today we found out about ourselves and our friend, now go back home and describe yourself to your grandmother / grandfather / brother / sister.

# **Activity 11: Addition**

Class/Lovel	Preschool Level 3	
NIPUN Goal	3.	Domain: Cognition and Numeracy
NIPUN Competency	Addition	
Activity Topic	Combining and Counting the objects	
MIPUN Learning Outcomes	IL 3.14: Combines two groups up to 9 objects and recounts	
Pre-planning for activity:	Make strips of orange paper and circles from red paper to be used by the whole class representing carrot pieces and tomatoes, pre prepare sheets for each child with outline of a big bowl	
Material/ resource preparation:	Red and orange strips of paper, drawing sheets for each child, glue, pebbles, twigs (can use flowers, leaves, bottle caps, small bowls and spoon etc)	

#### Activity content:

Combine two types of objects in different combinations and recount till 9

#### Activity introduction:

Teacher places 5 pebbles and 4 twigs in front of her. She counts number of pebbles and twigs separately. Then she takes out few pebbles and few twigs and puts them together in a tray. Then she asks the students to count along with her the number of objects in the nixed pile. This way she shows three different combination of numbers upto 9. Next she can use buttons and coins and do the same exercise. Similarly using two different types of bangles, teacher wears them in different combinations and counts the total along with children. The further lesson will be conducted as below:

Universal Design for Learning		
Multiple means of Representation	Multiple means of Engagement	Multiple means of Expression
Listen and see: Teacher places the big bowl drawing sheets and few red and orange paper strips (not more than total 9 for each child) in front of each child. Ask each child help to prepare a vegetable soup.	Relevant Participation: counting together, pebbles, coins; and buttons, making imaginary soup, sticking papers in the worksheet.	Observe different participatory behaviours: Multiple means of ExpressionObserve different participatory behaviours: Observe the different levels of participation and interest in children in counting
Move and Create: Children use their invagination to pretend pour water into the bowl, chop vegetables,		together and making the soup. See if they have successfully glued the paper and written the numbers.
gather them and put them into the water. They pretend to put salt, pepper in the water. After this teacher asks		Record: Record student knowledge of what each symbol represents (plus sign; equal sign)
students to put in few red and orange papers in the pretend water. Children can stick with glue different combinations like four carrots and 1 tomato or three tomatoes and 2 carrots in the bowl.		Level of support: Teacher can use coloured chalk (red and yellow) to draw pictures of vegetables in front of the numbers when she writes on the board.
Verbalize: Teacher asks children randomly to show		Children can use number cards to show the number sum.
their sheet to the class and say how many carrots and tomatoes has the child put in the soup and then to count how many total vegetables are in the soup. She will write these various combinations on the board such as 4+1=5, 3+2=5. Children will repeat the combination after her as 'four carrots plus one tomato equals to five'		Children can write the total instead of the full sequence.
Children can count their ingredients and write combinations under their bowls on the drawing sheet.		

Activity closure and summing up: Each child can be asked to share with next child his combination of numbers and the total number.

# Uniqueness of the curricular framework

- Outcome of a research project incorporating learnings from Panch Kosha and global learning standards.
- 2 Fulfils the recommendations of the recent National and International frameworks and Acts including SDGs pertaining to education and equity for children with disabilities.
- 3 Potential for cross sectoral linkages such as Health, Education, Gender and Social Justice.
- Diagnostic and Developmental formats and guidelines for activity based learning, fostering foundational literacy and numeracy.
- 5 Family centred practices promoting participatory learning and play.
- 6 Transition planning from early intervention to school readiness for inclusive education.
- 7 Activities based on the principles of Universal Design for Learning (UDL).

# 1



#### Goal 1 & 2: No Poverty, No Hunger

The core essence of the framework is to support in identifying development delays in children between birth to six years, this identification reduces delays and disabilities through early intervention, fosters mitigating disabilities and deformities caused due to poor nutrition and food habits.

# 2



#### Goal 3: Good Health

Universal screening, a suggestion of the handbook aids in assisting children receive early intervention to delays in development and lays out guidelines to access good health services provided by the government. The framework guides family engagement to assist families in accessing services leading to good health parameters.

# Curricular framework for inclusive cross disability early intervention and preparatory school correlation with SDGs





#### Goal 4: Quality Education

The handbook framework is developed keeping the core principles of universal access and inclusivity in early and primary education of the Goal 4 of the SDGs. Family engagement and community participation through a well researced model is part of the handbook, aligning to the Goal 4 of the SDGs.





#### Goal 5: Gender Equality

The handbook framework includes a lens of gender equality as pre-described by Goal 5. Ensuring that all children disregard of background are given equal access to early intervention and school readiness.





## Goal 10 & 17: Inequalities, Partnerships for the goals

The handbook framework, facilitates partnerships of stakeholders and within the SDGs to foster full potential and sustainance admist the SDGs.

# **WAY FORWARD**

No intervention required Periodic check ups advised



UNIVERSAL

CLEAR

EARLY
INTERVENTION
PROGRAM



Program
Birth to 3 Years
(PEHAL)

Pre-Natal, Natal and Post Natal risks and concerns

Periodic check ups and assessment

CLEAR

Referral and Assessment Delay

Disability

Comprehensive Assessment Transition Plan
School Readiness
Program
NIPUN Inclusive



# Paving the way forward

#### It takes a small step of early identification and intervention to create a big change in the life of a child with disability

India which accounts for nearly one fifth of the world's annual child births, has made a remarkable progress in the reduction of child mortality. The need is now to focus on their health, nutrition and optimal growth and development. Most babies are born healthy and have the sensory and bodily functions intact. However, one in 1000 babies may have some developmental delays or disability. These need to be identified early and intervened in order to ameliorate the disabling conditions. Screening all new born babies for reflexes and sensory responses is the first step of prevention which is cost effective. Babies who successfully clear the screenings need to have periodical checkups at the primary health center or well-baby centers/clinics. Those with high-risk pre-natal, neonatal or postnatal conditions need to be monitored closely for which referrals to specialist centers dealing with developmental delays and other disabilities is required. A team approach needs to be followed for assessment and evaluations and for developing interventional plans. For the most common childhood delayed or disabling conditions, the primary and secondary prevention and care are offered by early intervention centres. These

have special educators and therapists for whom the PEHAL birth to 3 curricula

will be beneficial. These centres will need to hand-hold the parents and have a family centred approach to early intervention. PEHAL has a section for family empowerment. Parent - professional partnerships are sure to benefit children with disabilities - making them school ready for inclusive educational practices. The NIPUN inclusive document has some exemplars of Universal designs for learning which is the way forward.....

# **Annexure 1 - List of Abbreviations**

AAC	Alternative Augmentative Communication	
ADHD	Attention Deficit Hyperactivity Disorder	
ASD	Autism Spectrum Disorder	
AYJNISHD(D)	Ali Yavar Jung National Institute of Speech & Hearing Disabilities (Divyangjan)	
CARE	Communicate, Arrange and Execute, Recurringly observe, Evaluate and Improve	
CDEIC	Cross Disability Early Intervention Centers	
CP	Cerebral Palsy	
DAP	Developmentally Appropriate Practices	
DEPWD(D)	Department of Empowerment of Persons with Disabilities (Divyangjan)	
DI	Differentiated Instructions	
ECCE	Early Care Childhood Education	
EIC	Early Intervention Centre	
ні	Hearing Impairment	
IDD	Intellectual Disability	
IdEA	Identify, Engage and Advocate	
MD	Multiple Disability	
IFSP	Individualised Family Service Plan	

MSJE	Ministry of Social Justice and Empowerment	
NCERT	National Council of Educational Research and Training	
NEP	National Education Policy	
NGO	Non Governmental Organization	
PEHAL	Physical Development and Health, Socio Emotional Learning, Approaches to Learning, Communication, Language and Literacy	
PI	Physically Impaired	
RPWD	Rights of Persons with Disabilities	
RTE	Right to Education	
SD	Strategic Directions	
SDG	Sustainable Development Goal	
SEDGs	Socio Economically Disadvantaged Groups	
SLD	Specific Learning Disability	
UDL	Universal Design of Learning	
UNESCO	United Nations Educational, Scientific and Cultural Organization	
vi	Visual Impairment	

# Annexure 2 - Glossary

# Annexure 3 - References









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