



**Development of Toolkit for
assessing Work Competencies
among**

**Post-Secondary &
Pre-Vocational students with ID**

Project Investigator

Dr.Nibedita Patnaik

Project staff

Sujith Karingula

National Institute for the Empowerment of Persons with Intellectual Disabilities

(Department of Empowerment of Persons with Disabilities,
Ministry of Social Justice & Empowerment, Govt. of India)

MANOVIKAS NAGAR, SECUNDERABAD – 500 009

An ISO 9001:2008 Institution



PROJECT ON DEVELOPMENT OF TOOL KIT FOR ASSESSING WORK COMPETENCIES AMONG SECONDARY AND PREVOCATIONAL STUDENTS WITH ID

The vocational potentialities and employability among the persons with mental retardation are recognized only in late 50s. Till then it was considered that the persons with mental retardation can be trained in personal and social skill areas to look after their personal needs. Hence, nothing much has been done in identifying work potential of persons with mental retardation and improve their occupational skill to enable them to become contributory members of the society. In order to enhance employability among these persons it is essential to provide systematic training starting from their secondary school period onwards. The basis of planning such programme for these students is 'Assessment'. Interest and aptitude of students, personal presentation, community living skills and behavioural components constitute major areas of assessment apart from specific work skills.

Presently there are around 2000 Special schools and more than 600 vocational Training Centres providing pre-vocational and vocational training to persons with mental retardation though assessment checklist are available for assessing the functional level of the students hardly we have the materials to assess work competency of such students. Usually the service providers assess through observation or they have to rely on parental information. Rare attempts have been made to develop a comprehensive tool kit for assessing work competency of persons with mental retardation in a systematic manner. The present study makes an effort to develop a comprehensive tool kit to ease the process of assessment and make it more appropriate. The kit will come in handy for the teachers/ trainers working in the field . The same can be a good reference for the trainees in preparing their assessment kit and give direction for the TLM preparation.

Development of this checklist has its base on the concept of vocational transition, where the facilities in the community are analysed to develop functional curriculum for students with disabilities at secondary level. Work activities selected in the community have been analysed to identify the skill required to perform these activities. Here a few employment opportunities such as paper based activities, cloth based activities, wood work & assembling work, service activities (office boy), horticulture, art & craft activities have been taken for analysis. Intention is to incorporate those skills in the curriculum of secondary level onwards to expose the students with intellectual Disabilities, skills/tasks which ultimately lead towards a work oriented programme. Attempt has been made to include those skills in the checklist so as to prepare the students with ID for leading independent life as far as possible in different environments (Home, Neighbourhood, community) in future.

The research has been taken up for developing work competency among persons with intellectual disabilities hence more emphasis is given on the occupational area. Thus, the content of the checklist emphasised on eye hand coordination; coordination of hands; finger and manual dexterity; hand, wrist & elbow movements and use of tools in addition to other skill domains. Observation of persons with intellectual disabilities at work reveals that they exhibit deficit in certain areas which adversely affect their work performance. Some of the deficits are as follow:

- a. Motor coordination and planning (faulty grasping/holding and movement),
- b. Eye hand coordination,
- c. Sequencing,
- d. Classification,
- e. Following instruction,
- f. Work related academics,
- g. Social and communication skills.

Due to faulty fine motor movement and eye hand coordination while performing the task, persons with intellectual disabilities have problems in performing the task in most efficient manner. Many a time, deficit in cognitive ability restricts the ability to classify the items and arrange them in sequential fashion to perform the task in systematic manner. Obviously, the Persons with Intellectual Disability exhibit deficit in following instruction/directions and related academic skills. It is known fact that persons with intellectual disabilities exhibit deficit in social behaviour. All these factors contribute to the low task performance by persons with

intellectual disabilities and in turn restrict the economic independence, leading high level of dependency and lowered self esteem. Related areas such as travelling skills, safety and knowledge of first aid are included as integral part of work competence and independent living. Thus, these areas are also incorporated in the checklist. Students' competency in the domain of personal and home management supplements to the work performance/success of the persons with intellectual disabilities in the work place and lead them towards an independent living (as far as possible). Hence, skills under the domain of personal and home management are also included in the checklist.

To assess abilities of students with ID in all these areas some activities have been selected and required materials are compiled for assessment followed by which training can be imparted for improvement in these skill areas. Such activities/items are identified, performance of which necessitates various motor movement, eye hand coordination, sequencing and other areas of deficits observed during the functioning of persons with intellectual disabilities. While including activities, care is taken to see that students' attention is aroused for required period and interest is sustained throughout the performance of the task as the final product will be an useful item. Thus, the activities under the following broad areas are included for compiling the toolkit materials:

- Paper based activities
- Cloth based activities
- Wood work & assembling activities
- Gardening
- Service activity (office boy)
- Art & craft activity

About the Development of Checklist and Tool kit

- On the basis of analysis of the six identified work activities such as paper based, cloth based, wood work & assembly, horticulture, service activity, art & craft activity, 240 skills have been identified which were categorised under communication & social skills, motor, academic, safety and occupational. However, on the suggestions of the professionals in the field, the skills under motor domain have been classified and merged under the

domain of Personal & home management and Occupational competency as the skills are required to perform tasks under these domains and hence the motor area has been dropped from the final checklist. Thus, the checklist has the following domains:

- Personal & Home Management
- Social & Communication
- Functional Academics
- Safety
- First aid
- Occupational

Scoring: For performing the given item **independently** a score of **1** is assigned and **0** for **not performing** the task independently either due to lack of ability or non exposure to the task. Using the checklist, assessment has to be carried out four times in a year. Initial assessment has to be done before exposure to training in order to ascertain the level of the student. Followed by initial assessment, training has to be provided using the materials given in the toolkit on quarterly, half yearly and yearly basis.

Apart from quantitative measurement, provision is made in the checklist to assess the students qualitatively. Hence, while assessing, the trainer has to make a note of the following:

1. Appropriateness in handling the tool while performing the task
2. Task completion behaviour of the student
3. Appropriate sequencing of the sub tasks for completing the task
4. Number of given items identified and used appropriately, number of items prepared
5. Time taken for completing the given task(s)

The checklists had been given to the experts working in the field of rehabilitation of ID; specifically the experts had been selected from the special schools having secondary and pre-vocational level of students. Based on experts' feedback, items retained with 80% acceptance from the professionals, remaining items were deleted.

Materials were compiled in the tool kit as per the items in the checklist for assessment. All the materials required for occupational competency had been included in the toolkit as emphasis here was given on work competency. Using the items in the checklist, settings had also been created for assessing social and communication skills of the student. For instance, under paper based activity (paper bag) items would be arranged for engaging group of 4 to 5 students with ID to perform the task in assembly lining manner. During this group performance, social behaviour of the students and communication skills could be assessed. Same materials and settings had been used for imparting training to ascertain the efficacy of the tool kit. For this purpose, ten students with intellectual disability (Mild & Moderate level) attending secondary and pre-vocational classes in special education centre at NIEPID, Secunderabad had been taken for assessment and training. Scores obtained by the students during initial assessment and after 10th and 20th training session were converted in percentage and presented in the table below:

Table -1:

Student Name	Personal & Home Management scores in %			Social & communication scores in %			Functional academics scores in %			First Aid scores in %			Safety scores in %			Occupational scores in %		
	Pre trg	After 10 th ses	After 20 th ses	Pre trg	After 10 th ses	After 20 th ses	Pre trg	After 10 th ses	After 20 th ses	Pre trg	After 10 th ses	After 20 th ses	Pre trg	After 10 th ses	After 20 th ses	Pre trg	After 10 th ses	After 20 th ses
A	43	57	71	50	57	64	38	42	47	38	38	50	35	41	47	35	42	53
B	51	57	71	50	58	64	42	48	52	50	63	63	41	41	59	36	44	58
C	51	63	74	54	59	68	33	38	42	38	38	50	35	41	47	35	42	52
D	46	63	74	46	57	68	38	42	45	38	50	50	41	47	53	36	44	56
E	57	63	77	54	61	68	42	45	55	50	63	63	35	47	53	42	52	66
F	60	66	71	58	61	68	30	38	43	38	38	50	32	35	47	35	44	53
G	57	63	77	54	57	71	33	42	55	38	38	50	32	47	53	35	47	65
H	43	57	69	56	54	64	30	38	50	25	38	50	32	41	53	35	39	52
I	54	57	69	50	54	61	38	42	50	38	50	50	41	53	59	35	52	61
J	51	57	63	46	50	57	38	45	60	38	50	63	35	41	59	38	48	68
Average	51	60	72	52	57	65	36	42	50	39	47	54	36	43	53	36	45	58

As seen in the above table, student's performances in pre-training assessment are low in functional academics, safety and occupational skill. The average score as reflected in these area are low due to the new items incorporated in the checklist in occupational area and work related academics and safety skills to which students may not have previous exposure. Many of the materials and hand tools used are new to the students but are essential for developing the competency in occupational area. The purpose of including hand tools and other activities involving fine motor functioning is to orient the students for different occupations and enhance their motor skills such as finger dexterity and various motor movements which are necessary in future vocations. Other areas where the students score below 50% during initial assessment is first aid. Though it is an important aspect to be taught to the students, hardly attention is given to this area. Hence, non exposure to first aid resulted in low performance by the students.

However, a systematic improvement in all the areas has been observed in the scores given in table above for all the students. This indicates systematic training in all these areas in a graded fashion can enhance work competency and the independent living. Based on the requirements identified during the training of the 10 students, materials were added in the tool kit for field trial in different schools.

For the field trial of the toolkit, five special schools in twin cities of Hyderabad and Secunderabad had been identified. Two students from each of the schools had been assessed using the checklist and the materials. Teachers dealing with the secondary and pre-vocational students of the respective schools were requested to give their feedback/suggestions on the tool kit. With minor changes in the materials on the basis of the feedback of the teachers, the tool kit had been finalized.

Manual

A manual is prepared for the assessment of the clients using the checklist and compiled toolkit. Specifically for assessing the occupational competency of the students, pictures of the materials are presented in the manual for the given task and the description is given for assessing a cluster of items under the domain in the checklist. Description of the assessment procedure with pictures is presented below:



Pieces of handmade papers, eyelets, punching machine, thread pieces, flower punch, glue bottle, and hammer are placed on the table. Students will be asked to tell/identify the materials seen on the table and he/she will be asked to use the tools/materials for making paper bag/envelop.

Fig:1

Transparent sheets, spiral, spiral binding machine, stapler, bunch of papers will be placed on the table. Students will be required to identify/name different items and use the items and complete the task of spiral binding. Observation will be made to note appropriateness in setting paper, stapling, making holes, inserting spiral, number of holes in which spiral is inserted correctly.

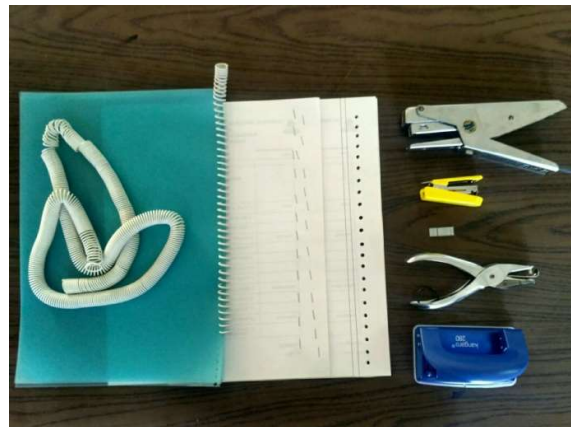


Fig:2

Student is presented with Gift wrapper - two different types (paper wrapper, plastic wrapper), cello tape, brown tape, scissor, box are placed on the table, he/she is required to identify/name the materials placed on the table and pack/wrap the given box using appropriate materials as shown in figure-3. Observation is made to note the sequence of tasks performed correctly by the students for wrapping/packing box.



Fig 3:



Fig 4:

Thread reel, cloth piece, scissor, buttons, poster colours, blocks, tape, marker, needle box, frame are placed in front of the student as given in Fig 4. He/she has to name/identify each of the items. He/she will be asked to use each of the items and do the stitching work. Recording will be maintained regarding number of items used appropriately and number of tasks completed (threading needle, button stitching, printing with blocks and hand embroidery) by the students.



Fig. 5



Fig. 5.1



Fig. 5.2



Fig. 5.3

Cloth, bobbin, thread reel, hand sewing machine are placed on the table as show in Fig.5. He/she has to identify/name each of the items. Showing the picture presented in Fig.5.1, 5.2 and 5.3 he/she is asked to tell/identify the activity shown in the each of the figures. Observation is made to note the number of task performed related to stitching using the hand sewing machine.



Fig.6



Fig.7

Hammer, screw driver, nails, screws, switches, wood board are placed on the table as shown in Fig.6. Student has to identify/name each of the materials. He/she is instructed to use the materials and perform screwing, unscrewing and hammering nails. Note down the appropriateness of the tools used in performing the tasks and time taken for completing the task.

Presenting spanner, nuts, bolts, wood board, pipes, pipe joints as shown Fig.7, Student is asked to identify/name each of the items. He/she is instructed to dismantle and assemble the appropriate materials using proper hand tools wherever required. Note down the appropriateness of the task performed by the student and time taken for each of the tasks performed by the student.



Fig 8



Fig 9

Channels, corners, nu-wood, stand, screws, photo, roller, glue are placed on the table as shown in Fig.8. Student has to identify/name each of the materials. He/she is required to use the materials shown in the Figure 8 and make photo frame. Observation is made to note the sequence and appropriateness of the task performed by the student and number of subtasks performed and time taken for each.

Wood piece, measuring tape, marker, hack-saw blade, drilling machine, hooks, pliers, sand are placed on the table as shown in Fig.9. Student is instructed to identify/name the each of the materials. He/she is asked to use the given materials and prepared some useful item. Student's approach in handling the hand tools and performing different tasks are observed and recorded.



Fig. 10



Fig.11

Gardening fork, khurpi, cultivator, cutter are given in the garden as in Fig. 10. Student is asked to identify/name each of the materials. He/she is instructed to use the material in the garden to demonstrate the activity undertaken with each of the items.



Fig.12

Quelling paper, cutter, hooks, needle, mould are placed in front of the student as given in Fig. 11. Student is asked to identify/name each of the materials and use the materials and make ear rings. Recording the sequence and appropriateness of the task performed by the student.



Fig.13

Glass piece for painting, outline of the picture, colour tube, cello tape are placed on the table as in Fig. 12. Student has to identify/name each of the materials and use the colour make the glass painting. Appropriate uses of the materials are recorded.



Fig. 14

Materials such as satin ribbon, plastic cylindrical item, sutli, fevicol are presented as shown in the Fig.13. Student has to identify/name the items and prepare different craft items using the given materials. While using the items his/her hand functioning movements, number of items prepared are observed.

First aid box with the materials such as band-age, cotton, band-aid, scissor, tape, and Dettol are presented as shown in Fig.14. Student is asked to identify/name each of the items and tell/demonstrate the use of the items given in the first aid box.

**NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL
DISABILITIES (DIVYANGJAN)**



(Ministry of Social Justice & Empowerment, Government of India)



Manovikas Nagar, Secunderabad – 500 009

(An ISO 9001: 2015 Institution)

Checklist for Assessment of Work Competency among Post Secondary and Pre Vocational
students with Intellectual Disability

STUDENT PROFILE

Name of the Student: Date of Assessment: Date of Birth :

Age & Gender :

Level of ID :

Associated conditions: Father's /

Guardian's Name:

Address with Phone No.:

Monthly Income of the parents: Rural

/ Urban:

Name of the School:

Class:

Mother tongue:

Checklist for Assessment of Work Competency among Post Secondary and Pre Vocational students with Intellectual Disability

	Occupational	Entry Level	1st Term	2nd Term	3rd Term
1	Folds the given handmade paper as per the sample shown				
2	Applies glue to make envelop/paper bag				
3	Takes bunch of paper and set them				
4	Staples the set of papers				
5	Uses spiral machine for making spiral holes on the set of papers				
6	Inserts spiral properly on the hole to make spiral binding				
7	Wraps a given item using gift wrapping papers, cello tape, scissor				
8	Identifies single punch and flower punch				
9	Uses single punch to make hole on the paper				
10	Identifies hammer				
11	Fixes the eyelet using flower punch and hammer				
12	Keeps the items to be packed inside the cartoon box in an order				
13	Closes the cover of the cartoon box				
14	Packs the cartoon with brown tape to prevent dropping of items from inside while carrying				
15	Identifies needle and its head				
16	Threads the needle				
17	Ties knot at the end of the thread after threading needle				
18	Measures the cloth as required and marks with the colour pencil				
19	Cuts the cloth along with the line using the scissor				
20	Folds the side(s) of the cut piece of the cloth				
21	Stitches the folded side of the cloth with hemming/running stitch				
22	Joins the two cut pieces of equal size along the edge (to make cloth purse/pillow cover....)				

Score keys: Independent = 1, Dependent=0

	Occupational	Entry Level	1st Term	2nd Term	3rd Term
23	Stitches shirt buttons/hooks on the cloth				
24	Prints on the cloth piece using blocks				
25	Fixes the frame on the cloth for stitching/hand embroidery				
26	Identifies the hand sewing machine				
27	Threads the bobbin				
28	Prepares the hand sewing machine for stitching (inserting bobbin, threading the needle)				
29	Places the cloth to be stitched on the pressure foot				
30	Switches on the machine				
31	Runs the hand sewing machine along the folded edge to make straight line stitch				
32	Identifies nails and screws				
33	Identifies screw driver				
34	Uses hammer for putting nails on the wooden board				
35	Uses screw driver for un screwing & screwing				
36	Removes nuts from the bolts when screwed and presented				
37	Fixes nuts onto the bolts				
38	Identifies spanner				
39	Uses appropriate spanner (as per the sizes of the nuts) for removing & tightening the nuts				
40	Identifies pipes & pipe joints				
41	Fixes pipes into joints				
42	Uses pipe wrench for tight the pipes				
43	Identifies roller				
44	Uses roller to Pastes photo properly on the given wooden board				
45	Fixes channels on the wooden board for giving the border of photo frame				

	Occupational	Entry Level	1st Term	2nd Term	3rd Term
46	Fixes the corners on the channel using screws and screw driver				
47	Fixes the stand with screw for making photo frame				
48	Measures the beeding/piece of wood with the measuring tape and marks as per required size				
49	Identifies the hand saw				
50	Cuts the beeding/piece of wood on the mark with the hand saw				
51	Removes the beeding/piece of wood after cutting				
52	Polishes beeding/piece of wood with sand paper				
53	Identifies hand drilling machine				
54	Makes holes on the marked spots using hand drilling machine				
55	Fixes the hooks to the holes (to make key chain hanger)				
56	Tighten the hooks using pliers				
57	Cleans the garden with broom stick				
58	Removes the dry leaves from the plants				
59	Identifies the garden tools (khurpi, cutter, weeds remover)				
60	Digs soil as required				
61	Removes weeds, weed roots and stones with garden fork				
62	Levels the land and makes bed for kitchen garden using khurpi				
63	Sows the seeds/plants in the prepared bed				
64	Waters plants with water can or pipe				
65	Sprinkles water				
66	Aware of use of pesticides for gardening				
67	Takes care of the plants till they grow				

	Occupational	Entry Level	1st Term	2nd Term	3rd Term
68	Rolls the quelling paper to needle to make the make round shape				
69	Uses cutting plier to mould the hook for the ear rings				
70	Makes flowers with satin ribbons				
71	Makes glass painting using tube/brush				
72	Wraps the sutli/jute/ribbons evenly on given cylindrical base to make useful item				
73	Identifies different types of files				
74	Delivers the file/books to appropriate person				
75	Handles carefully the files				
76	Informs telephonic message received to the concerned person				
77	Maintains confidential files in safe place				

Personal & Home management

		Entry Level	1 st Term	2 nd Term	3 rd Term
1	Maintains personal cleanliness un aided (brushing, toileting, bathing)				
2	Grooms self				
3	Takes head bath using shampoo				
4	Dresses self independently (as per seasons/casuals)				
5	Dresses self appropriately for festivals/functions				
6	Shaves himself/manages during menstruations				
7	Sets the table/arranges for lunch/dinner/				
8	Serves food & water for self and others				
9	Cleans table/floor after taking food				
10	Washes own plate				
11	Stores leftover food properly				
12	Arranges utensils in proper place				
13	Washes own clothes				
14	Irons his/her clothes				
15	Informs parents/guardians in case of feeling sick/unwell				
16	Takes medicines as per doctor advice				
17	Arranges and stacks folded clothes in the cupboard				
18	Keeps personal things in proper place at home				
19	Gets items nearby shop when list is given				
20	Gives & gets clothes from laundry and/dry cleaning shops				
21	Dusts furniture				
22	Sweeps & mops the floor				
23	Cleans the cupboard when required				
24	Makes bed for self and others				
25	Stores vegetables & grocery when brought to home				

		Entry Level	1st Term	2nd Term	3rd Term
26	Washes and cuts vegetable whenever required				
27	Operates gas stove safely				
28	Prepares tea/coffee				
29	Prepares breakfast (bread & butter/ milk with cornflower/upma/Maggi)				
30	Operates kitchen appliances (mixi, grinder, micro oven, toaster, sandwich maker)				
31	Takes part in the house decoration during festivals				
32	Informs parents when gas/grocery materials are over				
33	Latches the door from inside for ensuring safety				
34	Locks the door from outside while going out for ensuring safety				
35	Aware of emergency numbers – e.g., 108-Ambulance, 100-police				

Social & Communication

		Entry Level	1 st Term	2 nd Term	3 rd Term
1	Wishes others				
2	Interacts politely with teachers, elders, siblings & peers				
3	Introduces himself/herself to new people when instructed				
4	Behaves appropriately in social gathering				
5	Comes to school on time				
6	Behaves appropriately with people of opposite gender				
7	Doesn't exhibit attention seeking behaviour				
8	Seeks assistance when ever required				
9	Offers help whenever sought for within own capacity				
10	Shares food/personal belongings				
11	Seeks permission for using others objects				
12	Controls emotions				
13	Doesn't disturb others while performing the task				
14	Asks for directions when needed				
15	Reaches home from school independently				
16	Travel independently by bus/public transport (to known places)				
17	Attends to the task for required period of time				
18	Completes the given task				
19	Keeps things in proper place after completing the task				
20	Exhibits tolerance to teasing by friends				
21	Doesn't exhibit aggressive behaviour by shouting/throwing things				
22	Communicates with others politely				
23	Participates in the conversation				
24	Speaks with clarity to be understand				
25	Conveys messages appropriately to person concerned				
26	receives messages over the phone				
27	Communicates message over phone				
28	Follows instructions				

Functional Academics

	Reading	Entry Level	1st Term	2nd Term	3rd Term
1	Reads functional words and follows the instructions (stop, go, Exit, entry, push, pull, Danger)				
2	Reads common sign boards (directions in the road, beware of dogs, name of the places on the train/bus...)				
3	Reads name and address				
4	Reads and follows two word instructions				
5	Reads and follows three word instructions				
6	Reads stories with picture (two - three short sentences)				
7	Reads news paper (head lines)				
8	Reads the item name from the label				
9	Reads price from the price tag on the item				
10	Reads amount printed on the bills				
11	Reads instructions on the wrappers to perform the activities				
	Writing				
12	Copies names				
13	Copies address				
14	Writes name				
15	Writes address				
16	Fills up simple forms (bio data form)				
17	Writes simple words on dictation				
18	Writes simple sentences				
19	Writes answers in words/in sentences				
20	Writes personal/leave letter				

	Arithmetic	Entry Level	1st Term	2nd Term	3rd Term
21	Reads number up to 50				
22	Reads number up to 100				
23	Reads road numbers				
24	Writes the numbers up to 50				
25	Writes the numbers up to 100				
26	Counts objects up to 50				
27	Counts objects up to 100				
28	Does two digit addition without carryover				
29	Does two digit addition with carryover				
30	Does two digit subtraction without borrowing				
31	Does two digit subtraction with borrowing				
32	Uses calculator for basic arithmetic operations (addition, subtraction, money calculation)				
	Money , Time & Measurement				
33	Names Rs 50 note				
34	Identifies RS 100 note				
35	Identifies Rs 500 note				
36	Names coins & rupees notes				
37	Counts one rupee coin up to 10				
38	Gives change for 10 rupees with mixed coins of 1,2& 5				
39	Gives change for 20 rupees with mixed coins of 1,2,5 & 10				
40	Counts coins/notes up to Rs.50				
41	Counts coins/notes up to Rs.100				
42	Exchanges money up to Rs.50				
43	Exchanges money up to Rs.100				

		Entry Level	1st Term	2nd Term	3rd Term
44	Identifies withdrawal form				
45	Identifies deposit form				
46	Identifies cheque				
47	Copies the date, amount, name, account number, from the cheque				
48	Fills up withdrawal form				
49	Fills up deposit form (for cash & cheque)				
50	Tells day, dates, month, year for today, tomorrow , yesterday				
51	Writes date, month & year regularly on the note book				
52	Tells time in hour & half an over				
53	Tells time when long hand of the clock is on number 3, 6,9,12				
54	Tells time in minutes				
55	Identifies measuring instruments like scale, tape				
56	Identifies centimetres/inches in the scale/tape				
57	Measures & marks on paper, wood piece, cloth piece				
58	Identifies measuring jars (1 lit, ½ lit)				
59	Measures liquid using measuring jars				
60	Weighs objects using weighing scale (digital)				

Safety

		Entry Level	1 st Term	2 nd Term	3 rd Term
1	Maintains hygiene to avoid health problems				
2	Handles with care while using glass/breakable items				
3	Moves safely by identifying and avoiding prohibited areas				
4	Uses knife/cutter & scissor carefully				
5	Aware of needle sharpness				
6	Threads needle safely				
7	Uses electrical appliances safely				
8	Takes precautions when using stove				
9	Turns off the stove knob after completion of cooking				
10	Turns off the regulator knob after the use of gas stove				
11	Safeguards self from physical dangers (crossing road, using escalator, riding bicycles, moving in overcrowded places)				
12	Safeguards self from environmental hazards (electrical sparkling , Rain, sun stroke, thunders,)				
13	Takes precautions while using pesticides				
14	Washes hand properly after spraying the pesticides				
15	Uses sharp/pointed tools safely				
16	keeps the hand tools in safe place/position				
17	Uses heavy/sharp pointed tools safely				

First aid

		Entry Level	1 st Term	2 nd Term	3 rd Term
1	Identifies first aid box				
2	Identifies the items in the first aid box(cotton, dettol/savlon, bandaid & bandage, scissor)				
3	Aware of cleaning the wound with water				
4	Aware of taking dettol/savlon in cotton for cleaning wound				
5	Aware of Applying ointment on the wound				
6	Avoids contact of dust to the area of injury/wound				
7	Puts band aid on the wounded spot				
8	Aware of using burnol for burn injury				

* * * * *

...