MADRAS DEVELOPMENTAL PROGRAMMING SYSTEM

MDPS – Behavioural Scale

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Madras Developmental Programming System

Behavioural Scale

Introduction

The Madras Developmental System's (MDPS) Behavioural Scale is designed to provide information about the functional skills of the persons with mental retardation for the purpose of individualized programme planning. The scale comprises 360 items grouped into 18 functional areas or domains of 20 items each.

The MDPS was designed to assess adaptive behaviours, through the use of the Behavioural Scale and to produce documents that would facilitate the process of Individualized Programme Planning (IPP).

Behavioural Assessment

How does one conduct a behavioural assessment?

Critical to the concept of “behavioural” assessment is, naturally, the definition of a “behaviour”.

Behaviour is said to be so only if it can be “seen” (observed) and “measured” (assessed). The MDPS consists of behaviours (items) which meet this definition. Most of these will occur in the routine daily life activities of the individual and will typically represent behaviours (activities/skills) that are important to the independent functioning of the individual. The items arranged in the order of increasing difficulty, are divided into 18 areas or domains, that are considered typical in any training programme planning.

Can two or more members of staff work together on the assessment of one individual?

Yes. In fact, this procedure is desirable and is preferable to the one where only one person attempts to answer all the items and also where the range of activities may typically occur only in different settings or at different times of the day. The important point to remember is to get an accurate picture of how well the individual functions. You may use whatever means you need to get to that picture.

* Individualized Programme Planning (IPP) is also otherwise referred to as:
  Individualized Habilitation Programme (IHP)
  Individualized Educational Programme (IEP)
  Individualized Training Programme (ITP)
A final note. Most persons have reported that the assessment process itself has had a positive effect on them. It is a rare occasion when one completes an assessment and is not surprised to note as to how much more potential the individual has, to perform than was previously thought of. This in itself should make the process much more meaningful to both the assessor and the individual.

Observation

Assessment is based on observation — yours or someone else’s, not any one’s armchair guessing. Most of the behaviours will occur in routine daily life where one can easily observe them. However, some behaviours will not take place where one is in a position to observe them. In that case, one may consult the individual’s parents, teacher, employer, physician or social worker who may have directly observed the person’s behaviour in different settings.

If there has been no possibility on the part of any one to have observed a certain behaviour, one may then ask the individual to attempt performing the activity in the assessor’s presence.

Example: UNSCREWS LID OF JAR OR BOTTLE

(If this behaviour has not been observed, give the individual a jar or a bottle with a lid on it and say “Please unscrew the lid”).

It is to be noted, that there are two general types of items:

Those which have been observed, and those which had not been observed earlier and hence must be tested currently. For the latter type of items, a “proficiency rating” should be made like that of a teacher rating a student’s performance in a test. A rating of “A” in the above example would indicate that the individual was able to unscrew the lid with no difficulty. The rating “B” indicates that the individual could not unscrew the lid.

Ceiling rule

It is unnecessary to request for information about behaviours after a point where four (4) consecutive “B” ratings have been obtained unless there is some reason to believe that the individual could be rated as being able to do some of the items at higher level.

Note: There is no basal rule. You must begin with item 1, in each domain.
Instructions

Read the instructions from the beginning to the end before starting the assessment.

In order to use the Madras Developmental Programming System for Behavioural Assessment the following materials are necessary:

♦ This booklet, containing the Behavioural Scale and instructions.
♦ The Behavioural Profile Form.
♦ ABAK – Adaptive Behavioural Assessment Kit (optional)
♦ Identifying Information Form.

Mark “A” or “B” as per instructions given for the initial assessment. Shade As in blue and Bs in red. Count and enter the total number of As and Bs at the right hand column of the profile, for each domain.

For the first, second, third and fourth quarter evaluations, mark as indicated in the profile over the red markings (target skills). If the targeted behaviour has been achieved by the individual in the first quarter, indicate with horizontal lines over the red shaded square. Similarly for the second quarter, indicate with vertical lines, for the third quarter, mark with criss cross lines and for the fourth quarter, show with diagonal lines.

This type of marking facilitates a graphic comparison of the achieved targeted behaviours in any quarter with that of any other quarterly assessment and for the whole year.

Assess the person keeping in mind the following points

♦ If the person performs the activity (behaviour), mark “A”
♦ If no additional training is required for the person to perform the activity (behaviour), mark “A”.
♦ If the activity (behaviour) is too simple and consequently inappropriate, mark “A”.

Example:

Offers little or no resistance while being washed

A person who is able to bathe himself independently would be marked “A” for this item.

If the person cannot perform the activity (behaviour), mark “B”.

If additional training is required for the person to perform the activity (behaviour), mark “B”.

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If the person cannot perform the activity (behaviour) due to any physical handicap or because he has had absolutely no opportunity to perform the activity (behaviour), mark “B”.

Example:

*Travels by public bus to and from any destination*

A person who lives in an area without public transportation would be marked “B” for this item.

Do not read between the lines or make guesses. Each item means, only what it says.

Example:

*Squats*

This means that the individual squats and may also be doing some other activity at the same time, such as reading, playing a game or eating. The item does not limit the activity to just squatting nor does the item specify the location.

Do not give assistance unless specified.

Example:

*Selects correct sizes, types and styles of clothing at a store*

The individual must select the clothing without assistance to be marked “A”.

For proficiency rating, simulation is permitted for items in the following domains only:

- Scale 1 Gross Motor
- Scale 2 Fine Motor
- Scale 3 Grooming
- Scale 8 Expressive Language
- Scale 10 Reading
- Scale 11 Writing
- Scale 12 Numbers
- Scale 13 Time
- Scale 14 Money
- Scale 18 Vocational

For proficiency rating in these domains use Adaptive Behavioural Assessment Kit - ABAK.

To summarise, as an aid to assessment for getting the base line for programming, the following components of the MDPS could be used:

- The Behavioural Scale
- The Behavioural Profile with the Identifying Information Form
- Problem Behaviour Record Form and
- ABAK - Adapted Behaviour Assessment Kit
1. Gross Motor Activities

1. Holds head erect when in sitting or standing position (body may be supported by a person or prop).
2. Holds head up for 5 seconds when lying on stomach to look at an object/person.
3. Sits without support.
4. Rolls over on flat surface.
5. Moves from lying on stomach to a sitting position.
6. Crawls about a room containing furniture and/or other people.
7. Stands with support.
8. Pulls self to standing position using person or prop for support.
10. Walks 5 feet (may use braces or crutches).
11. Walks upstairs and downstairs putting both feet on each step (may use wall or handrail for support).
12. Pushes or pulls furniture for rearrangement.
13. Runs.
15. Walks upstairs and downstairs, alternating feet (may use wall or handrail for support).
16. Jumps to cross an obstacle (eg. dirty water, rubbish, any floor decoration).
17. Stands on tip toe to reach for an object at a height.
18. Walks continuously for a period of 15 minutes.
19. Carries own luggage to bus stand/station.
20. Rides a bicycle (without training wheels) / swims.

Note: P.P.: Pre Primary; P: Primary; S: Secondary; P.V.: Pre Vocational
2. Fine Motor Activities

1. Closes hand around an object placed in hand.
2. Reaches for and grasps objects.
3. Uses both hands at the same time, when handling an object.
4. Picks up small objects using thumb and fingers only.
5. Makes a stack of 3 cans, or tiffin carrier containers or wooden blocks.
6. Uses a spoon to stir sugar / salt to mix a drink.
7. Strings three one-inch beads or spools on to a string.
8. Opens the door, operating door knob / latch / handle.
9. Screws and unscrews a jar or bottle lid.
10. Carries a filled paper cup without crushing, tipping or spilling.
11. Tears off a perforated sheet.
12. Places key correctly, locks and opens the lock.
13. Pours liquid from a pitcher into a tumbler without spilling.
15. Cuts out a picture involving straight lines using scissors, from a magazine or a book.
16. Cuts out a picture involving circular lines, using scissors from a magazine.
17. Folds a letter, fits into an envelope, applies gum to seal and puts on a stamp.
18. Cuts / opens sachets / wrappers and empties into a container.
19. Strikes a safety match to light a candle / lamp.
20. Threads a medium sized sewing needle within 2 tries.
3. Meal Time Activities

1. Swallows soft foods that do not require chewing.
2. Drinks without spilling, mouthful from a glass or cup with assistance.
3. Bites required amounts of food item.
4. Differentiates between edible and non-edible substances.
5. Picks up dry pieces of food (biscuits) with fingers and puts food in mouth.
6. Chews solid food.
7. Picks up a filled glass and drinks from it without spilling.
8. Uses spoon / hand to pick up and eat mixed food.
9. Mixes food and eats with little or no spilling (may use fingers / spoon).
10. Eats foods, (cereal preparations) such as idli, dosai, puri, roti (uses fingers to make bits).
11. Eats, supervised in public places without calling attention to eating behaviour.
12. Eats porridge, payasam (milk pudding), ice cream with little or no spilling.
13. Eats a complete meal with little or no spilling using all normal eating equipment dishes and utensils.
14. After eating, empties plate into a trash can and washes it.
15. Takes appropriate quantities, when food is offered.
16. While eating, politely asks for food to be passed, and waits for others to finish.
17. Makes necessary arrangements for and serves food in a family style setting.
18. Identifies drinking water in a public place and drinks it.
19. Selects the required meal items when a variety of food is available.
20. Orders and eats in a public dining facility.
4. Dressing

1. Offers little or no resistance while being dressed and undressed.
2. Extends and withdraws arms and legs as required while being dressed and undressed.
3. Removes unbuttoned shirt / blouse, underpants and outerpants.
4. Removes socks, banians, T-Shirts / dresses, when unfastened.
5. Puts on underpants and outerpants.
6. Starts and closes a front zipper.
7. Puts on shirt / blouse.
8. Unbuttons (shirt button, press buttons, hooks).
10. Takes off ties, scarves, belts, hearing aid, spectacles or any jewellery from self.
11. Puts socks and shoes (any foot wear) on correct feet.
13. Ties a bow knot with a shoe lace / ribbon.
14. Puts on self ties, scarves, belts, hearing aid, spectacles or any item of jewellery.
15. Selects clothing appropriate to seasonal / weather conditions and to different occasions.
16. Selects correct size, type and style of clothing at a store.
17. Laces shoes inserting the lace in each eyelet correctly.
18. Wears churidar with dupatta, half saree with skirt / lungi in the correct combinations. (different dress styles)
20. Wears dhoti / saree and manages it in the same manner the whole day. (traditional dresses)
5. Grooming

1. Offers little or no resistance while being washed.
2. Turns head and extends hands as required while being bathed.
3. Dries hands with a towel.
4. Begins brushing motion for cleaning teeth (uses brush or finger).
5. Rinses hands when told.
6. Soaps and rinses hands.
7. Covers mouth while sneezing, coughing and yawning.
8. Soaps and rinses face.
9. Uses tooth-paste or tooth powder, brushes teeth and rinses mouth.
10. Runs a comb or brush through hair with several strokes.
13. Dries entire body with a towel after bathing.
14. Applies face powder / deodorant / bindi (decoration on forehead)
15. Washes, rinses and dries hair.
16. Combs hair including oiling and plaiting (if necessary).
17. Cleans and clips finger nails with a nail clipper.
18. Cleans ear, using cotton buds.
19. Shaves (male) / maintains menstrual hygiene (female).
20. Maintains self, clean, odour-free and groomed.
1. Stays dry for two hours.
2. Sits on the toilet for 30 seconds.
3. Eliminates when on the toilet (bowel or bladder).
4. Removes clothing before sitting on the toilet.
5. Goes to the toilet when reminded.
6. Indicates by gestures or words when needed, to use the toilet.
7. Has bowel control giving time enough to reach the toilet (after indicating).
8. Has bladder control giving time enough to reach the toilet (after indicating).
9. Replaces clothing before leaving the toilet.
10. Removes clothing, sits on the toilet, eliminates and replaces clothing after washing (needs help for washing).
11. Goes to the toilet independently.
12. Uses only a urinal or toilet for urination.
13. Flushes the toilet after use.
14. Has bladder control at night.
15. Closes door of toilet for normal privacy in toileting.
17. Obtains help for any toileting problem.
18. Asks the location of the toilet in new situations.
19. Washes and dries hands after toileting.
20. Chooses the correct toilet (Men / Women) in a public place.
1. Turns head towards the source of sound.
2. Responds by eye contact or verbal acknowledgement when name is called.
3. Responds to the instruction 'Look at me'.
4. Obeys simple instructions such as, 'Come here' and so on.
5. Stops an activity upon request such as 'No' or 'Stop'.
6. Performs the activity when the word 'Me' is used such as 'Give me the ball'.
7. Identifies different sounds such as bell ringing, hands clapping, whispering, keys jingling.
8. Responds to non-verbal communication from others such as frowning, crying, smiling, etc., by returning the gesture or by giving an appropriate verbal response.
9. Points to any common object, such as ball, spoon etc., upon request.
10. Points to 10 body parts such as nose, eyes, mouth etc.,
11. Points to pictures of objects in a book upon request.
12. Follows prepositions such as 'Put the ball into the box' or 'Put the broom behind the door'.
13. Avoids dangers when instructed to do so.
14. Follows two-step directions in order such as, 'Get the ball and close the door'.
15. Follows left and right when instructed.
16. Follows three-step directions such as 'Stand-up', 'Open the book' and 'Move the chair'.
17. Identifies common harmful substances even if not labelled.
18. After listening to a one-page story, indicates 'Yes' or 'No' to specific questions on it.
19. Follows announcements on TV, Radio, at railway station, bus stand or airport with appropriate responses.
20. Responds to jokes (humorous happenings at home and school), with expressions.
8. Expressive Language

1. Makes voice sounds.
2. Uses voice sounds to get attention.
3. Says or indicates, 'Yes' or 'No' in response to questions.
4. Imitates five words heard either singularly or all at once.
5. Says 20 words.
6. Says name when asked.
7. Names common objects when asked, 'What is this?'
8. Names 10 body parts when asked, 'What is this?'
9. Uses two-word phrases/gestures such as, 'Hello, friend', 'Go out' or 'Eat biscuit'.
10. Tells/indicates name and occupation of parents.
11. Communicates address of residence and contact phone number.
12. Expresses feelings, desires or problems in complete sentences such as 'I am hungry', verbally/gesturally.
13. Asks simple questions such as 'What is this?' or 'Why can't I? verbally/gesturally.
14. Uses pronouns such as 'I', 'You', 'He', 'Her', 'Me' or 'Mine' in a complete sentence.
15. Speaks in phrases or sentences/gestures to communicate to someone not familiar with the person.
16. Names/indicates country, the President, Prime Minister, Chief Minister of the country.
17. Carries on a meaningful conversation with another person(s) for 10 minutes.
18. Describes past events in a logical order.
20. Discusses current events.
9. Social Interaction

1. Responds when touched, by reaching towards or moving away.
2. Looks towards or otherwise, indicates, a person in the immediate area.
3. Follows with eyes, a person moving.
4. Plays alone with toys or objects for 2 minutes.
5. Imitates arm movements such as clapping hands or waving goodbye.
6. Identifies by pointing, naming, friends and acquaintances from strangers.
7. Greets others upon meeting, either verbally or with non-verbal friendly gestures.
8. Waits for own turn in a group.
9. Says 'Please' and 'Thank you' and 'Sorry'.
10. Receives guests appropriate to acquaintance (differences in the receiving of relatives, strangers, gas/electricity men and so on).
11. Uses items that belong to others, only with their permission.
12. Objects/asks for help if some one uses own belongings without permission.
13. Interacts with members of the opposite sex and members of different age groups (as required by his community).
14. Responds using proper social courtesies on occasions such as festivals, apologizes, offers greeting or compliments as needed.
15. Participates actively in social events by engaging in the same activity as the other members of the group.
16. Manages/asks for help if/when teased or bullied.
17. Receives phone calls/passes on information to the right person when given messages personally or by phone.
18. Shares possessions with others (in classroom, home and community).
19. Participates in group activities taking the role of a leader.
20. Visits neighbours, relatives and friends when required.
1. Looks at objects presented when seated at a table.
2. Turns the pages of a book, one at a time.
3. Matches 10 pictures with objects.
4. Sorts objects of 3 different shapes.
5. Identifies names, colours (red, yellow, blue and green) when objects with those colours are presented.
6. Sorts pictures of similar and/or familiar objects into the same category e.g. animals, people, vehicles, fruits, flowers etc.
8. Shown 5 pictures sequentially arranged and told a story with them, pictures then jumbled up, arranges them again in sequence.
9. When needed reads the following words and acts accordingly: 'Stop, Men, Women, Danger, Poison, Exit, Pull, Push, In, Out, Enter'.
10. Reads out functional two-word phrases.
12. Reads aloud, sentences with five common words.
13. Reads a simple sentence and answers questions about it.
14. Reads a paragraph (5 lines) and answers questions.
15. Uses a menu card to order meals at restaurants.
16. Reads a story to others.
17. Reads for information or entertainment from newspapers, magazines and story books.
18. Reads a simple story silently and states its main idea.
19. Reads out a recipe for cooking.
20. Reads and follows directions with objects to be assembled.
1. Grasps chalk, pencil or crayon.
2. Scribbles with chalk, pencil or crayon.
3. Grasps chalk, pencil or crayon for writing with thumb, index finger and middle finger.
4. Traces with pencil or crayon along a three-inch straight line.
5. Colours within lines.
6. Copies with a pencil, a vertical, a horizontal or a diagonal line.
7. Traces circles and semi circles.
8. Traces geometric shapes (square, rectangle, triangle).
10. Copies his name.
11. Writes his name readably with initials or father’s name with no example to look at.
12. Copies a printed sentence readably.
13. Writes address and phone number readably.
14. Copies a paragraph readably with punctuations on/to a sheet of lined paper writing on the lines.
15. Writes functional dictated words readably.
16. Writes a short sentence readably when dictated.
17. Writes answers readably to questions after reading a paragraph.
18. Writes a paragraph of 5 lines readably on a given topic.
20. Fills/writes an application form readably.
1. Creates order out of a group of objects by lining up, stacking, or placing them in some other pattern.

2. Indicates the difference between 'more' and 'less' when shown two different sized groups of objects.

3. Separates one object from a group upon request, eg. 'Give me one block'.

4. Points to 'big/small' when asked.

5. Points to 'short' 'long' and 'tall' when asked.

6. Chooses the correct number of objects upto 5 upon request eg. 'Give me three blocks' etc.

7. Chooses correct number of objects upto 10.

8. Names the printed number symbols 1 through 10 when asked at random.

9. Performs activities according to the ordinal number (1st, 2nd, 3rd) eg. forming a queue according to the number given.

10. Writes the number symbols 1 through 10.

11. Counts from 10 to 20.

12. Matches the printed number symbols 1 through 100 with the correct number of objects.

13. Does 3 line single digit addition on paper.

14. Adds single digit numbers with sums upto 10 such as 7 + 3, 2 + 1, or 8 + 2 in functional situation eg. in a purchase.

15. Subtracts single digit addition on paper.

16. Does two line two digit addition on paper with carry over.

17. Does subtraction sums - two digits with borrowing on paper.

18. Does simple two operations in a shopping situation - eg. buy 2 things costing Rs. 3 and Rs. 5 and balance for Rs. 10.


20. Uses a simple calculator with basic four operations.
13. Time

1. Associates the time of the day with activities such as meals time or bed time.
2. Responds to 'Now', 'Later', 'Hurry' and 'Wait' appropriately.
3. Answers appropriately when asked, 'Is it morning or afternoon, evening/night?'
4. Indicates stating own age.
5. Indicates the difference between yesterday, today and tomorrow, using the terms in the correct context.
6. Identifies or names the 7 days of the week in a calendar.
7. Answers/points out correctly when asked 'What day of the week and date is it today?'
8. Identifies or names hour hand, minute hand and numbers on a clock.
9. Identifies or names the 12 months of the year in a calendar.
10. Answers/indicates when asked “What month and year is it now.
11. Identifies or names the seasons of the year.
12. Identifies or tells birth-date, month, day and year.
13. Tells time by the hour on a clock.
15. Tells time by 30 minutes.
16. Tells time to five minutes on a clock or watch.
17. Meets a particular scheduled bus.
19. Arrives on time (date and time) for any appointment. (eg. marriage, parties, cinema, doctors)
20. Sets a clock to within one hour of the correct time after hearing the correct time.
1. Sorts coins from other small metal objects.
2. Selects a rupee note from other paper objects.
3. Selects 5p, 10p, 20p, 25p and 50p, 1 Re. and 2 Rs. coins from a group of coins.
4. Uses money to buy things (might not use correct amount).
5. Identifies 1, 2, 5, 10, 20, 50 and 100 rupee notes.
6. Rank orders coins and rupee notes in order of value.
7. Exchanges 10p coins for Re 1/-
8. Exchanges 25p coins and 50p coins for Re 1/-
9. Exchanges 5p coins for Re 1/-
10. Exchanges the correct number of mixed coins for Re 1/-
11. Exchanges the correct number of mixed coins and rupee notes for Rs 5/-
12. Uses correct amount of money for machines (weighing machine, telephone)
13. Exchanges the correct number of mixed coins and rupee notes for Rs 50/-
15. Counts the change from a purchase of Rs 5/- or less checking the quantity bought.
16. Gives an adequate amount of money for purchases upto Rs. 20/- checking the quantity bought and counts the change.
17. Counts the change from a purchase upto Rs. 50/- checking the quantity bought.
18. Counts change from a purchase upto Rs. 100/- checking the quantity bought.
19. Selects an item comparing the prices (concept of expensive, cheap).
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<tbody>
<tr>
<td>1.</td>
<td>Picks up household trash or litter and places it in a waste basket upon request.</td>
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<td>2.</td>
<td>Puts away personal items in the proper location upon request.</td>
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<td>3.</td>
<td>Dusts furniture leaving no dust on flat surfaces.</td>
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<td>4.</td>
<td>Damp wipes a floor.</td>
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<td>5.</td>
<td>Folds clothes and puts them in a drawer/cupboard.</td>
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<td>6.</td>
<td>Makes bed, stretching, spreading, rolling, folding.</td>
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<td>7.</td>
<td>Sorts vegetable/grocery items bought from market and stores them in respective containers.</td>
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<td>8.</td>
<td>Sweeps a floor with a broom, picks up sweepings in a dust pan and empties the pan.</td>
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<tr>
<td>9.</td>
<td>Washes and dries dishes.</td>
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<td>10.</td>
<td>Prepares pre-made drinks (like Rasna) when asked.</td>
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<tr>
<td>11.</td>
<td>Peels and cuts vegetables and fruits.</td>
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<td>12.</td>
<td>Operates a grinder, mixie or grinding stone.</td>
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<td>13.</td>
<td>Puts off the fire or removes cooker, cooking utensil from the fire in time.</td>
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<td>15.</td>
<td>When required, uses a weighing machine, measuring tape or measuring cup.</td>
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<td>16.</td>
<td>Prepares coffee or tea.</td>
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<td>17.</td>
<td>Washes and dries clothes.</td>
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<td>18.</td>
<td>Irons clothes.</td>
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<tr>
<td>19.</td>
<td>Does simple home repairs (such as sewing on buttons or rejoining broken seams, using needle and thread or machine, uses nail/hammer, screw driver).</td>
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<tr>
<td>20.</td>
<td>Prepares a meal under supervision.</td>
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1. Performs simple errands within a familiar setting.
2. Finds way by self from one place to another within a familiar building.
3. Finds way from one building to another in the immediate neighbourhood.
4. Goes to public places in a supervised group without calling unfavourable attention to self.
5. Identifies a policeman, postman, a fireman, conductor of a bus, gas delivery man and telephone serviceman and persons from power supply.
6. Interacts with strangers in public (as the situation warrants).
7. Crosses residential street intersections, looking in both directions and waiting for traffic to clear before crossing.
8. Walks along road that has no sidewalk - maintains left side.
9. Responds appropriately to social 'kidding', teasing in public.
10. Moves about freely in his neighbourhood eg. school, post office, milk booth, market, place of worship.
11. When goes out with a group, maintains the group norms.
12. Obeys signal lights and 'Walk' 'Don't walk' signals at light controlled intersections.
13. Goes on foot or bicycle to a familiar place over half a kilometre from residence and returns.
15. Participates in religious activities following rules (Pooja/Prayer).
16. Leaves an awkward public situation that is beyond control and seeks help.
17. Telephones for information or assistance when necessary.
18. Follows directions in terms of east, west, north, south and reaches the destination.
19. Uses community facilities - eg. hospital, railway, bus police station and post office.
20. Casts vote.
17. Recreation, Leisure Time Activities

1. Engages in a leisure-time activity for 5 minutes when materials are given.

2. Plays simple ball games like catching, throwing, bouncing and rolling a ball.

3. Watches TV without disturbing others.

4. Engages in activities such as finger painting/brush painting.

5. Plays indoor games not governed by rules with others.

6. Participates in group singing or dancing (activity or passively)


8. Plays outdoor games involving simple rules with others.


10. Watches TV or listens to the radio, tape recorder by selecting a station/channel turning on and off, including use of cassettes.

11. Involves in activities such as playing with pets, or hobbies such as collection of pictures and so on.

12. Participates in outdoor activities, swimming/cycling/walking/playing.

13. Performs art and craft activities such as clay work, leather work or bead work/rangoli/kolam and so on.

14. Initiates self-involvement in a hobby, not including reading or watching TV.

15. Does gardening/makes flower garlands/mango leaf chain for the door.

16. Participates in organised team sports such as cricket, basket ball or volley ball.

17. Uses community recreation facilities for recreation and leisure time activities - theatres, parks and other amusement places.

18. Participates in planning, preparing for parties and so on.

19. Selects books from library for personal reading.

20. Plays a musical instrument/sings (solo).
18. Vocational

1. Assumes a body position at a task or at play such that both hands are available for use.
2. Participates in a single activity for 10 minutes (if protected from interference).
3. Performs a single activity under supervision, in a room with people.
4. Assembles two-part objects that fit together in a simple but secure way.
5. Performs an assigned task or activity for half an hour (may need motivation with rewards).
6. Puts away own tools and materials at the end of a task (may need a reminder upto one-half of the time).
7. Stops a task when required.
8. Participates in group work cooperating with the other members of the group.
9. Changes activity without showing discomfort when assigned from one task to a different task.
10. Accepts supervision and criticism.
11. Goes to an assigned area without reminder in a daily routine programme.
12. Undertakes and completes a task in order to receive money.
13. Reads and then follows the notices, memorandums/circulars. If not able to read, asks for assistance and then follows.
14. Reports for work on time.
15. Increases speed of work when told to do so.
16. Follows the sequence of activities in the routine work skill.
17. Indicates if own performances meet the standards set for an activity.
18. Works full time (8 hours).
19. When situation demands, works in a team.
20. Responds to accidents like fire, electricity, injury by informing the concerned people immediately.
Prof. P. Jeyachandran has been in the field of mental retardation for the last 25 years.

He has the distinction of training the maximum number of special educators and of having the maximum number of years of service in the field of special education in India.

He has authored the Minnesota Developmental Programming System, the Madras Developmental Programming System and the Fire Safety Code for persons with mental retardation. He, along with the co-author Prof. V. Vimala, has also developed the curriculum for the persons with mental retardation and the curriculum for the special educators in mental retardation. Their work in evolving the Adaptive Behaviour Assessment Kit (ABAK) has been recognized both nationally and internationally. Prof. V. Vimala has also been in the field of mental retardation for over two decades and has published, along with Prof. P. Jeyachandran, several papers. These include those on the assessment and programming for persons with mental retardation, the first of its kind in India and also the one on the teaching of yogasanas to them.

Vijay Human Services (VHS), of which Prof. P. Jeyachandran and Prof. V. Vimala are founder members, was registered in the year 1977 to provide services to persons with mental retardation. For the first time in the history of mental retardation a guide book for teaching yogasanas for persons with mental retardation was prepared and published by VHS in consultation with the Krishnamacharya Yoga Mandiram. Again for the first time in India an Individualized Programme Planning System for the teaching of persons with mental retardation has been developed and introduced by VHS. This is currently in use all over the country. VHS offers consultation services for over 40 service providing organisations.

The current edition of the Madras Developmental Programming System, has incorporated all the latest developments in programming in the field of special education.
## Identifying Information Form

Name:  
Date:  
Phone:  

1. Name:  
2. Address:  
3. Place of Birth:  
4. Date of Birth:  
5. Age:  
6. Sex:  
7. Religion:  
8. Mother tongue:  
9. Referred By:  
10. Informant:  
11. Income of parent/guardian:  
12. Drugs taken:  
13. School attended:  
14. Attendance:  
15. Reasons for termination:  
16. List below, the name/s of any day time activity centres, agencies, training facilities, clinics, general hospitals, institutions, attended.

<table>
<thead>
<tr>
<th>Date</th>
<th>Place attended</th>
<th>Purpose</th>
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17. Level of intellectual functioning:  
   Mild  
   Moderate  
   Severe  
   Profound  
18. Associated conditions:  
19. Problem behaviours:  
   1.  
   2.  
   3.  
   4.  
   5.  
20. Name and Address of the guardian:  
21. Name and address of Physician:  

### Appendix VI

#### Madras Developmental Programming System

**Behavioural Profile**

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<th>Name</th>
<th>Date of Initial Assessment</th>
<th>Date of I Qr. Evaluation</th>
<th>Date of II Qr. Evaluation</th>
<th>Date of III Qr. Evaluation</th>
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**Enter 'A' & 'B' as per instruction**

- Shade 'A' in Blue
- Shade 'B' in Red

- If the person performs the Activity, Mark 'A' and shade Blue.
- If the person is yet to perform the Activity, Mark 'B' and shade Red.

#### Activity Grid

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