Appendix - A
Swami Ramanand Teerth Marathwada University, Nanded.

Interview Scheduled for Respondents
(for Ph.D. Research)

"Problems of Physically Challenged Children and Social Work Intervention- A Study with reference to Nanded District"

Research Scholar
Sadanand Govindrao Patil

Research Guide
Dr. W.R. Mujawar

Background Information
6. Name:
7. Age:
8. Sex:
9. Class:
10. Address:
   a. Type of residence Own/ Rental:
   b. Number of Rooms:
   c. Does the child have personal room of his/her own:
11. Type of Family:
   a. Extended/ nuclear:
   b. Number of members in the family:
   c. Whether grandparents live with them:
12. Name of the School:
13. Address grandparents live with them
14. Types of School:
   a. Single sex /co-education:
   b. Regular/ Residential:
15. Parents education (highest level/ degree obtained)
   Mother:
   Father:
16. Parent’s Occupation:
   Mother:
Father:
17. Monthly Income:

Mother:
Father:

18. Total Family Income:

19. Number of siblings:
   a. Education
   b. Occupation, if any:
   c. Position of the child among the siblings

20. Does any other member of the family have any type of impairment/disability:
   Father:
   Mother:
   Brother:
   Sister:

21. Any pre-school training received prior to admission in the present school.

22. 'Are you regular in school? What are some of the things that make you like or dislike your school?

23. Do you regularly participate in activities of school? Do you prefer curricular or co-curricular activities?

24. Are you active in classroom participation? What are the kinds of activities that stimulate the most?

25. Which are the subjects that you enjoy the most or the least? Can you mention some of the problems that you have faced recently?


27. Do you face any difficulties in completing work on time? Have you experienced any such situation? What would your reactions be in such cases?

28. Do you prefer engaging in individual or group work? Can you mention of any one such activity that you have recently engaged in?
29. Do you think participation in co-curricular activities is important? Do you engage in such activities at school?

30. Are you satisfied with your present level of academic as well as non-academic achievement? If yes, do you still intend to incorporate any change in your manner of performance? If no, what are the factors that limit your performance? What are the measures you intend to undertake to bring about improvements?

31. Do you love interacting with your peers? Can you mention of some activities you all engage in? Have you ever faced any peer related problems during your stay at school.

32. Can you mention some of the qualities in yourself that makes others prefer your company?
Interview Scheduled for Teachers and Checklist for School
(for Ph.D. Research)

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1. Name of the Teacher :
2. Age :
3. Education :
4. Sex :
5. Is the student regular at school at for classes?
6. How is the student's approach towards school? Does he enjoy his stay there? What are the things he likes and dislikes there?
7. What is the student's nature of participation in-
   a. Classroom activities and discussions
   b. Co-curricular activities
   c. Any other
8. Is the student able to complete the assigned tasks on time?
9. What is the nature of the work of the student: methodological, systematic, haphazard, structured, etc.
10. What are the common difficulties faced by him in performing his work in the classroom?
11. a. Are there any specific areas or subjects in which the student requires special assistance?
   b. What measures do you undertake to help them in in such situations?
   c. What are the problems you face in this process?
12. What sort of rapport exist between the student concerned and others in both classroom and outside classroom situation?
13. a. What is the general attitude of the other students towards the inclusion of the students with special needs in the classroom?
   b. Do they engage in activities with them? If yes, then the nature of the activities they involve in? If no, then the reason.
   c. Do they face any problem due to their inclusion in the regular classroom?
   d. What efforts they make to adjust with them?

**SCHOOL OBSERVATION CHECKLIST**
Checklist for School Climate/ Organization (Institutional Level)

**Outdoor Orientation and Mobility:**
16. Basic traffic safety
17. Location of zone in relation to building entrance
18. Procedure for getting on off vehicle.
19. Configuration of the playground
   a. Location of the boundaries of the playground in relation to the classroom, buildings, streets, etc.
   b. Location and nature of playground equipment.
   c. Safety rules of using playground equipments.

**Indoor Orientation and Mobility:**
   A. In the School building the student knows location of
20. Main/ School office
21. Principal’s office
22. Staff room
23. Library
24. Clinic/sick room
25. Toilets
26. Classrooms
27. Cantee/Cafetaria
28. Exits and entrances
29. Potential hazards
B. In the classroom the student knows location of
30. Exit and entrance (areas often used are readily accessible)
31. Configuration of desks, chairs
32. Storage areas for books, school bags and other personal items
33. Location of adapted computers and prints

Checklist for Instructional Strategies and Adaptations
   A. Classroom supplies and equipments
   34. Braille writer, slate and stylus
   35. Magnification device
   36. Cassette tape recorder/player
   37. Raised-line or bold line paper, templates and/or writings guides
   38. Physical education equipment with auditory signals
   39. Use of Models
   B. Safety consideration
   40. Evaluate environment for potential hazards (e.g. playground structures, stairs, ramps, etc.)
   41. Ensures students know routines for fire drills and other emergency procedures
   42. Exists and entrances
   C. Instructional Strategies
   43. Reads notes aloud while writing them on board
   44. Provide audio tapes of reading materials
   45. Provide opportunities for hand-on-learning
   46. Specified the instructional procedure for each lesion clearly
   47. Emphasizes on individualized instruction
   D. Additional Curriculum Areas
   48. Listening skills
   49. Daily living skills
   50. Orientation and mobility
   51. Social Skills
   52. Braille literacy
   E. Other Information
53. Learn how and when students use guide, long cane etc. for travel
54. Learn about magnification devices, braille and other equipment’s available to and use by the students
55. Familiarity with individualized education programme goals and objectives and related services
56. Collaboration with other specialists working with the students (e.g. special/itinerant educator, physical trainer, counsellor, etc.)

Checklist for Interpersonal relations:
57. Approves/supports inclusion/integration of students with special needs in the regular classroom.
58. Aware of the needs of the students with special needs
59. Given individual attention
60. Personal interaction with the students
61. Easily approachable
62. Discusses problems, if any
63. Monitors students behavior from time to time
64. Encourages and reinforces self-expression and participation of the students
65. Provides assistance and structures learners responses.

Peer
66. Supports the integration of students with special needs in the regular classroom
67. Aware of the needs of the students with special needs
68. Personal interaction with the students with special needs
   a. Sites with them
   b. Works with them
   c. Includes them in group activities
   d. Offers assistance when required
69. Problems faced by the peers, if any.