Appendix-I  Family Environment Questionnaire (FAQ)

Dimension I

Factual Data Regarding Retardate:

a) Sex of Retardate.
b) Age of Retardate.
c) Birth order of Retardate.
d) Native of Retardation.
e) Native of retardate's behavioural pattern.
f) Presence and native of physical abnormalities in retardate.
g) * Details of retardates school leaving process.
h) * Retardates present occupational/vocational variables.

Dimension II

Family Background Variables:

A) Paternal age/Maternal age:
B) Paternal Educational Status/Maternal Educational Status.
C) Paternal/Maternal Occupational Status.
D) Family nuclear/extended.
E) Nature of relationships in extended/nuclear family.
F) Incidence of additional retardation in near/extended family.
Dimension III
Parental Orientational Variables:

a) Stage at which retardation was obvious.

b) Media of retardate's diagnosis.

c) Initial parental reaction at diagnosis.

d) Additional medical, psychological, guidance sought after primary diagnosis.

e) Nature of measures to rehabilitate retardate.

Dimension IV
Parental Dynamics

a) Nature of parental marital relationship.

b) Nature of parental relationship in decision making, handling children, times of family crisis, etc.

c) Extent of parental communication with each other.

d) Extent of parental mutual support in bringing up retardate.

e) Perception of mutual parental responsibility in bringing up retardate.

Dimension V
Sibling Orientation Variables:

a) Nature of sibling attitude towards retardate.

b) Nature of help and support provided by sibling to retardate.

c) Nature of sibling perception of retardate's future.
d) Extent of retardate's participation in sibling play activities.

e) Sibling parent interaction.

f) Charges in sibling parent interaction post retardate's birth.

g) Sibling/parental attitude similarity/dissimilarity regarding rearing up of retardate.

h) Sibling/parental joint decisions regarding retardate's upbringing.

**Dimension VI**

**Family's Direct Interaction With Retardate:**

a) Nature of retardate/family interaction.

b) Extent of family attention paid to retardate's development of skills, hobbies, psycho-social growth etc.

c) Extent of family attention to supplement retardate's school training.

d) Retardate allowed for recreative activities.

e) Retardate's participation in social events within family.

f) Retardate's participation in outer social milieu.

g) Family decisions regarding retardate's future.

h) Desire to institutionalise retardate.

i) Family rationalization for retardate's birth.

j) Family's religious affiliation.
k) Family participation in developing retardates psycho social growth after retardates school tenure.

l) Family provision of further training/vocational avenues for retardate.

Dimension VII

The Social Environment:

a) Nature of family's social environment.

b) Family relationship with neighbourhood.

c) Attitude of community toward's retardate.

d) Extent and nature of support for retardates upbringing by community members.

* Note: Items with asterix were inclusive only for the FAQ at phase I.
APPENDIX II  THE RETARDATE ATTITUDE QUESTIONNAIRE (RAQ)

Section A. Retardates Perception of Family.

<table>
<thead>
<tr>
<th>Specified Dimension</th>
<th>Response Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Antagonism towards parents</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Parents express annoyance towards retardates appearance behaviour, school</td>
<td>Sometimes</td>
</tr>
<tr>
<td>performance etc.</td>
<td>No</td>
</tr>
<tr>
<td>3. Parents express acute worry over retardates psychological failings.</td>
<td></td>
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<tr>
<td>4. Parents resort to bullying/beating behaviour.</td>
<td></td>
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<tr>
<td>5. Parents never surprise cognitive, social speech and self help skills.</td>
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<td>6. Parents never provide books, toys recreational material.</td>
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<tr>
<td>7. Siblings indifferent and undifferent to retardates stimulation programme.</td>
<td></td>
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<tr>
<td>8. Siblings resort to bullying/beating/quarrelsome behaviour.</td>
<td></td>
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<tr>
<td>9. Retardate disallowed to socialize/participate in routine family functioning.</td>
<td></td>
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<tr>
<td>10. Family environment regarded unfavourable.</td>
<td></td>
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<tr>
<td>11. Retardate disallowed free movement in house.</td>
<td></td>
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<tr>
<td>12. Feelings of neglect, being unloved.</td>
<td></td>
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<tr>
<td>13. Retardate disallowed socialization in neighbourhood.</td>
<td></td>
</tr>
<tr>
<td>14. Neighbours/relatives/friends display antagonism to retardate.</td>
<td></td>
</tr>
<tr>
<td>15. Family environment preferred to school environment.</td>
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</table>
Section B. Retardates Perception of School

<table>
<thead>
<tr>
<th>Specified Dimension</th>
<th>Response frequency</th>
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<tr>
<td></td>
<td>Yes</td>
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</table>

1. Feelings of fear and depression while going to school.
2. Feelings of sickness/restlessness/inadequacies in school.
3. Antagonism towards teachers/attendants.
4. Teachers not encouraging/strict/partial to others.
5. Teachers indifferent to retardate's needs and feelings.
6. Teachers/Attendants resort to beating/bullying behaviour.
7. Feelings of inferiority to Religious in cognitive and social skills.
8. Feelings that teachers/peers are hostile/antagonistic/nonencouraging.
9. Inability to speak up in class.
10. Inability to develop adjusive mechanism.
11. Feelings of indifference towards curricular activities.
12. Feelings that school curricular is useless.
13. Inability to concentrate in class.
15. School work not facilitated at home.
### Section C: Retardates Self Evaluation

<table>
<thead>
<tr>
<th>Specified Dimension</th>
<th>Response Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feelings of inability of success in any field.</td>
<td>Yes Sometimes No</td>
</tr>
<tr>
<td>2. Feelings that educative process/special training of no minimal use.</td>
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<tr>
<td>3. Feelings of inferiority/strangerness as compared to peers/normal peers/normal siblings.</td>
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<tr>
<td>4. Feelings of inability to talk in front of class/people.</td>
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<td>5. Feelings of failure in school/personal adjustment dimensions.</td>
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<tr>
<td>6. Feelings of acute worry/restlessness.</td>
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<tr>
<td>7. Incapability of concentration.</td>
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<tr>
<td>8. Inability to get proper sleep.</td>
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<tr>
<td>9. Prevalance of feelings of worry that retardate disliked by family/teachers/peer group/relatives.</td>
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<tr>
<td>11. Prevalance of physical illness/impaired appetite/intermittent fever/headaches etc.</td>
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<tr>
<td>12. Prevalance of feelings that family/siblings/relatives might abandon retardate.</td>
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<tr>
<td>13. Acute feelings of failing in psychosocial, cognitive, developments in school.</td>
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<tr>
<td>14. Feelings of not being appreciated by family/social milieu.</td>
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<tr>
<td>15. Feelings of not being appreciated by school personnel/peers.</td>
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</tbody>
</table>
Appendix III

THE WISC RECORD FORM

Name: Age: Sex:

Address:

Parents Name:

School: Grade:

Referred by:

Date of initial Test: Year Month Day

Date of final Test:

Performance Test Raw Scores
a) Picture completion
b) Picture arrangement
c) Block Design
d) Object Assembly
e) Coding
f) Mazes

Sum of performance Tests

Notes: Examiner:
Appendix-IV  

Vireland Social Maturity Scale

<table>
<thead>
<tr>
<th>Category</th>
<th>Years</th>
<th>Eating</th>
<th>Drinking</th>
<th>Washing</th>
<th>Dressing</th>
<th>Locomotion</th>
<th>Use of Occup</th>
<th>Comm Skills</th>
<th>Social Skills</th>
<th>Self Help</th>
<th>Score</th>
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</tbody>
</table>

0 Pass  

X Fail

Examiner:  

Total Score: 77

Comments:  

Borderline


(ix)
Communication

73. Reads on own
68. Knows about Ramayana
66. *Tells time
63. Uses pencil for writing
58. Prints single words
49. *Performs for others
44. *Relates experiences
34. Talk in short sentences
31. Uses names
17. Follows instructions
10. *Initiates sounds
1. *Crows, laughs.

Dressing
70. Brushes hair
54. Dresses self
47. Buttons coat
42. Puts on coat unaided
37. Removes coat/dress
21. Pulls off socks

Occupation
72. Does simple household tasks
48. Helps at tasks
36. Initiates play

Self Help
58. Prints single words
49. *Performs for others
44. *Relates experiences
65. Goes to bed unaided
60. Is trusted with money
51. Cares for self at toilet
41. Avoids simple hazards
35. Asks to go to toilet
33. Unwraps candy
30. Discriminates edible food.
23. Overcomes simple obstacles.
16. Does not drool

* Consecutive item pains with asterix must both be passed or faild before they imply the passing or failing of adjacent pairs.
### VSMS Contd.

<table>
<thead>
<tr>
<th>Eating</th>
<th>Use of Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 Cares for self at table</td>
<td>71. Uses tools</td>
</tr>
<tr>
<td>67 Uses table knife for spreading</td>
<td>57* Uses scales</td>
</tr>
<tr>
<td>68 Uses table knife for cutting</td>
<td>55* Uses pencil</td>
</tr>
<tr>
<td>38 Eats with fork</td>
<td>43 Cuts with scissors</td>
</tr>
<tr>
<td>28 Eats with spoon</td>
<td>19 Marks with pencil</td>
</tr>
<tr>
<td>20 Masticates food</td>
<td>13 Grasps with thumb &amp; finger</td>
</tr>
<tr>
<td></td>
<td>6 Reaches for objects</td>
</tr>
<tr>
<td></td>
<td>3 Grasps object</td>
</tr>
</tbody>
</table>

### Washing

| 74 Bathes unaided        | 69 Participates in play          |
| 64 Bathes assisted       | 59 * Plays simple games.         |
| 52 Washes face unaided   | 56 * Plays competitive games     |
| 50 Washes hands unaided  | 46 Plays cooperatively           |
| 40 Dress own hands       |                                  |

### Locomotion

| 77 Goes about town freely | 27 Plays with others             |
| 61 Goes to school alone   | 14 Demands personal attention    |
| 53 Goes about neighbourhood| 4. Reaches for persons           |
| 45 Walks down stairs      |                                  |
| 32* Walks upstairs        |                                  |
| 29* Goes about home       |                                  |
| 26 Gives up baby carriage |                                  |
| 18 Walks about room       |                                  |
| 15* Stands alone          |                                  |
| 12 Moves about on floor   |                                  |
| 9 Pulls self upright      |                                  |
| 8* Sits unaided           |                                  |
| 5 Rolls over              |                                  |

### Drinking

| 39 Gets drink unassisted | 25 Drinks from cup unassisted |
| 25 Drinks from cup unassisted | 11 Drinks aided |
| 11 Drinks aided          |                              |
APPENDIX VIII

SELF ANALYSIS FORM

NAME........................................................................................................

First  Middle  Last

SEX..............................AGE..............................................OTHER FACTS........

(Write M or F)  (Nearest Year)  (Address, Occupation, etc., as instructed)

Inside this booklet you will find forty questions, dealing with difficulties that most people experience at one time or another. It will help a lot in self-understanding if you check Yes, No, etc., to each, frankly and truthfully, to describe any problems you may have.

Start with the two simple examples just below, for practice. As you see, each inquiry is actually put in the form of a sentence. By putting a cross, X, in one of the three boxes on the right you show how it applies to you. Make your marks now.

1. I enjoy walking .................................................................

Yes  Occasionally  No

A middle box is provided for when you cannot definitely say Yes or No. But use it as little as possible.

2. I would rather spend an evening:

(A) talking to people, (B) at a movie ................................

A  In between  B

About half the items inside end in A and B choices like this. B is always on the right. Remember, use the "In between" or "Uncertain" box only if you cannot possibly decide on A or B.

Now:

1. Make sure you have put your name, and whatever else the examiner asks, in the place at the top of this page.

2. Never pass over an item but give some answer to every single one. Your answers will be entirely confidential.

3. Do not spend time pondering. Answer each immediately, the way you want to at this moment (not last week, or usually). You may have answered questions like this before; but answer them as you feel now.

Most people finish in five minutes, some in ten. Hand in this form as soon as you are through with it, unless told to do otherwise. As soon as the examiner signals or tells you to, turn the page and begin.

STOP HERE—WAIT FOR SIGNAL

© 1957, 1963, by R.B. Cattel. All rights reserved. Published by the Institute for Personality and Ability Testing, 1602-04 Coronado Drive, Champaign, Illinois. Printed in India by the PSYCHO CENTRE, T-22, Green Park, New Delhi-16.
1. I find that my interests, in people and amusements, tend to change fairly rapidly...
   True In between False

2. If people think poorly of me I can still go on quite serenely in my own mind...
   True In between False

3. I like to wait till I am sure that what I am saying is correct, before I put forward an argument...
   Yes In between No

4. I am inclined to let my actions get swayed by feelings of jealousy...
   Sometimes Seldom Never

5. If I had my life to live over again I would:
   (A) plan very differently, (B) want it the same...
   A In between B

6. I admire my parents in all important matters...
   Yes In between No

7. I find it hard to "take no for an answer", even when I know what I ask is impossible...
   True In between False

8. I doubt the honesty of people who are more friendly than I would naturally expect them to be...
   True In between False

9. In demanding and enforcing obedience my parents (or guardians) were:
   A) always very reasonable, (B) often unreasonable...
   A In between B

10. I need my friends more than they seem to need me...
    Rarely Sometimes Often

11. I feel sure that I could "pull myself together" to deal with an emergency...
    Always Often Seldom

12. As a child I was afraid of the dark...
    Often Sometimes Never

13. People sometimes tell me that I show my excitement in voice and manner too obviously...
    Yes Uncertain No

14. If people take advantage of my friendliness I:
    (A) soon forget and forgive, (B) resent it and hold it against them...
    A In between B

15. I find myself upset rather than helped by the kind of personal criticism that many people make...
    Often Occasionally Never

16. Often I get angry with people too quickly...
    True In between False

17. I feel restless as if I want something but do not know what...
    Very rarely Sometimes Often

18. I sometimes doubt whether people I am talking to are really interested in what I am saying...
    True In between False

19. I have always been free from any vague feelings of ill-health, such as obscure pains, digestive upsets, awareness of heart action, etc.
    True Uncertain False

20. In discussion with some people, I get so annoyed that I can hardly trust myself to speak...
    Sometimes Rarely Never

CONTINUE ON NEXT PAGE
APPENDIX VIII

Through getting tense I use up more energy than most people in getting things done

I make a point of not being absent-minded or forgetful of details

However difficult and unpleasant the obstacles, I always stick to my original intentions

I tend to get over-excited and "rattled" in upsetting situations

I occasionally have vivid dreams that disturb my sleep

I always have enough energy when faced with difficulties

I sometimes feel compelled to count things for no particular purpose

Most people are a little queer mentally, though they do not like to admit it

If I make an awkward social mistake I can soon forget it

I feel grouchy and just do not want to see people:
(A) occasionally (B) rather often

I am brought almost to tears by having things go wrong

In the midst of social groups I am nevertheless sometimes overcome by feelings of loneliness and worthlessness

I wake in the night and, through worry, have some difficulty in sleeping again

My spirits generally stay high no matter how many troubles I meet

I sometimes get feelings of guilt or remorse over quite small matters

My nerves get on edge so that certain sounds, e.g., a screechy hinge, are unbearable and give me the shivers

If something badly upsets me generally calm down again quite quickly

I tend to tremble or perspire when I think of a difficult task ahead

I usually fall asleep quickly, in a few minutes, when I go to bed

I sometimes get in a state of tension or turmoil as I think over my recent concerns and interests

STOP HERE. BE SURE YOU HAVE ANSWERED EVERY QUESTION.
<table>
<thead>
<tr>
<th>Raw Scores:</th>
<th>A Score (Covert, indir.)</th>
<th>B Score (Overt, manifest, sympt.)</th>
<th>TOTAL RAW SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(p. 2 score)</td>
<td>(n. 3 score)</td>
<td>(A + B)</td>
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<tr>
<td></td>
<td>Q3(-)</td>
<td>C (-)</td>
<td>Overt-Covert R²:</td>
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</table>

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<thead>
<tr>
<th>Stens:</th>
<th>Q3(-)</th>
<th>C (-)</th>
<th>L</th>
<th>Q4</th>
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</table>

<table>
<thead>
<tr>
<th>Standard Score</th>
<th>Qualitative Observations:</th>
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<tbody>
<tr>
<td>10</td>
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<th>TOTAL, STANDARD SIEN SCORE</th>
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Diagnostic Summary:

(This column normally used only when deciles are preferred to stens.)
## APPENDIX IX

The Competency List

<table>
<thead>
<tr>
<th>Category specification</th>
<th>Responder's rating choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vital</td>
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</tbody>
</table>

### Section A: Personal qualifications of Teacher

1. Ability to be flexible and adaptable
2. Ability to remain stable in emergencies
3. Ability to accept hostility from retardates
4. Ability to remain stable under prolonged stress
5. Possession of good health and endurance and patience
6. Possession of working and adjustable knowledge of one's own personality, structure including one's idiosyncrasies.
7. Ability to differentiate between sympathy and empathy for emotionally disturbed retardates.
8. Ability to display humour with active out withdrawn physically violent children
9. Possession of wide range of interests, hobbies and friends outside field of education.

### Section B: Personality Dynamics

10. Knowledge of differences between normal and abnormal behaviour at various age levels
APPENDIX IX

11. Knowledge of theories and research in mental retardation

12. Knowledge of improved techniques of handling retardates

13. Knowledge of the theories of the structure of personality

14. Knowledge of characteristics and causes of psychotic and neurotic behaviour in normal regarded children

Section C: Community Services:

15. Knowledge of the types of cases seen by child guidance centres

16. Knowledge of social welfare organisations, methods of referral

17. Knowledge of state and local laws, policies regarding education/welfare

18. Knowledge of national professional organisations related to the education training of retardates.

19. Knowledge of services of vocational employment rehabilitation

Section D: Cultural and Social:

20. Knowledge of effects of socio economic status, home, community, conditions on retarded.

21. Knowledge of household, adjustment patterns and child rearing practices

22. Knowledge of mores and modes of living of different economic and social groups.
APPENDIX IX

23. Ability to react to different economic groups as per their needs

Section-E: Mental Health Team:

24. Ability to refer problem to other staff if unable to handle

25. Ability to maintain professional ethics in dealing with confidential material.

26. Ability to develop educational intervention plans for retardates not benefitting from training.

27. Experience in participating on a clinical team with psychiatrist, psychologist, social worker in studying problem children.

Section-F Public and Parent relations:

28. Ability to interpret the educational problems and needs of people's to their parents.

29. Ability to interpret the emotional/social needs of retardates to their parents.

30. Ability to handle parents of retardates in a considerate manner and give counselling measures.

Section-G: Diagnostics

31. Ability to differentiate between educationally retarded and mentally retarded pupils.

32. Ability to evaluate retarded in comparison to his growth potential.
33. Ability of sought out family background variables in the development of retardate.

34. Ability to infer causations of behaviour like temper tantrums, stealing, nailbiting, stammering.

35. Ability to administer, interpret, intelligence/educational/social maturity/achievement tests and make strategies accordingly.

36. Ability to anticipate emotional crisis in retardate which might endanger pupil/home/peers

Section-H: Class-room organisation and Management:

37. Ability to reject behaviour without rejecting retardate.

38. Ability to teach individually/very small groups when specialized attention needed.

39. Ability to set different class-room limits for different children in terms of their psychological diagnosis and treatment.

40. Ability to form a warm two-way relationship with withdrawn aggressive pupils.

41. Ability to establish a variety of flexible class-room limits from extreme permissiveness to extreme restrictiveness.

42. Ability to design-tolerate a school programme which de-emphasize traditional academic objectives and substitute the development of an adequate personality.
APPENDIX IX

Section-I: Teaching Techniques

43. Ability to provide feedback to retardates regarding progress/non-progress.

44. Ability to provide arts and crafts as a means of outlet and expression.

45. Ability to use non-verbal communication.

46. Ability to device special educational procedures for retardates based on psychiatric finding.

47. Knowledge of special techniques for remedial reading arithmatic, self-help, skills and play-therapy.

Section-J: Therapeutic Techniques:

48. Knowledge of procedures used in personal counselling play-therapy/group therapy.

49. Ability to conduct group psychotrapy

50. Ability to conduct individual psychotrapy.

51. Ability to evaluate social/family deficits in failings in retardate.

Section-K: Technical Knowledge:

52. Acquittance with publications/literature/research in the field of education of mentally retarded individuals.
Appendix VII  Teacher-Interview Scale

A) Name:

B) Educational Status:

C) Income:

D) Length of present service:

E) Marital status:

F) Training in Mental Retardation before joining service.

G) Training in Mental Retardation in service:

H) Motivation for joining Mental Retardation school:
   1) Economic Reasons:
   2) Social Service:
   3) Specific interest in Mental Retardation:
Appendix No. VIII

Case No. 1 (Improver at Phase I)

Name: M.G.  Age: 9½ year  Sex F

IQ 60 (WISC)  Diagnosis: Mongolism (undifferentiated mental retardation)

Income Status: (850-900 p.m.)

Retardates present level of functioning:

1) **Physical**: a) Presence of minor neurological disabilities
   b) Presence of left eye squint
   c) Minor speech aberrations
   d) Coarse skin, scanty hair

2) **Psycho-social**: a) displays social adaptability
   b) insight and emotional disposition fair
   c) Masters household tasks
   d) displays considerate behaviour.

3) **Cognitive**: a) Orientation fair
   b) memory poor
   c) severe weakness in numerical concepts
   d) displays creativity

**Parents**: Father-patient, good health, occupational status.
Mother-hyper anxious, obsessive.

**Siblings**: 3 siblings/normal/alive

**Family Summary**: Family nuclear, Retardate basically retiring
and withdrawn. Social participation encouraged. Is treated extensively with cognitive stimulants.
Siblings helpful, supportive. Retardate encourage supervision of youngest sibling. Retardate actively involved in family events.

**Final Status**: Marked improvement in academic and social adaptability in last two years.
Case No. 2  
Deteriorator at Phase II

Name: S.G.  
Age: 10 Years  
SEX: M

IQ: 55 (WISC)  
Diagnosis: Mental Retardation with M.B.D.

Income status: 900-1,000 p.m.

Retardate's present level of functioning:

Physical
1. Health good, minor neurological deficits
2. Excitable, aggressiveness manifested
3. Poor sleeper
4. Speech skills good.

Psycho-Social
1. Emotional in nature
2. Prove to depressions
3. Social adaptability poor
4. Feelings of being prosecuted, being disliked.

Cognitive:
1. Weak in academic subjects.
2. Fond of play activities
3. Inability to concentrate
4. Grudges against school personnel

Parents:
Father: Normal, given to punitive training of retardate.
Mother: over anxious, ineffective.

Siblings:
2) Normal; 1 epileptic.

Family Summary:
Atmosphere strained by two disabled children.
Retardate ridiculed by 2 normal siblings.
Retardate very fond of mother and epileptic sibling. Father punitive. Retardate's failings over emphasized.

Final Status:
Case No. 3

Deteriorator at Phase II

Name: T.G
Age: 18
Sex: F.

IQ level (School leaving time) School measure = 55
Diagnosis: Undifferentiated mental Retardation, Precipitated by Meningitis.

Income Status: Rs. 1,000 p.m.

Occupational Status: Attending partial day care centre.
Left School: 3 years hence

Level of functioning:

Physical:
  a) Obvious signs of retardation.
  b) flexibility of links
  c) speech normal
  d) Enuresis, sleep problems
  e) Good at self help

Psycho-social
  a) Poor adaptability
  b) Lethargic, no keenness to learn work
  c) Prove to depressive fits.
  d) Prove to self destructive behaviour

Cognitive:
  a) Complete memory loss of skills inculcated in school.
  b) Incapable of making purchases
  c) Poor understanding of numerical concepts.

Parents:
  Father: Punitive, health poor
  Mother: employed, anxious about retardate.

Siblings:
  2) Normal, uncaring of retardate.

Family Summary:
Retardates rehabilitation neglected centre attended leaves much to be desired.
Family initially interested in retardates inculcation of skills and the disposition toward institutionalization.

Present Status: Definite deterioration since school leaving time.
Case No. 4  
**Improver at Phase II**

**Name:** S.P.  
**Age:** 17½  
**Sex:** M.

**IQ Level:** 65 (School records)  
**Diagnosis:** Undifferentiated mental retardation

**Income Status:** Rs. 900/- p.m.

**Occupational Status:** Employed in sheltered workshop.

**Left school:** 4 years hence.

**Present level of functioning:**

**Physical:**
- Presence of minor speech deficits
- Good posture, health good
- Effective mastery of self help skills.

**Psycho-social**
- Easy going, socially adaptable.
- Feels comforted in home milieu
- Makes effective vocational rehabilitation.

**Cognitive:**
- Good mastery of numerical concepts.
- Continued inculcation of reading, writing skills by family.

**Parents:**
- Father: Tolerant, effective parent, ambitions towards retardates rehabilitation.
- Mother: Anxious, health poor, supported by siblings.

**Siblings:**
- 3/normal; extremely supportive towards rehabilitation.

**Family summary:**
- Family milieu bright, cheerful, continuous inculcation of skills in retardate. Continuous feedback from the workshop obtained about retardate. Retardate participates in all family events.

**Present status:**
- Visible signs of improvement. Effective social adaptation.
Appendix No. IX  Developmental Profile of Improver  (From sample at Phase I)

Initial qualitative assessment
Good

Fair

Poor

one year academic intervention

Improved

Final qualitative assessment
Static

Deteriorated

A: Speech skills
B: Social adaptability
C: Emotional control
D: Impulse control
E: Muscle control
F: Insight
G: Language
H: ability to grasp
I: ability to grasp
J: Body image
K: Orientation-time
L: Orientation-place
M: Orientation-person
N: attention
O: concentration
P: Memory
Q: Performance I.Q.
R: Social maturity

(xxiv)
Developmental Profile of Deteriorator
(from Sample at Phase I)

Initial qualitative assessment
Good
Fair
Poor

one year academic intervention
Improved

Final qualitative assessment
Static
Deteriorated

A: Speech skills
B: Social adaptability
C: Emotional Control
D: Impulse Control
E: Muscle Control
F: Insight
G: Language
H: ability to communicate
I: ability to grasp
J: Body Image
K: Time orientation
L: Place orientation
M: Person orientation
N: attention
O: concentration
P: Memory
Q: Performance 1Q
R: Social Maturity-

(xxv)