Appendix I a

ICD - 9 and its multiaxial modification (Rutter, Shaffer and Sturge, 1975)

This Classification is designed to cover all ages, but in the following summary, the categories in Axis One most likely to be used for childhood and adolescent disorders appear in heavy type. Any item may however be used for a child or adolescent.

Categories derived from ICD-9

Axis One (Clinical Psychiatric Syndrome)
Psychoses (290 - 299)
  Senile and Presenile Organic Psychotic Conditions
  Alcoholic Psychoses
  Drug Induced Psychoses
  Transient Organic Conditions
  Other Organic Psychotic Conditions (Chronic)
  Schizophrenic Psychoses
  Affective Psychoses
  Paranoid States
  Other Non-Organic Psychoses

Psychoses Specific to Childhood
Neurotic Disorders, Personality Disorders and other
Non-Psychotic Mental Disorders
Neurotic Disorders
Personality or Character Disorders
Sexual Deviations and Disorders
Alcohol Dependence
Drug Dependence
Non-Dependent Abuse of Drugs
Physical Conditions Arising from Mental Factors

Special Symptoms or Syndromes not Elsewhere Classified
Acute Reaction to Stress
Adjustment Reaction
Specific Non-Psychotic Disorders following Brain Damage
Depressive Disorders not Elsewhere Classified
Disturbance of Conduct elsewhere Classified
Disturbance of Emotions Specific to Childhood and Adolescence

Hyperkinetic Syndrome of Childhood
Psychic Factors Associated with Diseases Classified Elsewhere

Axis Two (Specific Delays in Development)
  No Specific Delay
  Specific Reading Retardation
  Specific Arithmetical Retardation
Other Specific Learning Difficulty
Developmental Speech/Language Disorder
Specific Motor Retardation
Mixed Developmental Disorder
Other Specified
Unspecified

Axis Three (Intellectual Level)
Normal Variation
Mild Mental Retardation
Moderate Mental Retardation
Severe Mental Retardation
Profound Mental Retardation
Unspecified Mental Retardation
Intellectual Level Unknown

Axis Four (Medical Conditions)
This includes all remaining codes in ICD-9
Items not Derived from ICD-9

Axis Five (Abnormal Psychosocial Situations)
No significant distortion or inadequacy of the psychosocial environment
Mental disturbance in other family members
Discordant intra-familial relationships
Lack of warmth in intra-familial relationships
Familial over-involvement
Inadequate or inconsistent parental control
Inadequate social, linguistic or perceptual stimulation
Inadequate living conditions
Inadequate or distorted intra-familial communication
Anomalous family situation
Stresses or disturbance in school or work environment
Migration or social transplantation
Natural disaster
Other intra-familial psychosocial stress
Other extra-familial psychosocial stress
Persecution or adverse discrimination
Other psychosocial disturbance in society in general
Other (specified)
Psychosocial situation unknown.
Appendix I b

DSM-III-R

DSM-III has been widely used on the North American continent and it is likely that DSM-III-R will be employed as widely. Unlike ICD-9, DSM-III and DSM-III-R are designed as multiaxial schemes. The five axes of DSM-III-R are:

*Axis I: Clinical syndromes and V codes.
*Axis II: Developmental disorders and personality disorders
*Axis III: Physical disorders and conditions
*Axis IV: Severity of psychosocial stressors
*Axis V: Global assessment of functioning.

Axis I: Clinical Syndromes and V codes:

The first axis starts with a list of 'disorders usually first evident in infancy, childhood or adolescence'. These are subdivided as follows:

I. Disruptive behaviour disorders
   - Attention-deficit hyperactivity disorder (ADHD)
   - Conduct disorder
   - Oppositional defiant disorder

II. Anxiety disorders of childhood or adolescence
   - Separation anxiety disorder
   - Avoidant disorder of childhood or adolescence
   - Overanxious disorder

III. Eating disorders
   - Anorexia nervosa
   - Bulimia nervosa
   - Pica
   - Rumination disorder of infancy

IV. Gender identity disorders

V. Tic disorders

VI. Elimination disorders
   - Functional encopresis
   - Functional enuresis

VII. Various other disorders: Cluttering, stuttering, elective mutism, identity disorder, reactive attachment disorder of early childhood, stereotypy/habit disorder.

The other Axis I categories may also be used for children's and adolescent's disorders. The principal categories are:
Organic mental syndromes and disorders
Psychoactive substance use disorders
Schizophrenia
Delusional (paranoid) disorders
Psychotic disorders not elsewhere classified
Mood disorders
Anxiety disorders (or anxiety and phobic neuroses)
Somatoform disorders
Dissociative disorders (or hysterical neuroses, dissociative type)
Sexual disorders
Sleep disorders
Factitious disorders
Impulse control disorders not elsewhere classified
Adjustment disorders
Psychological factors affecting physical condition
'V' Codes for conditions not attributable to a mental disorder that are a focus of attention or treatment.

Axis II: Developmental disorders and personality disorders
This axis comprises 'developmental' and personality disorders. The developmental disorders categories are:

Mental Retardation
Pervasive developmental disorders
Specific developmental disorders
Other developmental disorders

Axis III: Physical disorders and conditions

Axis IV: Severity of psychosocial stressors

Axis V: Global assessment of functioning scale
Appendix II

Name:
Std:

RUTTER’S SYNDROME CHECK LIST

Children's Behaviour Questionnaire For Completion by Teachers

To be completed by the teachers:

Below are a series of descriptions of behaviour often shown by children. After each statement are three columns: 'Doesn't apply', 'Applies Somewhat' and 'Certainly applies'. If the child definitely shows the behaviour described by the statement place a tick ( ) in the bracket under 'certainly applies'. If the child shows the behaviour described by the statement, but to a lesser degree, or less often, place a tick ( ) in the bracket under 'Applies Somewhat'. If, as far as you are aware, the child does not show the behaviour, place a tick ( ) in the bracket under 'doesn't apply'. Please put ONE tick against EACH statement.

Thank You.
<table>
<thead>
<tr>
<th></th>
<th>Doesn't Apply</th>
<th>Applies somewhat</th>
<th>Certainly applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very restless. Often running about or jumping up and down.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Hardly ever sits still.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Truants from school. (leaves home for school, does not attend)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>3. Squirmy, Fidgetty child. (restless)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>4. Often destroys own or other belongings.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>5. Frequently fights with other children.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>6. Not much liked by other children.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>7. Often worried, worries about anything.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>8. Tends to do things on his own. (rather solitary)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>9. Irritable. Is quick to 'fly off the handle' (Gets angry very quickly)</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>10. Often appears miserable, unhappy, tearful or distress</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>11. Has twitches, mannerisms or tics of the face or body.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>12. Frequently sucks thumb or finger.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>13. Frequently bites nails or fingers.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>
14. Tends to be absent from school for trivial reasons. 

<table>
<thead>
<tr>
<th></th>
<th>Doesn't Apply</th>
<th>Applies somewhat</th>
<th>Certainly applies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

15. Is often disobedient. 

16. Has poor concentration or short attention span. 

17. Tends to be fearful, or afraid of new things or new situations. 

18. Fussy over a particular child. 

19. Often tells lies. 

20. Has stolen things on one or more occasions. 

21. Has wet or soiled self at school this year. (urinate or pass motion) 

22. Often complains of pains and aches. 

23. Has had tears on arrival at school or has refused to come into the school building, this year. 

24. Has a stutter or stammer. 

25. Has other speech difficulty. 


27. Are other problems of behaviour. 

Signature: Mr./Mrs./Miss .................................

How well do you know this child? 

Very well/Moderately well/Not very well

Thank you very much for your help.
Appendix - III

FAMILY STRUCTURE

1. Religion
2. Respondent Mother/Father
3. Age

1) FAMILY COMPOSITION

<table>
<thead>
<tr>
<th>Item</th>
<th>Age</th>
<th>Education</th>
<th>Occupation</th>
<th>Monthly Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step-father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step-mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandfather</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grandmother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aunt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. No. of children

6. Ordinal position of the identified child
   a. First child  b) second child  c) Third child
d. Fourth child  e) .............  f) Youngest child

7. Age difference between children
   a. 1st and 2nd one ............
b. 2nd and 3rd one ............
c. 3rd and 4th one .............

8. The name of the identified child ............ Age .......

   Birth of the child was planned/unplanned
11) **PHYSICAL ENVIRONMENT OF THE HOUSE**

9. Location of residence: Rural/Urban

10. The house in which you reside is a) Your own  
    b) Rented  
    c) A part of the house is on rent  
    d) Reside on rent but has own house

11. Description of the house

   a) Big bungalow, big lawn, electricity and telephone  
   b) Small bungalow, small lawn, electricity  
   c) Pucca house, electricity and other household facilities  
   d) Pucca house but quite small  
   e) Tile-shed, kutcha floor  
   f) Kutcha house

12. No. of rooms ................

13. The place where you reside mostly:

   a) Such people live who possess motor car, telephone, or are quite resourceful.  
   b) Neither too prosperous not too poor people live.  
   c) Service class ordinary people live.  
   d) Such people live, who, if they do not earn daily, cannot manage their meals.

14. Cleanliness and orderliness (Investigator's observations)

   a) Home has a comfortable, clean, orderly, cared for appearance.  
   b) Most parts of the home is clean, orderly, some parts are not.  
   c) Most part of the home is lacking in cleanliness and orderliness. Hence is predominantly dirty, messy and disorderly.  
   d) Home lacks cleanliness and orderliness. Hence is obviously uncared for, dirty, messy and is disorderly.

15. Have you changed your residence for the last 15 years: Yes/No

16. If yes, number of times:

17. Reasons for the change in residence:

   a. Accessibility to hospital/church/school/market/office etc.  
   b. lack of co-operation from the neighbourhood  
   c. Increase in rent  
   d. Any other (specify)
III) SOCIAL NETWORKS OF THE FAMILY

18. Memberships in associations/clubs/Trade unions/Religious etc.

<table>
<thead>
<tr>
<th>Item</th>
<th>Membership</th>
<th>Name of Organisation</th>
<th>Position</th>
<th>Frequency of involvement (attending meeting etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Father Yes/No
Mother Yes/No

19. Parental availability.

1) Mother
   a) Always at home and healthy.
   b) Goes for job, comes back home daily.
   c) Manual labour, comes home daily.
   d) Frequent transfer of job.
   e) Working at a distant place and comes home in weekends/
      once a month/3 times a year/as and when it is necessary.
   f) At home, but chronically ill.

2) Father
   a) Always at home and healthy.
   b) Goes for job, comes home daily.
   c) Manual labour, comes home daily.
   d) Frequent transfer of job.
   e) Working at a distant place and comes home in weekends/
      once a month/3 times a year/as and when it is necessary.
   f) At home, but chronically ill.

20. Sociopathology of family members (Please tick ( ) whichever is applicable)

<table>
<thead>
<tr>
<th>Item</th>
<th>Alcohol</th>
<th>Drug</th>
<th>Criminal-involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Father</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sibling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Grandfather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Grandmother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relatives.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix IV

**FAMILY FUNCTIONING**

**Communication**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members speak freely and with ease while talking to one another.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>2. There are rules about who would talk to whom and how much.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>3. Members keep discussing different issues at the same time.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>4. Members talk to each other only when it is required.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>5. Members get the same meaning when the other family members talk.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>6. It is difficult to understand when family members talk of some issues.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>7. Members do not talk openly in the family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
</tbody>
</table>

**Role**

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Family members are assigned specific tasks in the family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>9. Members are left to do their jobs all by themselves.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>10. In our family we quarrel about who should do what and how much.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>11. No one really bothers whether a task is carried out or not.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>12. The same job is carried out simultaneously by different members in our family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
</tbody>
</table>
Leadership

13. Family members seek the advice (a) of the leader in times of difficulties.

14. Every family member takes own (a) decisions regarding family matters.

15. All routine activities of the family are looked after by one person in the family.

16. Even issues pertaining to individual members are decided by the leader.

17. Family members make the rules together.

18. Once the rules are made by the members it is obeyed by them.

19. Family members felt they had no say in solving problems.

20. In our family all decisions are taken by parents.

21. In our family, the parents see to it that, all the decisions taken by them are implemented.

22. When important issues are discussed in our family, children are kept away.

23. We come and go as and when we like to our family.

24. We can do whatever we want to do in our family.

25. There is a strict leader in our family.
Social Support

26. Family members readily help and support each other. (a) (b) (c)

27. In our family we tell each other about our personal problem and are satisfied about it. (a) (b) (c)

28. Family members strongly encourage each other to stand up for their rights. (a) (b) (c)

29. Friends and neighbours are more helpful in times of difficulty than family members. (a) (b) (c)

30. We rarely volunteer when something has to be done at home. (a) (b) (c)

31. Whenever there is a stressful situation, the individual left to find his/her own solution. (a) (b) (c)

32. In crisis (difficult) situation family members are at a loss and do not know what to do or where to go. (a) (b) (c)

Religious or Value Emphasis

33. Family members attend religious worship places. (a) (b) (c)

34. The religious books are very important books in our home. (a) (b) (c)

35. We often talk about religious meanings of auspicious/festival days. (a) (b) (c)

36. Family members have strict ideas about what is right and wrong. (a) (b) (c)

37. We don't believe in heaven or hell. (a) (b) (c)

38. We don't say prayers in our family. (a) (b) (c)
39. Family members believe that if you sin, you will be punished.

Disciplining

40. There are set ways of doing things at our home.

41. There is a strong emphasis on following rules in our family.

42. Being on time is very important in our family.

43. We are generally neat and orderly in our family.

44. There are very few rules to follow in our family.

45. We come and go as we like in our family.

Intellectual-Cultural Orientation

46. We read a lot in our family.

47. We talk about political and social issues in our family.

48. Learning about new and different things are very important in our family.

49. We often go for lecture dramas, music programmes etc.

50. Watching T.V or listening to music is more important than reading in our family.

51. We are not interested in cultural activities.
Appendix V

**Family Relationship**

<table>
<thead>
<tr>
<th>Cohesion</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a feeling of togetherness in our family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>2. Family members really co-operate and back each other up.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>3. Our family does not do things together.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>4. We really get along well with each other.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>5. Family members avoid contact with each other when at home.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. There is a lot of fight in our family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>7. Family members do not become openly angry.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>8. Family members get so angry, they throw things.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>9. We do not allow any disagreement to grow more.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>10. Family members hardly loose their tempers.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>11. Family members hit each other.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>12. In our family we believe, you don't ever get anywhere, by getting angry, but still we do that.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>13. Open criticisms create conflict in our family.</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
</tbody>
</table>
Expressiveness

14. Family members keep their feelings to themselves. (a) (b) (c)

15. It is difficult to be ourselves without hurting the feelings of some one in our family. (a) (b) (c)

16. Family members are free to say what is in their minds. (a) (b) (c)

17. Family members discussed their problems in the family and feel good about the solutions. (b) (c)

18. Our family is the place where I can express all my tensions and worries. (a) (b) (c)

Neglect

20. In our family every one is concerned for the well being of the others. (a) (b) (c)

21. In our family the members feel that they are not recognised by others. (b) (c)

22. In our family children are provided not much importance. (a) (b) (c)

23. We feel guilty when we cannot spend enough time with our children. (b) (c)

24. Even if we are busy, we find time to be with each other. (a) (b) (c)

25. Members are appreciated even for small achievements. (a) (b) (c)