APPENDIX

TOOLS USED IN THE PRESENT STUDY
(ENGLISH AND KANNADA VERSIONS)
AND DATA SHEETS
APPENDIX

Tools used in the present research work
(English and Kannada versions)

and Data Sheets

In total seven tools are used in this study and they are:-

(1) Binet-Kamath Test of intelligence;
(2) Problem Behaviour Screening Schedule;
(3) BASIC-MR, Part-B;
(4) Hamilton Anxiety Rating Scale;
(5) Beck's Depression Inventory;
(6) Family Interview for Stress and Coping in Mental Retardation; and
(7) Coping Checklist.

The English and Kannada versions of all tools (other than Binet-Kamath Test) are presented. The Data Sheets used are given at the end. Problem Behaviour Screening Schedule; Hamilton Anxiety Rating Scale; Beck's Depression Inventory; Family Interview for Stress and Coping in Mental Retardation; and Coping Checklist are administered to all parents. The data Sheet has space for entering scores for all these five tools for fathers and mothers separately. Also, the Data Sheet has space for entering details of socio-demographic data about the mentally retarded individual and parents. Only when parents recognize problem behaviour in their child; they are administered the BASIC – MR, Part B; and the scores are entered in a separate Data Sheet.
Binet-Kamath test

As this is a well known test, this is not detailed in the appendix. However, a short explanation about the test is given. Kannada version of Binet-Kamath test is used in this study (Kannada version of 'Hindi Hudugara Buddimapanavu' by V.V.Kamath, first published in 1936, second print in 1963). The inter rater agreement coefficient for this test has been estimated as 0.99 (S.Venkatesan 2002). This is one of the most popular intelligence tests for assessment of general intelligence. This contains both verbal and performance items. For each age level there are 6 questions. Test begins at the age of 3 and continues for age 4, 5, 6, 7, 8, 9, 10, 12, 14, 16, 19, and 22. The person will be tested till he or she fails in all the items in a particular age level. Testing need not be started from the beginning (3 years level) all the time. Based on clinical impression, a specific age level is chosen and if the person fails, one has to test regarding lower age levels also till he or she passes in all items in a given age level (basal age). If the person passes in the age level chosen, the test will be continued till he or she fails in all items of any specific age level. Thus the range of age levels to be tested will be from that age where a subject passes in all the items to that age where the subject fails in all items. Each item correctly answered will get a score of 2 (up to the age of 10 years), score of 4 (from 12 to 16 age level) and score of 6 (for 19 and 22 years age levels). Scores are nothing but mental age in months. When the scores are added we get the total mental age (basal age to be added) in months. IQ is calculated by using the standard formula - Mental Age divided by Chronological Age, which is further multiplied by 100.
PROBLEM BEHAVIOUR SCREENING SCHEDULE –

Adaptation based on Peshawaria and others (1990), a 5 point rating scale covering 12 problem areas. Score 0 for not at all, 1 for not very much, 2 for more or less, 3 for quite a lot and 4 for very much in the 12 areas of problem behaviours.

1. Physical harm towards others like- beats, pinches, bites others, pulls others hair etc.
2. Damages property like- tears clothes, breaks things, throws objects etc.
3. Misbehaves with others like- uses foul language or vulgar words, snatches things from others etc.
4. Temper tantrums like- shouts, screams, cries etc.
5. Wanders like- goes out of the house, roams on streets etc.
6. Disobedience like- refuses to listen to others, stubborn, does opposite of what is told etc.
7. Repetitive behaviour like- rocks body back and forth, nods or shakes head etc.
8. Self injurious behaviour like- bangs head, scratches self, pulls own hair, bites, etc.
9. Restless - physically overactive like- does not sit at a place, not attentive etc.
10. Odd behaviours like- laughs or talks to self, smells objects, collects rubbish etc.
11. Fears like- scared to go near bathroom, fear of loud sounds, fear of objects etc.
12. Sexual problems like- masturbation in public, touching genitals, making sexual advances towards opposite sex etc.

(Screening was required to divide the sample in to two groups i.e. with and without behaviour disorder. When there was indication for presence of problem behaviours BASIC-MR Part B was administered for both father and mother)
ಒಳಗೊಳ್ಳುವ ಸಂಭಾಷಣೆ ಸಮಗ್ರ‌

ಗಳು, ರಾಜು ರಾಜು, ರಾಜುವುದೂ ಅಂತಹ ಸಮಗ್ರ‌

1) ಸುಲಭವಾಗಿ ಗರಿಸಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

2) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

3) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

4) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

5) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

6) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

7) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

8) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

9) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

10) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

11) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

12) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌

13) ಸುಲಭವಾಗಿ ಗಮನಾರ್ಹವಾದ ಸಮಗ್ರ‌
HAMILTON ANXIETY RATING SCALE

None - 0. Mild - 1. Moderate - 2, severe - 3, Grossly disturbing - 4.

1. Anxious mood— worries, anticipation of the worst, fearful anticipation, irritability
2. Tension— feelings of tension, fatigability, startle response, moved to tears easily, trembling, feelings of restlessness, inability to relax
3. Fears— of dark, of strangers, of being left alone, of animals, of traffic, of crowds
4. Insomnia— difficulty in falling asleep, broken sleep, unsatisfying sleep and fatigue on waking, dreams, night mares, night terrors
5. Intellectual (cognitive)— difficulty in concentration, poor memory
6. Depressed mood— loss of interest, lack of pleasure in hobbies, depression, early waking, diurnal swing
7. Somatic (muscular)— pains and aches, twitching stiffness, mioclonic jerks, grinding of teeth, unsteady voice, increased muscular tone
8. Somatic (sensory)— tinnitus, blurring of vision, hot and cold flushes, feeling of weakness, picking sensations
9. Cardiovascular symptoms— tachycardia, palpitations, pain in chest, throbbing of vessels, fainting feelings, missing beat,
10. Respiratory symptoms— pressure or constriction in chest, choking feelings, sighing, dyspnea,
11. Gastrointestinal symptoms— difficulty in swallowing wind, abdominal pain, burning sensations, abdominal fullness, nausea, vomiting, borborygmi, looseness of bowels, loss of weight, constipation
12. Genitourinary symptoms— frequency of micturition, urgency of micturition, amenorrhea, menorrhagia, development of frigidity, premature ejaculation, loss of libido, impotence
13. Autonomic symptoms— dry mouth, flushing, pallor, tendency to sweat, giddiness, tension headache, raising of hair
14. Behaviour at interview— fidgeting, restlessness, pacing, tremor of hands, furrowed brow, strained face, sighing or rapid respiration, facial pallor, swallowing, belching, brisk tendon jerks, dilated pupils, exophthalmos

TOTAL SCORE
ootfrida: doaodd io = 0X0 djaodd ^d=o, ... a&s&bdd^ daj^, di^^cb, dertasan "3JiDadaa^db, dbasD 
no«a^adb,a$db, na<? aborba^db, a^«#, 3s?d, dcao^ asad djadoarta^db.
BECK DEPRESSION INVENTORY

Rate  0 to 3 in each section

1. - I do not feel sad.
    - I feel blue or sad.
    - I am so blue or sad that I can't snap out of it.
    - I am so sad or unhappy that it is very painful.

2. - I am not particularly pessimistic or discouraged about the future.
    - I feel discouraged about the future.
    - I feel I have nothing to look forward to / I feel that I won't ever get over my troubles.
    - I feel that the future is hopeless and that things cannot improve.

3. - I do not feel like a failure.
    - I feel I have failed more than the average person.
    - I feel I have accomplished very little that is worthwhile or that means anything./ As I look back on my life all I can see is a lot of failures.
    - I feel I am a complete failure as a person (parent, spouse)

4. - I am not particularly dissatisfied.
    - I feel bored most of the time / I don't enjoy things I used to.
    - I don't get satisfaction out of anything any time.
    - I am dissatisfied with everything.

5. - I don't feel particularly guilty.
    - I feel bad or unworthy a good part of the time.
    - I feel quite guilty / I feel bad or unworthy practically all the time now.
    - I feel as though I am very bad or worthless.

6. - I don't feel I am being punished.
    - I have a feeling that something bad may happen to me.
    - I feel I am being punished or will be punished.
    - I feel I deserve to be punished / I want to be punished.

7. - I don't feel disappointed in myself.
    - I am disappointed in myself / I don't like myself.
    - I am disgusted with myself.
    - I hate myself.

8. - I don't feel I am any worse than anybody else.
    - I am very critical of myself for my weakness or mistakes.
    - I blame myself for everything that goes wrong.
    - I feel I have many bad faults.

9. - I don't have any thoughts of harming myself.
    - I have thoughts of harming myself, but I would not carry them out.
    - I feel I would be better off dead / I have definite plans about committing suicide / I feel my family would be better off if I was dead.
    - I would kill myself if I could.

10. - I don't cry any more than usual.
    - I cry more than I used to.
    - I cry all the time now and I can't stop it.
    - I used to be able to cry, but now, I can't cry at all even though I want
11. - I am no more irritated now than ever.
   - I get annoyed or irritated more easily than I used to be.
   - I feel irritated all the time.
   - I don’t feel irritated at all at the things that used to irritate me.
12. - I have not lost interest in other people.
   - I am less interested in others now than I used to be.
   - I have lost most of my interest in other people and have little feeling for them.
   - I have lost all my interest in other people and don’t care about them at all.
13. - I make decisions as well as ever.
   - I am less sure of myself now and try to put off.
   - I can’t make decisions any more without help.
   - I can’t make any decisions at all any more.
14. - I don’t feel I look any worse than I used to.
   - I am worried that I am looking old or unattractive.
   - I feel that there are permanent changes in my appearance and they make me look unattractive.
   - I feel that I am ugly or repulsive looking.
15. - I can work as well as before.
   - It takes extra effort to get started at doing something / I don’t work as well as before.
   - I have to push myself very hard to do anything.
   - I can’t do any work at all.
16. - I can sleep well as usual.
   - I wake up more tired in the morning than I used to
   - I wake up 1-2 hours earlier than usual and find it hard to get back to sleep.
   - I wake up early every day and can’t get more than 5 hours of sleep.
17. - I don’t get any more tired than usual.
   - I get tired more easily than I used to
   - I get tired from doing anything.
   - I get too tired to do anything.
18. - My appetite is no worse than usual.
   - My appetite is not as good as it used to be.
   - My appetite is much worse now.
   - I have no appetite at all any more.
19. - I haven’t lost much weight, if any, really.
   - I have lost more than 5 pounds.
   - I have lost more than 10 pounds.
   - I have lost more than 15 pounds.
20. - I am no more concerned about my health than usual.
   - I am concerned about aches and pains or upset stomach or constipation or other feelings in my body.
   - I am so concerned with how I feel or what I feel that it is hard to think of anything else.
   - I am completely absorbed in what I feel.
21. - I have not noticed any recent change in my interest in sex.
   - I am less interested in sex than I used to be.
   - I am much less interested in sex now.
   - I have lost interest in sex.

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FAMILY ASSESSMENT SCHEDULE (FAS) —
By Dr. Sathish Girimaji (NIMHANS)

This is a semi-structured interview schedule to systematically elicit and quantify the perceived stress and mediating coping factors in the families of mentally retarded children. Here in this study this scale has been used in cases of adult mentally retarded individuals also. Another change that is made is instead of using the scale for family as a whole, father, mother and significant others are studied separately. This scale is based on stress and coping theory of Folkman and Lazarus.

**FAS – SECTION I; PERCEIVED STRESS**

**AREA: DAILY CARE** - Having this child, you may be feeling that you have to spend more time with him, give more care and attention and feel that you have very little time for housework. I would like to ask a few questions regarding this.

**Sub scale 1. External inputs for care**

Do you think your child needs extra care compared to other children?
Do you spend a lot of time in caring for your child?
Do you sometimes feel that you cannot complete your housework because of your child's needs?
Do you get tired?
Do you sometimes have to ask others for help to look after your child?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – nil</td>
</tr>
<tr>
<td>1 – low</td>
</tr>
<tr>
<td>2 – moderate - significant time or energy</td>
</tr>
<tr>
<td>3 – high – significant time and energy</td>
</tr>
<tr>
<td>4 – very high – care felt to be highly demanding throughout the day</td>
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</table>

**Sub scale 2. Decreased leisure time**

Have you put off/ reduced any activity or leisure because you have to devote time for your child?
Do you feel that you do not have enough free time for yourself?
Has any other family member’s leisure time being affected because he/she has to take care of this child? (Leisure meaning free time to do what you want to do; pursuing family activities such as holidays, visits, watching movies, television and family trips etc.)

<table>
<thead>
<tr>
<th>Scoring key for sub scale 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – nil – not affected at all</td>
</tr>
<tr>
<td>1 – minimal – minimally affected</td>
</tr>
<tr>
<td>2 – somewhat – somewhat affected</td>
</tr>
<tr>
<td>3 – definitely – definitely affected</td>
</tr>
<tr>
<td>4 – totally – all leisure time totally affected</td>
</tr>
</tbody>
</table>
Sub scale 3. Neglect of others

Do you feel that you are not able to give proper amount of time to other family members nowadays?
Do your other children have to wait for your attention / help in school work, meals, bath etc., because of the time you spend with this child?
Do your other children / spouse complain and say that their needs are not fulfilled?

Scoring key for sub scale 3
0 - nil - not at all
1 - minimal - minimally affected
2 - somewhat - one or more family member marginally affected
3 - definitely - at least care of one family member definitely affected
4 — totally - several family members definitely affected in terms of amount of care provided

Sub scale 4. Disturbed behaviour

Do you have to be constantly by your child's side and keep him away from dangers like water, fire, electrical gadgets etc.? How much does it interfere with your other activities?
Does the child exhibit behaviours like crying, shouting running around, throwing tantrums etc. which you cannot control and which needs a lot of attention? How bothersome is it?

Scoring key for sub scale 4
0 - nil - not at all
1 - mild - minimal disturbed behaviour
2 - moderate - occasional disturbance and needs some extra input
3 - severe - frequent disturbances and severity is marked
4 - very severe - very severely disturbed behaviour persistent almost throughout the day needing extra care / attention / vigilance; constant interference with family routine.

AREA: FAMILY EMOTIONAL STRESS

Having children with this kind of problem may cause suffering to parents in many ways - for eg. internal suffering, worries and disappointments. It is also possible that it might affect family relationships. I would like to ask a few questions regarding this.

Sub scale 5, personal distress

Do you feel sad when you think of your child?
Do you feel sad when you think of your child's future?
Do you worry a lot about her / him?
Do you sometimes lose sleep over child's future?
Do you feel the need to seek medical help?
Do you sometimes compare your child's progress with your relatives / neighbour's children and feel disappointed?
Do you feel like giving up looking after your child when it is too troublesome?
Do you feel that you would have been better off without a child like this?
Do you repeatedly feel bad and curse / blame yourself that it is all my karma / grahachara and so on?
Do you often feel angry / resentful that God / destiny has inflicted this trouble on you for no fault of yours?
Do you sometimes blame yourself for having given birth to a child like this, i.e. feel that you are somehow responsible for the child's problem (guilt)?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 5</th>
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<tbody>
<tr>
<td>0 - nil - no personal distress</td>
</tr>
<tr>
<td>1 - mild - occasional or transient periods of distress</td>
</tr>
<tr>
<td>2 - moderate - significant personal distress but lasting for short duration</td>
</tr>
<tr>
<td>3 - severe - persistent dysphoria for long periods of significant intensity</td>
</tr>
<tr>
<td>4 - very severe - very severe personal distress (depression, hopelessness, shamefulness, anger, guilt, present almost everyday)</td>
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</tbody>
</table>

**Sub scale 6, Marital problem**
Does your spouse help you in looking after the child?
Do you sometimes disagree on what is good for your child?
Has there been misunderstanding between you two because of the child? If so, in what way?
Do you disagree on major issues regarding child's welfare?
Do you fight over even trivial things regarding child's welfare? How often and how seriously?
Does your spouse complain that you cue spending less time with him / her?
Does your spouse blame you for the child's birth?
Has your spouse mentioned that he would like to break away or separate?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 6</th>
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</thead>
<tbody>
<tr>
<td>0 - nil - no marital difficulties attributable to child's condition</td>
</tr>
<tr>
<td>1 - mild - slight difference of opinion</td>
</tr>
<tr>
<td>2 - moderate - difference of opinion with tiffs between couple at times, concerning / arising out of child's condition</td>
</tr>
<tr>
<td>3 - severe - frequent fights between couples</td>
</tr>
<tr>
<td>4 - very severe - threat to the marital relationship, impending divorce/separation</td>
</tr>
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</table>

**Sub scale 7, other interpersonal problems**
Has anybody blamed you for your child's problem?
Have misunderstandings occurred in the family with regard to the child's care?
Have you been visiting doctors one after another which has affected your work and other family members?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 7</th>
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<tbody>
<tr>
<td>0 - nil - no interpersonal problems</td>
</tr>
<tr>
<td>1 - mild - difference of opinion / slight non cooperation</td>
</tr>
<tr>
<td>2 - moderate - non co operation and quarrels between family members at times</td>
</tr>
<tr>
<td>3 - severe - disagreement in and fights over more than two areas</td>
</tr>
<tr>
<td>4 - very high - severe disagreement in all aspects with threat to his unity</td>
</tr>
</tbody>
</table>
Sub scale 8, effect on siblings and other family worries

Do your other children repeatedly nag / make fun of this child?
Do they take care of him / her, or do they behave rudely with the child by pulling / pushing him / her?

Because of this child, do other children avoid social activities like playing with other children, calling friends home, visiting neighbours etc.?
Does the behaviour of the child scare other children at home?

Do you worry about the future of your other children's marriage / career?
Do you repeatedly worry about the future of this child? That this will be a big continuing problem? Or do you feel that by your efforts or God's grace things will somehow work out in future?

Scoring key for sub scale 8

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nil - no demonstrable effect</td>
</tr>
<tr>
<td>1</td>
<td>mild - slight apprehension regarding other's future / welfare</td>
</tr>
<tr>
<td>2</td>
<td>moderate - apprehension and worry regarding other's future / welfare</td>
</tr>
<tr>
<td>3</td>
<td>severe - faced difficulty regarding other's future, at least on 2 occasions</td>
</tr>
<tr>
<td>5</td>
<td>very high - experienced more than 2 instances of threats regarding other member's future (marriage, education, job etc.)</td>
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AREA: SOCIAL LIFE

Relations with friends, neighbours and relatives could be affected as a consequence of having a child with this kind of problem. Also, one may have disturbing feelings in taking out these children. I would like to question you regarding these aspects now.

Sub scale 9, Altered social life

Do you find yourself at home more often, looking after the child than before?
Do you find less time to go for outing, movies, temples, social visits, family functions like marriage etc.?
Do your neighbours allow their children to play with your child?
Do your neighbours say that it is not good for their children to play with your child?

Have you stopped your leisure time activities now?
Have your relatives stopped inviting you to their house / function, after the birth of this child?
Do you find less inclination to invite people home?

Scoring key for sub scale 9

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>nil - social life not altered at all</td>
</tr>
<tr>
<td>1</td>
<td>mild - slightly altered in terms of going out</td>
</tr>
<tr>
<td>2</td>
<td>moderate - social contacts cut in 1 or 2 areas</td>
</tr>
<tr>
<td>3</td>
<td>severe - all social contacts cut down except those of importance</td>
</tr>
<tr>
<td>4</td>
<td>very high - all social contacts cut down</td>
</tr>
</tbody>
</table>
Sub scale 10, Social embarrassment
Do you feel apprehensive about other's comments, stares etc.? Is it only occasional? Is it frequent? When does it occur? How do you feel? Do you feel bad? Do you feel upset that you have had to face such comments? How much do you get upset?
Do you think a lot whenever you have to take your child out or when others are expected to visit home because of this? Do you feel bad to take your child out?
Do you face situations where others stare and pass comments on your child? How do you react to these situations? Do you get angry, insulted or frustrated?
Do you restrict the child from coming out side when relatives/friends visit your home?

Scoring key for sub scale 10
0 - nil – no social embarrassment
1 - mild – anticipated apprehension regarding stigma
2 – moderate – apprehensive about other’s comments, stares, queries etc., prevents the child being taken out
3 – severe – persistent, significant apprehensions leading to child being frequently kept away from social situations
4 – very high – active efforts / strives to keep the child constantly away from public eye in all instances

AREA: FINANCIAL STRESS
In the interest of your child’s welfare you may have sought treatment for him from the time you came to know that the child needs help. You might have had to spend money on the child in this regard. I will be asking you a few questions regarding your expenses and financial difficulties.

Sub scale 11, Financial implications
What is the expenditure incurred for the child’s treatment?
How much money have you spent on special foods / appliances / special education for the child?
Have you spent money on other treatment methods like traditional healing etc.?
Have you taken loans in order to help you out in financial difficulties? If so, how much?
If loans are taken, how do you expect to repay these loans?
Have you used up the savings for the child’s treatment?
Have you been put to financial trouble because of this?
Do you feel that because of this child’s condition, there has been a significant drain on family financial resources? How much so?

Scoring key for sub scale 11
0 – nil
1 – mild
2 – moderate
3 – severe
4 – very high.
F.A.S SECTION II; MEDIATORS

AREA : AWARENESS

Sub scale 12, General awareness about MR

I would like to ask a few questions as to what is your understanding about your child's problem.
When did you first notice that the child has some problem?
What according to you is responsible for the child's problem?
Which part of the body, according to you, is responsible for the child's problem?
At present what is your child's level of intellectual functioning?
To what extent do you think your child can become alright? Do you think he can be completely cured, that is to say, can be normal as other children of his age?
What treatment according to you will help him / her? In what way do you think he / she can be improved? What methods have you tried to treat the child?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 12</th>
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<tbody>
<tr>
<td>1 – largely adequate – highly knowledgeable or reasonable ideas about nature, cause, prognosis and treatment.</td>
</tr>
<tr>
<td>2 – adequate – know enough in two areas.</td>
</tr>
<tr>
<td>3 – slightly inadequate – aware of only one aspect of the problem, but not clearly.</td>
</tr>
<tr>
<td>4 – highly inadequate – very poor knowledge in all areas</td>
</tr>
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</table>

Sub scale 13, Misconceptions

Do you think tablets / injections / operations will make the child alright?
Do you feel that investigations like blood check up, X-ray will help the child to become normal?
Do you think methods like branding, magic (mantravadi) or religious methods will cure the child?
Do you think that there was something you did or did not do before or after the child's birth, which has led to this problem? What is it?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – no misconceptions</td>
</tr>
<tr>
<td>2 – misconceptions almost absent</td>
</tr>
<tr>
<td>3 – misconceptions present</td>
</tr>
<tr>
<td>4 – misconceptions present to a large extent.</td>
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</table>

AREA : EXPECTATIONS AND ATTITUDES

Now I would like to ask a few questions regarding your feelings and thoughts about your expectations about the child.
Sub scale 14, expectations from the child
Do you think your child can learn as well as others?
Do you feel your child can become like other normal children?
Would he do well in schooling, if he were sent to school?
Would he be able to ask for his needs?
Would he be able to walk / talk / socialize as well as other children?
Do you think he can be a productive member of the family with training?
Do you think he can get married and take up responsibilities like others?
Do you think, your child would be able to take up some job and earn an independent livelihood?
Would he be able to communicate as fluently as others?
Do you think, in future, he will learn at least some self help skills?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  -- largely appropriate</td>
</tr>
<tr>
<td>2  -- mildly appropriate</td>
</tr>
<tr>
<td>3  -- moderately inappropriate</td>
</tr>
<tr>
<td>4  -- highly inappropriate</td>
</tr>
</tbody>
</table>

Sub scale 15, Attitude towards child as a person and family member
Do you think that this child is able to communicate at least at times?
Do you think this child is able to mix with other children and play? Do you feel like playing with the child?
Is the child able to mix with siblings and family members?
Does the child enjoy playing with family members?
Does the child do something that makes the family members get irritated?
Does the child get scolded for trivial matters?
Does the child respond to family members by way of play, smile, cry, anger etc.?
Do family members take pleasure at times in caring for the child?
Does the child bring joy to the family members at least at times?
Do family members feel that it is enough if they fulfil / take care of his physical needs?
Do siblings keep on complaining about this child?
Does the child get appreciated for small deeds ?
Do you sometimes feel that this is a God given opportunity to help your child?
At times of anger or disappointment or otherwise is the child blamed and considered misfortune?
Do you sometimes wish the child were dead?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 15</th>
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<tbody>
<tr>
<td>1  -- most favourable</td>
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<tr>
<td>2  -- favourable</td>
</tr>
<tr>
<td>3  -- unfavourable</td>
</tr>
<tr>
<td>4  -- most unfavourable</td>
</tr>
</tbody>
</table>
Sub scale 16, Attitudes towards child management
What are the things that your child can do?
What are the things that you feel your child can learn?
Do you think it is easy for him to learn?
Do you think, with your training, the child will be able to learn better?
Do you feel that it is so difficult to look after the child as that he / she is better off in an institution?
What treatment, according to you, will help?
What treatment do you feel will help the child in learning walking, talking, toilet habits and socialization?
How do you think that the child has learnt these things?
Do you feel that your attempts are important to train the child?
Do you think that the child can be an asset if trained?
Has this child learnt something new recently?
Do you think he / she has any asset?
Do you feel confident that he / she would pick up at least a few skills?
Is teaching him / her always frustrating, or are there moments of joy?
Has others commented on any improvement in him?
Can he be made to show / has shown interest?
Do you feel that since he has this condition everything has to be done to him?

<table>
<thead>
<tr>
<th>Scoring key for sub scale 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - most favourable</td>
</tr>
<tr>
<td>2 - favourable</td>
</tr>
<tr>
<td>3 - moderately unfavourable</td>
</tr>
<tr>
<td>4 - most unfavourable</td>
</tr>
</tbody>
</table>

Area: Child rearing practices
Parents differ in their way of handling the child, caring for the child – for eg. in terms of amount of time spent with the child, disciplining, handling good / bad behaviours etc. I would like to know a few things about your family’s methods of handling this child in general as well as with regards to his / her handicap.

Sub scale 17, General rearing practices
Is this child receiving care, which is different from other children? Different in what ways?
How do you express your love towards him / her? How often do you do things like hugging, caressing, tickling and so on? Are there some things or activities of the child which is liked by family members? How does he / she respond to your expressions of love? Have good time / fun with him / her?
How much attention does he / she get? How about when you are otherwise busy or working?
Do you play with him / her? What kind? How often? Do you and the child enjoy them?
What does he / she play with? Odds or ends? Household articles? Bought any toys? Does he / she like playing with them? Do you sit with him / her with toys?
Do you engage him by talking? What kind of talk? How often? Play vocal / verbal games? (like making funny sounds) Point out name, explain things? How does he / she respond? Do you take him out?
What do you feed? Does he/she enjoy meals or fussy? Does he refuse? What do you do then?
Is his/her behaviour troubling? Does he/she sometimes not listen to what you say? Do you get upset about this? Does he/she get beaten or scolded? How often?
Does he demand a lot of things? What do you do then? Are you too soft about discipline because he is disabled? Do you easily given in to prevent him from crying?
Is there someone in the family who is too indulgent and allows him/her to have his/her saying even when it is unreasonable? Are there differences amongst family members in disciplining? Is there a regular time schedule for various activities?
Do you worry too much that something bad might happen to him/her if left alone? Do you always keep him/her in your eye sight?
Do you allow him to do things on his own? How much? What about when he makes mistakes? Do you feel like doing it yourself?

Scoring key for sub scale 17
1 - most favourable
2 - somewhat favourable
3 - somewhat unfavourable
4 - most unfavourable

Sub scale 18, Rearing practices specific to training
Have you recently attempted to teach/train this child in something? (like using hands/sitting/standing/walking/increasing vocalization/imitation/pointing to body parts and objects/use of different articles, new words and phrases/feeding/dressing/washing/bathing/self or toilet training/awareness of time and space and so on (use examples appropriate to the child)
How did you attempt? How often? Have you had time for doing this? What about other family members?
Has he/she learnt something new because of these attempts? Is it encouraging?
How much interest/co-operation has he/she shown in this? What did you do when he/she did not show interest? How did you try to make him/her interested and co-operative?
Have you experimented with new ways to teach him/her something new? To what effect?
Have you sought help of any other agencies for this purpose (like a special school)?
Have you taken this child elsewhere for consultations (other hospitals, traditional healers etc.)
Do you allow him to do things on his own? How much and how often? What do you do when he makes mistakes?
What do you do when he/she has learnt something new? Do you reward him/her by praising, appreciating etc.?
**AREA: SOCIAL SUPPORT**

**Sub scale 19, social support**

In times of trouble, we all seek help from others. It may be in terms of advice, finance, inquiring about things, or even emotional support. I would like to know little more about this with respect to this child and related problems.

Ever since you discovered the problem with this child, who were the persons you sought help from? Who helped you? Immediate family, extended family, relatives, friends, work colleagues, neighbours, religious organizations, professional persons, schools and government agencies?

In times of financial difficulty was there anybody who provided help? If yes - who?

When you felt sad and unhappy about this child’s problem, was there somebody with whom you could share your problems and get comfort and reassurance? If yes - who?

Was there anybody who guided/ advised you on matters regarding the child’s medication and welfare? If yes - who?

Was there anybody who provided you with practical help - like looking after the house and other children, when you took the child for treatment accompanied you to the hospital etc.?

Are you satisfied with the amount of help you have received / are receiving?

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**Score key for sub scale 19**

1 - best social support (excellent) - high level of social support available and utilized maximally
2 - adequate - several instances of actual support
3 - somewhat inadequately available support / inadequate use of available supports
4 - no / very little support available / utilized

**AREA: GLOBAL RATING OF FAMILY ADAPTATION**

**Sub scale 20, global rating**

This last item for rating is meant for overall, global understanding of the degree to which the family has adapted to the predicament of having a child with mental retardation. Use your judgement based on all the information available so far.

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**Score key for sub scale 20**

1 - extremely well adapted; highly satisfactory coping
2 - adequately adapted
3 - inadequately adapted
4 - very poor adaptation / coping

**************
FAS პარაგრაფი - 0 - სამუშაოვანების მდგომარეობა

საფარმარ - 0 - რეჟიმები რეგულირებით

მატერიალის რეგულირებით სამუშაოვანებით დაფიქსირებული მიზანი, რომელიც არის რეჟიმის შეცვლაში, რომლიც მატერიალური მომენტის ხელშეკრულებით სამუშაოვანების მდგომარეობას აქვს. მატერიალის რეგულირებით სამუშაოვანების მდგომარეობაზე შეიძლება იქნეს ხელშეკრულებით შეცვლა, რადგან მატერიალთა კონტექსტის მიხედვით შედგება. როგორც გამოაქვთ, იქნება მატერიალთა კონტექსტის შეცვლა მდგომარეობის თემში. როგორც გამოაქვთ, არის მატერიალთა კონტექსტის შეცვლა მდგომარეობის თემში.

თანამებრძოლება - 0 - რეჟიმები რეგულირებით ძალიან

• რატომ რეჟიმები რეგულირებით ძალიან არია? როგორ რეჟიმები ძალიან?
• რატომ ხელშეკრულებით რეჟიმები რეგულირებით ძალიან შეცვლა?
• რატომ ხელშეკრულებით რეჟიმები რეგულირებით ძალიან შეცვლა?
• რატომ ხელშეკრულებით რეჟიმები რეგულირებით ძალიან შეცვლა?

თანამებრძოლება - 1 - რეჟიმები რეგულირებით ძალიან

• რატომ ხელშეკრულებით რეჟიმები რეგულირებით ძალიან რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შვიდის ომის მიხედვით რეჟიმებთან შეცვლა?
FAS ಪ್ರಾರುಣ ೩ : ಕಂದು ಉತ್ತಮಾಧಿಕಯು (ಯಲ್ಲಿಯುವೆದುಹಾ) ವ್ಯವಹಾರ

ಪ್ರಾರುಣ - ೩ - ಮೂಲ

ಪ್ರಾರುಣ ಪಾಲು - ೩ - ಮೂಲಪಾಲುಗಳ ಸಂಕ್ಷೇಪದಲ್ಲಿ ಬರೆದಿದ್ದಾಗ ಅನುಪ್ರಭಾಪ್ತ

ಹಾಗೆ, ಮೂಲಪಾಲುಗಳಿಗೆ ಹೊಂದಿದ ಅವರು ಮೂಲಪಾಲುಗಳ ಸಂಕ್ಷೇಪದಲ್ಲಿ, ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳಿಗೆ ಹೊಂದಿದೆ.

- ಮೂಲಪಾಲುಗಳ ವಯಸ್ಸಿಗೆ ಸಮಾಧಾನ ಪಡೆದಿದೆ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ಮೂಲಪಾಲುಗಳ ವಯಸ್ಸಿಗೆ ಸಮಾಧಾನ ಪಡೆದಿದೆ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ಮೂಲಪಾಲುಗಳ ವಯಸ್ಸಿಗೆ ಸಮಾಧಾನ ಪಡೆದಿದೆ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ಮೂಲಪಾಲುಗಳ ವಯಸ್ಸಿಗೆ ಸಮಾಧಾನ ಪಡೆದಿದೆ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ಮೂಲಪಾಲುಗಳ ವಯಸ್ಸಿಗೆ ಸಮಾಧಾನ ಪಡೆದಿದೆ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?

ಪ್ರಾರುಣ - ೩ - ಮೂಲಪಾಲುಗಳ ಸಂಕ್ಷೇಪ

ಪ್ರಾರುಣ - ೩ - ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪ

- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?

ಪ್ರಾರುಣ - ೩ - ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪ

ಪ್ರಾರುಣ - ೩ - ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
- ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ವ್ಯವಹಾರಗಳ ಸಂಕ್ಷೇಪಗಳ ಹೊಂದಿದೆ ಮೂಲಪಾಲುಗಳ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಆದ പ್ರತಿಯೊಂದು പ್ರാവിഭാഷ പുസ്തക വിഭാഗങ്ങളുള്ള ഹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?
• ಹಾಗು ಕಡೆದಿನಿರ್ಣಯ ಸಂಜೋತಕ ಅನುಶ್ರೂಪ  ಶೈಲಿಯಲ್ಲಿ ವಿದ್ವಾನರು ಒಂದು ಹಾಗುಗೊಂಡಿತ್ತಾರೆ?

ಎಡಾಗುವುದು - 11 - ಕನ್ನಡ ವಿದ್ವಾನರು ಸಹಾಯ ಸಂಶೋಧನಗಳಿಗೆ
ಇದು ಪರಿಸರದ ಸೂತ್ರಗಳಾದ ಪದಗಳು. ಇವುಗಳು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ.

ಪರಿಸರದ ಸೂತ್ರಗಳಾದ ಪದಗಳು:

* ಇದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?
* ಅದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?
* ಇದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?

ಶಿಕ್ಷಣ ವಿಧಾನಗಳಾದ ಪದಗಳು:

* ಇದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?
* ಅದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?
* ಇದು ಹೇಳಿದು ಇದನ್ನು ನೋಡಲು ಪ್ರಭೇದಲ್ಲಿಯ ಅವಶ್ಯಕತೆಯನ್ನು ಹೊಂದಿಕೊಳ್ಳುತ್ತವೆ?
• ಅನುಕೂಲಪಡಿಸಲು ಸಾಧನ (ಮಾರ್ಗ ಸಾಲಾಗ್) ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು?
• ನಮೂನೆ ಪ್ರತಿದ್ದರು ಅನುಭವ ಪ್ರತಿದ್ದರು ಅನುಭವ ತುಂಬಾ ಸುಂದರೀ ಮಾಡಿದ್ದರು?
• ಸೂಕ್�್ಮವಾಗಿ ಸ್ನೇಹಿಸಲು ಸಾಧನ ಮಾಡಿದ್ದರು? ಶಿಕ್ಷೆ ನೀಡಿದ್ದರು? ಕ್ರಮ ರಚನೆ ಅಥವಾ ক್ರಮ ರಚನೆ?
• ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು? ಸುಂದರೀ ಮಾಡಿಸಿಕೆ ಕ್ರಮದ ಸುಂದರೀ ಮಾಡಿದ್ದರು?

ಹೊಂದಿ — 1 — ಡೀ ಫೀಮೀ ನೋಡಿ
ಕುಲತಾಯಿರುವ ಕೈಗಾರಿನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು. ಇತ್ಯಾದಿಯು ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು.
• ನಮೂನೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು? ಸೂಕ್ಷ್ಮವಾಗಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು?
• ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು? ಸೂಕ್ಷ್ಮವಾಗಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು?

ಹೊಂದಿ — 2 — ಡೀ ಫೀಮೀ ನೋಡಿ
ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು, ಹೆಣೆಸಿಕೆ ನೂರನ್ನು ನೀಡಿ ಸುಂದರೀ ಮಾಡಿದ್ದರು.
COPING CHECKLIST (KIRAN RAO)

Instructions:— The purpose of this checklist is to find out how people deal or handle with difficult situations that they have to face. This list provides some of the commonly used methods of handling stress and reducing distress. I would like you to read each of the items in the list carefully and mark yes if you use the method often or frequently and mark no if you use the method infrequently or not at all. You have told me about your problems regarding the mentally retarded person in your family. I want to know about your coping methods in relation to this problem. Do not omit any item. If you have used any other method, which is not included in this list, please note it down at the end.

1. You go over the problem again and again in your mind, to try to understand it.
2. Accept it since nothing can be done.
3. Talk to a family member who can do something concrete about the problem.
4. Get away from things for a while, take a rest or vacation.
5. Compare yourself with others and feel that you are better off.
6. Whish that you can change what was happened.
7. Seek reassurance and emotional support from family members.
8. Try to make yourself feel better by taking mood elevating drugs.
9. Visit places of worship, go on a pilgrimage.
10. Go on a shopping spree.
11. Engage in various physical exercises.
12. Anticipate probable outcomes and mentally rehearse them.
13. Console yourself that things are not all that bad and could be worse.
14. Try out luck at games of chance (races, lottery, cards).
15. Seek reassurance and support from friends.
16. Retreat to a quiet and favourite spot to think things over.
17. Try to make yourself feel better by taking alcohol.
18. Accept the next best thing to what.
19. Think about fantastic or unreal things to make you feel better.
20. Try to look on the bright side of things.
21. Attend bhajan groups.
22. Go for long walks.
23. Blame your fate, sometimes you just have bad luck.
24. Make yourself feel better by smoking.
25. Wear a lucky charm or amulet.
26. Talk to a friend who can do something about your problem.
27. Pray to God.
28. Make light of the situation/refuse to get too serious about it.
29. Listen to music for comfort.
30. Come up with a couple of different solutions to the problem.
31. Try to forget about the whole thing.
32. Avoid being with people, seek complete isolation.
33. Consult a faith healer.
34. Swallow analgesics or minor tranquillizers, not on medical advice.
35. Refuse to believe that it happened.
36. Attend religious/philosophical discourses and talks.
37. Start yoga/meditation; practice yoga/meditation.
38. Hope a miracle will happen.
39. Consult an astrologer.
40. Help others in trouble or distress.
41. feel that time will remedy things; the only thing to do is wait.
42. write letters to significant others.
43. prepare yourself for the worst to come.
44. pace up and down thinking about the problem.
45. turn to work/studies to take your mind off things.
46. seek sexual comfort.
47. find a purpose or meaning in your suffering.
48. spend time in the company of children.
49. view the future as bleak and hopeless.
50. write short stories or poetry etc.
51. blame yourself.
52. you know what has to be done, so you double your efforts and try harder to make things work.
53. analyse the problem and solve it bit by bit.
54. make a plan of action and follow it.
55. read popular guide books for answers to your problem.
56. draw on your past experiences of similar situations
57. take up or indulge in a hobby (music, art, etc.).
58. sleep more than usual to avoid the problem
59. read novels, magazines much more than usual.
60. try to feel better by eating / nibbling.
61. keep your feelings to yourself
62. make special offerings or perform special poojas.
63. become a member of a group, club or organization, or if already a member, attend to group activities.
64. see more movies than usual.
65. seek professional help and do as they recommend.
66. read books on philosophy or religion.
67. compare yourself with others and feel that you are worse off.
68. feel that other people are responsible for what has happened.
69. take a big chance or do something very risky.
70. write to "question-answer" columns in various magazines.

write any other methods you use which is not included in this list

Coping check list

Scoring categories
Problem solving (10 items) 1, 12, 30, 44, 52, 53, 54, 55, 56, 70.
Positive distraction (14 items) 4, 10, 11, 22, 29, 37, 40, 45, 48, 50, 57, 59, 63, 64.
Negative distraction (9 items) 8, 14, 17, 24, 34, 46, 58, 60, 69.
Acceptance / redefinition (11 items) 2, 5, 13, 16, 18, 20, 28, 41, 43, 47, 61.
Religion / faith (9 items) 9, 21, 25, 27, 33, 36, 39, 62, 66.
Denial / blame (11 items) 6, 19, 23, 31, 32, 35, 38, 49, 51, 67, 68.
Social support (6 items) 3, 7, 15, 26, 42, 65.

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ಲಕ್ಷಣಗಳು ಮತ್ತು ಶ್ರೇಣಿಗಳು

ಭಾವಿಗೆಗಳಲ್ಲಿ ಕೆಲವೊಂದು ಪರಿಪರಾಧಿಕ ಗುಂಪುಗಳು ಪ್ರಕಟವಾಗಿ ಕೃತದಾರರ ಮೂಲಕ ಕೃತಿಯನ್ನು ಸಹಿಸಲು ಸೌತ್ತಿತು ಪ್ರಕಟವಾಗಿ ಅನುಭವಿಸಿದ್ದಾರೆ. ಸಹಿತ ಮೂಲಕ ಕೃತಿಯ ಮೂಲಕ ನಂತರದ ಪ್ರಕಟಿ ನ್ನು ಕೃತಿಯ ಮೂಲಕ ಸಹಿಸಲು ಸೂಚಿಸಿದ್ದಾರೆ. ಅನುಭವಿಸಿದ್ದಾರೆ ಒಂದು ಕೃತಿಯ ಮೂಲಕ ಸಹಿಸಿಕೊಂಡು ಪ್ರಕಟಿಗೆ ಸಹಿಸಲು ಸೂಚಿತವಾಗಿದೆ.

1) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
2) ಮೂಲಕ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
3) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
4) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
5) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
6) ಮೂಲಕ ಮೂಲಕ ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
7) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
8) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
9) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
10) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
11) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
12) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
13) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
14) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
15) ಕೃತಿಯ ಪ್ರಕಟವಾಗಿ ಕ್ರಮ ಮತ್ತು ಸಂಗತಿಗೆ ಸಹಿಸಿದ್ದಾರೆ.
16) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
17) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
18) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
19) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
20) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
21) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
22) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
23) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
24) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
25) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
26) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
27) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
28) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
29) ಪ್ರವೇಶ ಮೂಲಕ ಕೃತಿಯದ ಪ್ರಕಟವಾಗಿ ಕೃತಿಯದ ಮೂಲಕ ಸಹಿಸಿದ್ದಾರೆ.
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34) ಸ್ವಲ್ಪ ಹೊಂದಿರುವ ವಿಚಾರಾಭಯಾವಣಿ ಧ್ವನಿಯುದ್ದಕ್ಕೆ ಅನುಕೂಲವಾಯಿತು ವಿಶ್ವೀಷ್ಟರು ಕರೆಯುತ್ತಾರೆ.
35) ಹಾಗೆಯೇ ಸಾವಿರು ಸತ್ತು ವಿದ್ಯಾರ್ಥಿಯಾಗಿ ಮಹಾಬಳು ಬೆಳೆಯಬೇಕು.
36) ಬೆಳೆನೀಡು ಸುತ್ತಿದ್ದ ಸತ್ತು ಹ್ರಾಸಾರ್ಥದಿ ವೇಳಾಗಿತ್ತು.
37) ಕೆಲವು ಗ್ರಾಮಗಳಲ್ಲೇ ಹೊಂದಿದ್ದ ಸತ್ತು ಬೆಳೆಯಬೇಕು.
38) ಕೇವಲ ಮೂರೆ ಶಿಕ್ಷಣ ವಿದ್ಯಾರ್ಥಿಯಗಳು ಹೊಂದಿದ್ದರು.
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40) ಕೇವಲ ವಿದ್ಯಾರ್ಥಿಗಳು ಮಹಾಬಳ ಹೊಂದಿದ್ದರು.
41) ಕೆಲವು ಮಯಿಳಿಸಿದ ಸತ್ತು ಅನಿಲ್ಲವಾಗಿದ್ದರು.
42) ಕೇವಲ ಮೂರೆ ಶಿಕ್ಷಣ ವಿದ್ಯಾರ್ಥಿಯಗಳು ಹೊಂದಿದ್ದರು.
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Stress and coping in the families of mentally retarded. Record sheet. G.Ramesh Upadhyaya.

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<tr>
<th>MR DATA</th>
<th>FAMILY DATA</th>
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<td>Date</td>
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<td>Sex</td>
<td>Education</td>
</tr>
<tr>
<td>Age</td>
<td>Occupation</td>
</tr>
<tr>
<td>Place</td>
<td>Income</td>
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<td>N/J family</td>
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<td>No. of Sibs</td>
<td>Purpose</td>
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No problems  
Be.Ds  
Epi  
Psychosis  
Other  
Phy.Handicaps

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Primary or Secondary ?  
Age at which MR detected ?  
Concept of MR  
Institutionalization ? why ?  
Earlier consultations

<table>
<thead>
<tr>
<th>PHYSICAL PROBLEM RATING SCALE</th>
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<tbody>
<tr>
<td>Physically harming others</td>
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<tr>
<td>Damaging things</td>
</tr>
<tr>
<td>Mischaving</td>
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<tr>
<td>Temper tantrums</td>
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<tr>
<td>Wandering</td>
</tr>
<tr>
<td>Disobedience</td>
</tr>
<tr>
<td>Repetitive behaviour</td>
</tr>
<tr>
<td>Self injurious behaviour</td>
</tr>
<tr>
<td>Restlessness</td>
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<tr>
<td>Odd behaviours</td>
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<tr>
<td>Fears</td>
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<tr>
<td>Sexual problems</td>
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<tr>
<td>TOTAL.</td>
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<table>
<thead>
<tr>
<th>ANXIETY SCORES</th>
<th>DEPRESSION SCORES</th>
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<tr>
<th>STRESS</th>
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<tbody>
<tr>
<td>Extra inputs of care</td>
<td>General awareness</td>
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<tr>
<td>Decreased leisure time</td>
<td>Misconceptions</td>
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<td>Neglect of others</td>
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<td>Disturbed behaviour</td>
<td>Expt. From the child</td>
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<td>Total</td>
<td>Attitude – general</td>
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<td>Attitude – specific</td>
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<td>Marital problems</td>
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<td>Other IP problems</td>
<td>Rearing – general</td>
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<td>Rearing – specific</td>
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<td>Social embarrassment</td>
<td>Global adaptation</td>
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<td>Financial stress</td>
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<td>GRAND TOTAL</td>
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<tr>
<td>Problem solving</td>
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<tr>
<td>Positive distraction</td>
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<tr>
<td>Negative distraction</td>
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<tr>
<td>Accept – Redefine</td>
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<td>Religion – Faith</td>
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<td>Denial – Blame</td>
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<td>Social support</td>
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<td>GRAND TOTAL</td>
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<tr>
<td>Hamilton anxiety rating (0-4)</td>
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</tr>
<tr>
<td>Anxious mood</td>
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<tr>
<td>Tension</td>
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<td>Fears</td>
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<tr>
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<td>Cognitive defects</td>
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<td>Respiratory symptoms</td>
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<td>Autonomic symptoms</td>
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<td>Behaviour at interview</td>
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<td>TOTAL</td>
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Coping checklist by Kiran Rao

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1 2 3 4 5 6 7 8 9 10 11 12 13 14
15 16 17 18 19 20 21 22 23 24 25 26 27 28
29 30 31 32 33 34 35 36 37 38 39 40 41 42
43 44 45 46 47 48 49 50 51 52 53 54 55 56
57 58 59 60 61 62 63 64 65 66 67 68 69 70
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29 30 31 32 33 34 35 36 37 38 39 40 41 42
43 44 45 46 47 48 49 50 51 52 53 54 55 56
57 58 59 60 61 62 63 64 65 66 67 68 69 70
```
(1) Violent and destructive behaviours – 16 items, max score = 32
Kicks others,
Pushes others
Pinches others
Pulls hair, ear, body parts of others
Slaps others
Hits others
Spits on others
Bangs others
Slams doors
Bites others
Attacks or pokes others with weapon (blade, stick, pencil)
Throws objects at others
Tears or pulls threads from own or others clothing
Tears up own or others books, papers, magazines
Breaks objects, glass, toys
Damages furniture

(2) Temper Tantrums – 4 items, max score = 8
Cries excessively
Screams
Stamps feet
Rolls on floor

(3) Misbehaves with others – 7 items, max score = 14
Pulls object from others
Interrupts in-between when others are talking
Makes loud noise when others are working or reading
Makes faces to tease others
Uses abusive or vulgar language
Takes others possession without their permission openly
Tells others what to do and wants his or her way (bossy)

(4) Self injurious behaviour – 10 items, max score = 20
Bangs head
Bites self
Cuts or mutilates self
Pulls own hair
Scratches self
Hits self
Puts objects into eyes, ears, nose
Eats inedible things
Peals skin or wounds
Bites nails

(5) Repetitive behaviours – 8 items, max score = 16
Rocks body
Nods head
Odd behaviours – 8 items, max score = 16

- Sucks thumb
- Makes peculiar sounds
- Bites ends of pen or pencil
- Shakes parts of body repeatedly
- Grinds teeth
- Swings round and round
- Laughs to self
- Laughs inappropriately
- Talks to self
- Hoards unwanted objects (sticks, thread, pieces of old clothes)
- Picks nose
- Plays with unwanted objects like chappals, strings, faces and dirt excessively
- Kisses, hugs and licks people unnecessarily
- Smells objects

Hyperactivity – 3 items, max score = 6

- Does not sit at one place for required time
- Does not pay attention to what is told
- Does not continue with the task at hand for required time

Rebellious behaviours – 6 items, max score = 12

- Refuses to obey commands
- Does opposite of what is requested
- Takes very long time intentionally to complete a task
- Wanders out side the school
- Runs away from the school
- Argues without purpose

Antisocial behaviours – 9 items, max score = 18

- Lies or twists the truth to his own advantage or blames others
- Cheats in games or no sense of fair play
- Steels
- Makes obscene gesture
- Exposes body parts inappropriately
- Makes sexual advances towards members of opposite sex
- Touches own private parts in public
- Touches others private parts in public
- Gambles

Fears – 4 items, max score = 8

- Fear of objects
- Fear of animals
- Fear of places
- Fear of persons

Any others: - If any other problem behaviour is reported, please record here.
BASIC - MR, Part-B (In Kannada)

ವಿಭಾಗವಿಷ್ಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಗೊಳ್ಳದ ನೋಟ

ಬಲವಾಳ: 1.14 ವಿಭಾಗವಿಷ್ಯ

ಬಾಲಿಯ ಹಾಗು ಹೋರುವಿಕೆ ಹುತ್ತಿಪ್ರತ್ಯೇಕವಾದವಾಗಿರುವುದು. ಅಧಿಕಾರದ ಶೈಕ್ಷಣ. 2.2 ವಿಷಯವು

গ) ಅನುಕರಣ, ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಕಲಾತ್ಮಕ ಪ್ರತಿ ವಿಷಯಗಳ ಅಧಿಕಾರದ ಅಂಶದ ವಿಷಯವು.

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\[ 283 \]

\[ V) \ n H ) n t \)

\[ e) \ r) o o m \)

\[ m d t f r t j s t f y d s t e f s f r f t f c \ c d d r d r c d, d d c k n L s c t f r t e r f \ i * \]

\[ d) d ? d d ? % e o a a t f c j b . \]

\[ 3) d d c a o ^ . a * s d b . \]

\[ "\] j h s \]

\[ v) d t s g a i w r W s ^ s s r o a ^ s s r c ! . \]

\[ a ?) d s & j a f e . e ^ r t ^ a f o o d s ^ s i * ; & d . \]

\[ t) d e d d e c r r e c r t t d ^ d d d e d d a v s & b z a & . \]

\[ 2.) d t o a a o d g c s ^ ) . \]

\[ e) d a f c c o a s s d n a d c f e r t ^ o b i & d . \]

\[ t) a t i d d s J d r r f t t f j \]

\[ e d d d r d r c d, d d o d d o k. t s c t f r t e d . \]

\[ o) s d j s ^ d a d e \]

\[ c d r b s & c h . \]

\[ s) d t S g s s n w r f c s g e * . \]

\[ a .) r o d e s x r a a k s > 0 \]

\[ 2.) d t d o a a o d g c s ^ . \]

\[ e) d a f c c o a s s d n a d c f e r t ^ o b i & d . \]

\[ t) a t i d d d a o o L o d b d o d d i \]

\[ t d d r d r c d, d d o d d o k. t s c t f r t e d . \]

\[ o) d o d a ^ d a o d d \]

\[ t d d r d r c d, d d o d d o k. t s c t f r t e d . \]

\[ k ) d e C d d j r f d b d t j a d d d b s J c b . \]

\[ 2.) T E d a ^ r o o 4 L o d b d o d d i \]

\[ 4 d x o d b d o d d ^ o b ^ 4 d b . \]

\[ e) d a t ^ u d o d d d d r d r w a \]

\[ t d d r d r c d, d d o d d o k. t s c t f r t e d . \]

\[ o) d e C d d j r f d b d t j a d d d b s J c b . \]

\[ s) d e C d d j r f d b d t j a d d d b s J c b . \]

\[ k.) d s ^ o, a o a r t t f D, c f e ^ a s S b, C d d a c s d o d r a n a b j a n b . \]

\[ 2.) ^ d d o r t e d d a 4 s ^ s t e * & a o d b & d » d s 3 a s W ^ d d x \]

\[ c) d s ^ r t t f S f c j i & a i s & ^ c f s g s d . \]

\[ 2.) e a d w a t i \#

\[ . s & r d r t e d, d t l o d d k. w o a r t e r f . \]

\[ I # \)

\[ o) d o d a ^ d a o d d \]

\[ 2.) d e « d d d d o b c ^ d d d b s s ^ t i b . \]

\[ « \) S o S ^ s o d ^ E d o n x i o o a a o r o d f s d c o d e d d x S o b o d a r c ^ S a v b f a c d . \]

\[ ¥) r o d o d d d a d d r f T d s y d s & d b . \]

\[ 3.) r o d d b k t o j L a d a e r f o c ^ n b - \]

\[ i .) s a d w a ^ d s a d s t o c d s g c d . \]

\[ d a d i X) 6 d D " s a ? b, s & c d . \]

\[ S a t f r m r i r ^ - v \]

\[ < \]

\[ m v w v w \]

\[ d a d d b £ a s ? b . « & c d . \]

\[ V \]

\[ t o o, s c, s d a f i d b a ^ r t a d r o d d a d a O A & a v b , « S a b . \]

\[ f 3 * V \]

\[ f s r ^ e - r - s W r - ^ r - ^ s f t r ^ v ^ r < \]

\[ n a c d r f t r t d, j d d a b d a ^ e s c d . \]

\[ e r o r f o d o d d a o d s ^ d b . \]
8) ಬೀದಿಯ ಮೇಲ್ಮೂರ್ತಿಯು
9) ಬೀದಿಯ ಮೇಲ್ಮೂರ್ತಿಯು
6) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
5) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
4) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
3) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
2) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
1) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
0) ನಮಗಳ ಪ್ರತಿನಿಧಿಗಳು
<table>
<thead>
<tr>
<th>Name -</th>
<th>BASIC-MR Part B</th>
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<tbody>
<tr>
<td>Age</td>
<td>Sex</td>
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<table>
<thead>
<tr>
<th>Violent and Destructive Behaviour</th>
<th>Temper Tantrums</th>
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<td>17  18  19  20</td>
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<tr>
<td>In each Domain write Total and Percentage for father and mother separately</td>
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<table>
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<tr>
<th>Misbehaves with others</th>
<th>Self injurious Behaviour</th>
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<td>21  22  23  24  25  26 27</td>
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<tr>
<th>Repetitive Behaviour</th>
<th>Odd Behaviours</th>
<th>Hyperactivity</th>
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<td>38  39  40  41  42 43 44 45</td>
<td>46  47  48  49  50 51 52 53</td>
<td>54  55  56</td>
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<tr>
<th>Rebellious Behaviour</th>
<th>Antisocial Behaviour</th>
<th>Fears</th>
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<tr>
<td>57  58  59  60  61 62</td>
<td>63  64  65  66  67 68 69 70 71</td>
<td>72  73  74  75</td>
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</table>

Any other Problem Behaviour -

TOTAL SCORE -

PERCENTAGE -