

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

USER MANUAL

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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Title of the Research Project:

“Comprehensive Assessment Tool for Adults with Intellectual Disabilities”

Time Frame:

Start date: 1st January, 2018

Completion date: 31st December, 2020

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October 2020

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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

PREFACE

Vocational Assessment is the process of identifying and appraising an individual's level of functioning in relation to successful employment. An individual's abilities, aptitudes, interests and skills are of vital importance in developing work competencies. The career planning process for persons with intellectual disabilities should incorporate the assessment of aptitudes, interests, skills, work place behaviour and self-advocacy, forming an integral part of skill training, employability and adult Independent Living. In this context "Comprehensive Assessment Tool for Adults with Intellectual Disabilities" focuses more on "Vocational Domain" which would encompass career related/employment related activities from basic level to comprehensive level.

The "Comprehensive Assessment tool for Adults with Intellectual Disabilities" tool is useful to all the professionals working in the area of vocational guidance and counselling, skill training and job placement. The tool is developed to assess the aptitudes, skills, and work competencies of the adults with intellectual disabilities. It also helps in identifying the basic core competencies present in a person with intellectual disability to perform as required by the jobs/occupations. The tool is very instrumental in evaluating the work related discrepancies, to restructure the work environment which would result in positive employment outcomes.

Lot of efforts have gone into the research project by the project investigators and the project team who had gone extra mile in putting the things together to come up with the "Comprehensive Assessment Tool for Adults with Intellectual Disabilities". The project team received positive comments on the content of the tool by the parents of persons with intellectual disabilities during the course of assessments carried out for the tool development. The entire assessment process, is nudging as we move through the items from one domain to another, eventually leading to vocational planning in order to develop basic work competencies for gainful employment.

The instructional guide in the user manual gives the details of the instructions to be followed during the assessment process. The list of tables and figures will guide you through the entire documentation process as required. Brief detail on the standardization process of the tool, glossary of the items and index with concluding remarks have been included to make best use of the tool.

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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Introduction to the Tool

The “Comprehensive Assessment Tool for Adults with Intellectual Disabilities” (CAT-AID) is standardized assessment tool for comprehensive assessment of skills, aptitudes, interests and work related competencies required for skill training, employability and adult independent living for persons with intellectual disabilities. The tool consists of all components facilitating vocational assessment, program planning, skill training, job placement and rehabilitation of persons with intellectual disabilities. The tool is designed for persons with intellectual disabilities between the ages of 18 to 58 years.

The tool comprises of 3 parts as under:

PART-A consists of 8 domains which forms the core assessment criteria with items related to personal care, communication, social emotional maturity, cognitive motor, work related academics, sex education and self-advocacy skills

PART-B consists of 2 components which has statements related to vocational aptitude and vocational interests and work behaviour checklist

PART-C consists of 2 components which has the list of SCPwD approved job roles with NSQF levels for adults with intellectual disabilities and a list of job aids for various products in different sectors.

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

SCOPE /UTILITY OF THE TOOL

To whom it is useful for:

- ✓ Adult persons with Intellectual Disabilities for successful vocational training and adult & Independent Living
- ✓ Professionals working in the area of vocational rehabilitation including vocational instructors.
- ✓ Employers to provide job opportunity for adults with Intellectual disabilities

When it will be useful:

- ✓ During transition from prevocational to vocational level, and skill training to employment
- ✓ Age group 18 years and above persons with Intellectual Disabilities referrals for Vocational assessment, training and Placement services

Where can be applied for:

- ✓ Eligibility determination for training in Vocational rehabilitation Centres
- ✓ To provide required accommodations at work place
- ✓ Employment reservations
- ✓ Social and Financial benefits
- ✓ To resolve legal issues related to accommodations and work place adjustments

How the tool will be used:

- ✓ To assess the skills, abilities ,aptitudes, interests
- ✓ To evaluate the work environment discrepancies
- ✓ To determine occupation/trade suitability
- ✓ To restructure the work environment
- ✓ To facilitate work performance for positive employment outcomes
- ✓ To overcome barriers in job placement and accessibility at work places
- ✓ To promote disable friendly work environment both in public and private sectors
- ✓ To determine order of selection for job placement
- ✓ For practically viable placement decision

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Description of the tool

“Comprehensive Assessment Tool for Adults with Intellectual Disabilities” incorporates psychological, social, educational, physical and vocational training aspects/needs. The tool focuses on these aspects/needs as they are continuously evolving and changing and are required for adult independent living from basic level to comprehensive level.

“Comprehensive Assessment tool for Adults with Intellectual Disabilities” is developed to assess the abilities, aptitudes, skills and work competencies for various job sectors.

The tool comprises of 3 parts

PART-A consists of 8 domains which forms the core assessment criteria with items related to personal care, communication, social emotional maturity, cognitive motor, work related academics, sex education and self-advocacy skills (Refer Appendix-A)

- 1. Personal care & Safety skills:** Personal Care skills are the basic self-care activities of bathing, dressing, personal hygiene and grooming. Safety skills help to avoid potential harmful objects, situations or persons in the environment. This domain contains items related to personal responsibility and independent living skills.
- 2. Communication & Interpersonal skills:** Communication skills involve listening, speaking, observing and empathising. This domain includes items related to listening, receptive, expressive skills and interpersonal skills.
- 3. Social –Emotional Maturity skills:** Social emotional maturity skills are very essential for the success at work and for independent living. This domain contains items related to general social skills, community participation and emotional maturity aspects.

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4. **Cognitive skills:** Cognitive skills are the core **skills** one uses to pay attention, read, recall, calculate, discuss, and analyse and to solve problems. This domain contains items related to attention and perception, visual-spatial abilities, memory and reasoning learning and concept formation.
5. **Motor skills:** Motor skills are used every-day throughout our lives in a wide range of activities we perform. This domain includes items related to gross motor, fine motor skills, and manual dexterity, perceptual motor coordination and spatial orientation.
6. **Work related academics:** Work related academics helps to develop competencies and skills at work place. This domain contains items related to reading, writing and arithmetic and practical application of concepts such as measurement, time and money.
7. **Sex Education:** Sexuality education helps in improving the knowledge and foster positive attitudes towards sexual and reproductive health in the society. This domain contains items related to growth, maturation and hygiene; gender related socio-sexual behaviour and psycho-social behaviour.
8. **Self- Advocacy:** Self-advocacy is the ability to understand and communicate effectively one's own needs to others. This domain contains items related to self-efficacy, basic rights and responsibility, leadership skills, decision making and problem solving skills.

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PART-B consists of 2 components which has statements related to vocational aptitude and vocational interests and work behaviour checklist ((Refer Appendix-B)

1. **Vocational Aptitude and Interests:** Vocational aptitude and interests helps in understanding the individual's strengths and natural abilities. It helps in mastering the tasks quickly and ensures success and satisfaction at work. This checklist contains items related to clerical, food service, house- keeping, agriculture, mechanical, musical, security service, and domestic and laundry service aptitude and interests.
2. **Work Place Behaviour Check List:** Work place behaviour is very important for a successful job placement and job retention. This check list contains items related to proper work routines, work ethics, workplace norms and work behaviour with co-workers.

PART-C consists of 2 components first one being the list of SCPwD approved job roles with NSQF levels in various sectors for adults with intellectual disabilities and a list of job aids for various products in different sectors. (Refer Appendix-C)

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Instructional guide for Assessment –Part-A

Please read the instructions carefully before starting the assessment

1. The assessment tool is for adults with intellectual disabilities
2. The assessment tool is for ages 18 years and above
3. The assessment tool has 8 domains
4. Use one check list for one individual assessment
5. Complete the required details about the assessee in the front sheet
6. Each domain has a set of items /questions/statements ranging from 1 to 21-38
7. Familiarize with the items in each domain
8. Arrange all the testing material well in advance.
9. Scoring key is on the bottom of each page of the checklist.
10. Scoring key is based on rating depending on the level of support required to perform the item/activity.
11. A score of (0) for No exposure/Dependent/not relevant, a score of (1) for physical prompt, a score of (2) for verbal prompt and a score of (3) for independent
12. Use the scoring key whichever is applicable to the trainee being assessed.
13. Complete the assessment for all domains.
14. Document the obtained scores in all the domains on the summary sheet of the tool.
15. Informants could be teachers, parents, friends and others who have been associated with the assessee.
16. Information could be collected through direct observation, informants, testing with material and assessee previous portfolios (note books, collection of activities).
17. Please make a note of significant observations or any inappropriate behaviour reported or observed.

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18. Refer to glossary for more clarity on the items those needed additional probes.
19. Assess all the items with in each domain.
20. Add the scores in each domain.
21. Document the total scores domain wise in the table in the front page
22. Summarize the assessment data and calculate percentage.

Testing time:

It takes 35-50 minutes on an average to complete the tool Part-A for one individual depending on the level of disability and age.

Instructional guide for Assessment –Part-B

Please read the instructions carefully before starting the assessment

1. Assess all the items in the vocational aptitude checklist
2. Use job roles /occupations picture to identify the job roles
3. Document the choices in the order of the preferences.
4. Ask the assessee to describe the activities briefly about a job role of his/her preference
5. Discuss with the assessee and or parent about the vocational interests

Instructional guide for Assessment –Part-C

1. Read the job roles from the list given in the Appendix C
2. Identify the strengths and weaknesses of the assessee
3. Prepare the activities required to perform the job
4. Identify the support required area and restructure/modify/develop alternatives to facilitate/performance the job activity without comprising the quality.

Note: Part-B & Part-C could be worked out on separate sessions.

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List of assessment material-Table-1

Suggested material required for assessment

Sl. No	Tool/Equipment/Material	Domain
1.	Hand exercise ball	Fine Motor
2.	Sand paper	Cognitive
3.	Scissors	Fine Motor
4.	Bottles –different sizes	Motor
5.	Keys and Lock	Motor
6.	Thread and Needle	Motor
7.	Plastic box	Motor
8.	Picture cards	All domains
9.	Picture charts	Communication
10.	Flash cards	All domains
11.	Stamp pads	Motor
12.	Money denominations kit	Work –academics
13.	Clock ,Calendar, Watch	Work –academics
14.	Colour blocks & puzzles	Work –academics
15.	Picture books, comic books & story books	Work academics
16.	Colouring Books, art books	Work academics
17.	Weighing machine	Work academics
18.	Measurement Tape	Work academics
19.	Volume Measuring Jars/picture cards	Work academics
20.	Peg boards	Work academics
21.	Envelopes(diff sizes)	Work academics
22.	Price Tags samples	Work academics
23.	Number cards with pictures	Work academics
24.	Colour pencils/sketches	Recreational
25.	Fevicol/glue	Work academics
26.	First Aid Kit	Personal care& safety
27.	Indoor Games materials (5 types)	Recreational
28.	Different occupation picture set	Cognitive
29.	Mechanical tools like Screw driver, wrench,	Motor
30.	Sports material (caroms, ring ball, skipping thread, soft ball, bocci game related	Motor

Comprehensive Assessment Tool for Adults with Intellectual Disabilities (CAT-AID)

Standardization of the tool:

“Comprehensive Assessment Tool for Adults with Intellectual Disabilities” (CAT-AID) was standardized on a sample size of 200 (100 male & 100 female adults with intellectual disabilities respectively). Purposive sampling (a non-probability sampling technique) as a tool for sample selection was used for the development of the tool. A Total of 220 items were “finalized under 8 domains in PART-A (core part) for which item validation was carried out.

The scale statistics showed a mean of 414.15 for the scores obtained on the tool with standard deviation of 154.720 for 220 items. The true mean of the scores for population (from which the sample was obtained) was estimated at 95% level of confidence intervals. The size of the confidence interval was 21.69 with scores ranging from minus or plus 414.15 as lower bound and upper bound.

Reliability and Validity evidences are collected to analyse the quality of the Comprehensive Assessment Tool for Adults with Intellectual Disabilities (CAT-AID). Statistical analyses were performed using SPSS to assess the psychometric properties of the tool Part-A and Work Place Behaviour checklist in Part-B

PART-A

Item-Total correlation:

Item total correlations were estimated to analyse validity of the tool constructs (Part-A). All the items of the tool were significantly correlated with total scores at 0.05 level (p -value less than 0.05). Cronbach's alpha if item deleted was 0.992. The Inter-item correlations of the tool items were reported to be 0.375 having a medium correlation. (An acceptable value should be > 0.30).

Inter-rater reliability:

Evidence was collected to find out the consistency of results across different assessors. Total twenty one ($n=21$ ---10% of the predetermined sample size 200) assessments were carried out

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and repeated under same conditions by different assessors. Inter-rater –reliability was computed to see how the mean scores correlated across different raters. The correlations ranged from 0.991 to 0.995 and are significant with p -values less than 0.05 for all the domains of Part-A.

Establishing internal consistency reliability:

The internal consistency reliability of the tool items was computed using Cronbach's alpha coefficient. This statistic is overall item correlation where values range from 0 and .1. Cronbach's alpha coefficient of the tool was 0.992 (<0.70) and is significant with p -value less than 0.05.

The Cronbach's alpha coefficient indicates a high degree of internal consistency of the tool items in Part-A.

Split-half-reliability

Reliability Coefficients for odd and even number items of the tool was computed. The Cronbach's alpha for both odd and even halves was 0.985. The internal consistency of the items through split-half reliability method was estimated. The results confirmed the full form's reliability at 0.992

Validity of the tool constructs- Part-A

Content Validity:

Content based evidence was collected with expert validation of item-pool. Item difficulty and discrimination index was estimated for the tool items. Item analysis was carried out based of the difficulty and discrimination index to form the content of the tool.

Construct Validity:

Pre-test and post-test research design with intervention was used to collect evidences for construct validity. There is a significant correlation between pre-test and post-test scores. The t -value of the paired differences reported to be 5.042 indicating high reliability of the

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predictive power of the coefficient. The paired differences are significant at 0.0001 levels with a confidence interval of mean differences 13.318 (lower bound) to 32.111 (upper bound). One-way ANOVA was carried out to find out the significant differences between means of the severity levels mild, moderate & severe respectively for the pre-test and post-test scores. The results confirmed that there is statistically significant difference between the means scores of the severity levels -mild, moderate & severe (p -value less than 0.05).

Criterion Validity:

The criterion validity evidence of the “*Comprehensive Assessment Tool for Adults with Intellectual Disabilities*” (CAT-AID) was established with “*Behavioural Assessment Scales for Adult Living-Mental Retardation*” (BASAL-MR). The “*Behavioural Assessment Scales for Adult Living-Mental Retardation*” (BASAL-MR) was developed during the year 2000 by National Institute for the Empowerment of persons with Intellectual Disabilities (NIEPID-formerly known as National Institute for the Mentally Handicapped –NIMH). The authors of the tool were Dr. Reeta Peshawaria, Dr D K Menon, Don Bailey, Debra Skinner, Rahul Ganguly and Ch.Rajshekar.

The positive high correlations between pre-test scores and post-test scores (construct validity) of “Comprehensive Assessment Tool for Adults with Intellectual Disabilities” (CAT-AID) with the scores of “*Behavioural Assessment Scales for Adult Living-Mental Retardation*” (BASAL-MR) confirms the theoretical relatedness of the constructs. The correlations were 0.97895 and 0.97864 for pre-test and post test scores and criterion test.

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Shorter version of the tool:

Shorter version of the tool was developed with 128 items (60%) from the secondary data of the full form of “Comprehensive Assessment Tool for Adults with Intellectual Disabilities” (CAT-AID). The Cronbach’s alpha of the shorter version was 0.987.

Work Place Behaviour Check List (PART-B)

Work Place Behaviour Checklist (Part-B) consists of 36 items related to work routines, work ethics, and work place norms and work behaviour.

Trainees (n=30) were taken from DAIL work stations for assessment on the checklist. The checklist has high internal consistency of items which was evident by Cronbach’s alpha at 0.969 and inter-item correlation was 0.467.

The scale statistics showed a mean of 64.76 for the scores obtained on the tool with standard deviation of 32.267 for 36 items.

APPENDIX-A

1. Personal Care & Safety Skills
2. Communication Skills
3. Social-Emotional Maturity Skills
4. Cognitive Skills
5. Motor Skills
6. Work-related Academics
7. Sex Education
8. Self- advocacy

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Personal Care and Safety Skills-1

Appendix-A

S. No	Statements	Scoring	Comment
1.	Eats by self		
2.	Uses toilet appropriately at home		
3.	Uses toilet appropriately at public places		
4.	Brushes teeth independently		
5.	Follows eating routines (Breakfast-Lunch-Dinner)		
6.	Dresses independently		
7.	Takes bath independently		
8.	Follows meal time manners with in family		
9.	Maintains own clothing neat and clean		
10.	Takes care of personal belongings		
11.	Wears appropriate clothes for different occasions /weather conditions		
12.	Follows meal time manners in public places(restaurant, social functions)		
13.	Grooms by self (combing hair ,applying powder)		
14.	Safeguards from fire accident/ hazards		
15.	Cleans utensils		
16.	Performs daily routine household work (cleaning the house)		
17.	Manages menstrual hygiene(women)/shaving (men)		
18.	Washes clothes		
19.	Aware of hazardous health habits (consumption of tobacco, alcohol.)		
20.	Takes care of self when sick/injured		
21.	Prepares tea /coffee		
22.	Takes precautions while using electronic appliances		
23.	Uses electronic appliances(mixer, iron box, heater, washing machine)		
24.	Practice yoga/exercises to keep self-fit		
25.	Aware of emergency helpline numbers-(Ambulance-108, Fire-101 , Police -100)		

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Communication and Interpersonal Skills- 2

Appendix-A

Sl. No	Statements	Score	Comments
1.	Pays attention when someone talks to him/her		
2.	Comprehends simple instructions		
3.	Follows simple instructions		
4.	Tells the names of his/her family members, friends		
5.	Speaks in phrases		
6.	Gives appropriate answers to simple questions		
7.	Speaks in simple sentences		
8.	Comprehends emotional expressions during conversation		
9.	Comprehends gestures during conversation		
10.	Maintains personal space during conversation		
11.	Waits for turn to speak		
12.	Gives an account of an incident in simple words		
13.	Initiates conversation		
14.	Engages in meaningful conversation		
15.	Gives an account of personal details in logical order		
16.	Seeks clarification		
17.	Follows instructions when in a group of people (3 or more than 3)		
18.	Comprehends formal situations		
19.	Communicates over the phone, what's app e-mail etc (any one specify)		
20.	Follows multiple instructions at a time (two or more than two instructions)		
21.	Involves in formal conversation		
22.	Comes/Arrives at an agreement during a given situation		
23.	Summarizes the programme/story in simple words/phrases/sentences		

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Social-Emotional Maturity Skills- 3 **Appendix-A**

S.no	Statements	Scoring	Comment
1.	Responds to greetings from others		
2.	Intimates family members when relatives/guest come home		
3.	Greets others(saying Namaste, shaking hands, smiling, waving hand)		
4.	Understands jokes or humour of others		
5.	Shows respect to others		
6.	Shares feelings with friends/immediate family members		
7.	Maintains discipline in a given situation		
8.	Attends family functions such as marriages, birthday parties, festivals		
9.	Aware of community resources/services(Hospital, Post office ,Shops,& so on)		
10.	Uses please ,thank you, sorry whenever required		
11.	Shows sympathy for others		
12.	Seeks permission before starting a work at home or work place		
13.	Obtains permission to use other's articles		
14.	Goes around neighbourhood		
15.	Participates in recreational activities		
16.	Tells about one's own acceptance in the family		
17.	Compliments others to express one's own view		
18.	Offers tea and snacks for guests		
19.	Adheres to community rules		
20.	Greets appropriately during social interactions (birthday, wedding wishes)		
21.	Introduces self to others Follows local events		
22.	Participates in cultural activities on special occasions /celebrations		
23.	Shows emotional control in different situations		
24.	Understands the source of income of the family		
25.	Introduces people to each other		
26.	Introduces people to each other		
27.	Uses community resources/services(Hospital, Post office ,Shops,& so on)		
28.	Travels independently to nearby (by bicycle/bus/train/aeroplane)		

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Cognitive Skills-4

Appendix-A

Sl. No	Statements	Scoring	Comment
1.	Completes a simple task as per instruction		
2.	Inserts the given paper/card in the envelope		
3.	Differentiates the texture of objects -smooth, rough, soft hard		
4.	Differentiates between big- small, short-long, more-less(any 2) and equal		
5.	Locates the objects in the environment		
6.	Differentiates the relative position of space, objects and people(inside- outside, top-bottom , front-behind ,corner-edge) (any 3)		
7.	Relates given set of objects with the correct picture (Ex:pen, paper, eraser with a picture of writing)		
8.	Discriminates right and left on one's own self/sides		
9.	Separates objects/pictures as per categories(any 2 categories) Learns new concept by observing		
10.	Describes shapes seen in real objects/forms in the environment(2 shapes)		
11.	Differentiates shape descriptors- (any 3)straight, round, curve, pointy, sharp,		
12.	Learns new concept by observing		
13.	Learns new concept by observing		
14.	Gives landmarks near one's own home/workplace		
15.	Performs two activities simultaneously		
16.	Tells his/her date of birth(D-M-Y)/age		
17.	Gives 2-3 details of the task accomplished/completed		
18.	Gives relevant details from the picture cards of job roles shown (any two details in one picture card)		
19.	Monitors work by self		
20.	Practices to master the skill/task		
21.	Makes use of available/alternate material to complete a task.		
22.	Discuss with others while learning a new task		
23.	Uses the learned skill in different settings and situations		
24.	Discriminates right and left on an counter/opposite side		
25.	Searches/Scans the environment for a given set of cues/codes		
26.	Accomplishes multiple tasks timely		
27.	Arranges the given task in sequential order (3 out of 5 steps)		

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Scoring Key: Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

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Motor Skills-5

Appendix-A

Sl. No	Statements	Scoring	Comment
1.	Switches between positions (sitting, standing and squatting)		
2.	Walks properly		
3.	Climbs stairs up and down		
4.	Opens door knob/latch/ handle		
5.	Picks up small pellets		
6.	Turns pages of a book		
7.	Places pegs into holes on a peg board		
8.	Carries objects (backpack, lunch bag)		
9.	Throws ball		
10.	Opens lunch box		
11.	Catches ball with both hands		
12.	Transfers vegetables to different containers/baskets		
13.	Folds the paper to half twice		
14.	Runs with average speed over specified distances		
15.	Applies glue		
16.	Jumps up		
17.	Open the lock with key		
18.	Colours/paints pictures		
19.	Refills solids/items in jars		
20.	Refills liquids in bottles/bowl		
21.	Positions the objects appropriately to perform an activity/task		
22.	Lifts heavy objects (grocery bag, bucket filled with water)		
23.	Lights match stick using match box/lighter		
24.	Cuts simple shapes using scissors		
25.	Screws and unscrews		
26.	Uses key board on the cell phone, computer etc..		
27.	Threads sewing needle		
28.	Ties shoe laces		
29.	Rides a bicycle		

Scoring Key: Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

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Work-Related Functional Academic Skills-6

Appendix-A

S.no	Statements	Scoring	Comments
1.	Reads/identifies pictures of objects shown		
2.	Reads his/her name		
3.	Writes own name(specified language)		
4.	Identifies currency notes and coins (specify		
5.	Follows the common time concepts such as yesterday, today and tomorrow		
6.	Writes numbers(specify)		
7.	Identifies weighing machine		
8.	Identifies measuring tape		
9.	Uses time concepts such as after, before, later and since		
10.	Reads numbers (specify the number)		
11.	Names currency notes and coins (specify)		
12.	Counts numbers /objects meaningfully		
13.	Identifies days in a week		
14.	Writes simple words		
15.	Identifies current year		
16.	Copies simple paragraph		
17.	Identifies months in a year		
18.	Writes his/her home address		
19.	Reads simple sentence		
20.	Reads time in digital/analog watch/clock		
21.	Makes simple transactions		
22.	Reads price tag on an item		
23.	Writes simple sentence		
24.	Reads names of public places like railway station, bus station, hospital, bank etc		
25.	Gives simple arithmetic solutions orally (add, subtract, multiply & divide)		
26.	Identifies the weighing measurement (grams and kilograms)		
27.	Uses calculator for basic arithmetic operations		
28.	Identifies liquid measurement (1 litre, 2 litre, 1/2 litre etc)		
29.	Weighs objects (digital, analog)		
30.	Reads newspaper headlines		
31.	Aware of savings account in a bank/post office of one's self		
32.	Makes transactions between 100 to 500 rupees		
33.	Writes simple application (leave letter)		
34.	Measures length, width of cloth or object (centimetres, inches, meters etc)		
35.	Makes transactions above 500 rupees		
36.	Uses apps/ debit/ credit cards for paying bills		
37.	Withdraws money from ATM		
38.	Deposits money in the bank/post office		

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Scoring Key: Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Sex Education-7

Appendix-A

Sl. No	Statements	Scoring	Comments
1.	Differentiates between men and women		
2.	Aware of wearing undergarments		
3.	Aware of private body parts		
4.	Maintains privacy during bathing & dressing		
5.	Cleans private body parts appropriately		
6.	Indicates problems related to private body parts		
7.	Able to differentiate between good touch and bad touch		
8.	Maintains appropriate physical distance while interacting with opposite sex		
9.	Behaves appropriately with opposite sex		
10.	Aware of bodily changes		
11.	Follows rules/norms of socio-sexual behaviour in public places		
12.	Aware of consequences of indecent behaviours		
13.	Aware of reporting the incident of exploiting and abuses to immediate family members/authorities		
14.	Comprehends the meaning of protecting self from exploiting sexual advances		
15.	Understand the concept of entering adulthood and maturation		
16.	Exercises control of own sexual feelings.		
17.	Maintains privacy during personal intimate times		
18.	Understand the relationship in married life		
19.	Understands parenting role		
20.	Understands the concept of child bearing and delivery		
21.	Has understanding on family planning methods		

Scoring Key: Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Self-Advocacy -8

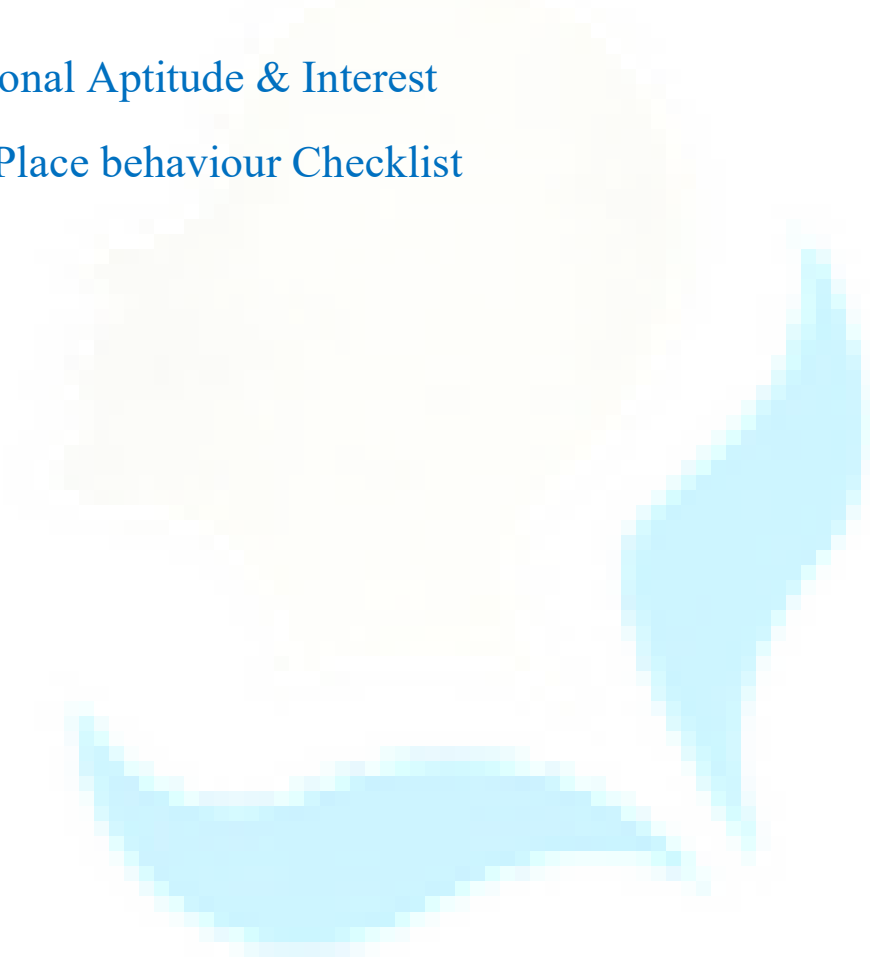
Appendix-A

Sl. No	Statements	Scoring	Comment
1.	Makes one's own choice		
2.	Understands the appreciation for the job well done		
3.	Chooses friends of same interests		
4.	Understands recognition and rewards/awards given for good accomplishments		
5.	Takes help from family members/authorities		
6.	Adjusts to changes in daily routines as required		
7.	Aware of one's own strengths and weakness		
8.	Offers help to others upon request		
9.	Understands the concept of getting paid for the work		
10.	Learns from consequences/mistakes		
11.	Request for needed supports to enhance one's own performance		
12.	Aware of seeking justice for abuse/unfair means/crime		
13.	Makes self-dependable person for the given work		
14.	Tells personal opinion firmly		
15.	Takes care of family needs/responsibilities (parents, wife , children)		
16.	Defends self		
17.	Aware of the right to vote		
18.	Defends family members		
19.	Aware of citizen's ID cards (aadhaar card, voter card, pan card)		
20.	Awareness of benefits for the Persons with Disabilities-(pension, travel pass)		
21.	Tells about self in a small group of people (bio-data details-name, age, phone no, training...)		
22.	Motivates self		
23.	Discusses with others to solve a problem		
24.	Set personal goals to learn/achieve		
25.	Motivates others		
26.	Spends money for family and friends		
27.	Aware of Unique ID for Persons with Disabilities (or) Swavlamban card		
28.	Uses signature for valid reasons		
29.	Understands the right to reasonable pay for the work performed		

APPENDIX-B

Vocational Aptitude & Interest

Work Place behaviour Checklist



Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Vocational Aptitude & Interest –PART-B

APPENDIX -B

Always -3 sometimes - 2 occasionally -1 NI-not interested NA-not applicable – 0

S. No	Vocational Aptitude	Scoring	Comment
	A. Clerical Aptitude		
1.	Files important papers/letters		
2.	Dispatches the files to concerned person		
3.	Operates a computer		
4.	Types a simple letter		
5.	Uses Microsoft (word, excel, power point)		
6.	Identifies different type of files		
7.	Tags files		
8.	Receives information over phone		
	Gives the message to the intended person		
	A. Food Service Aptitude		
9.	Names the grocery items and vegetables		
10.	Stores the grocery items and vegetables		
11.	Cuts vegetables		
12.	Peels vegetables		
13.	Lights the gas stove		
14.	Prepares rice		
15.	Prepares tea/coffee/juice etc.		
16.	Prepares snack items like upma, dosha, omlet etc involving 2-3 steps		
17.	Prepares simple curries		
18.	Uses kitchen tools and appliances		
19.	Prepares meal required for the day		
20.	Stores the leftover food		
21.	Cleans utensils after use		
	B. House Keeping		
22.	Sweeps floor		
23.	Mops floor		
24.	Arranges bed for sleeping		
25.	Folds cloths and places in appropriate place		
26.	Washes plates and glass		
27.	Cleans table after eating food		
28.	Cleans furniture, cup boards, chairs, tables with dusting cloth		
29.	Cleans toilet		

Page 1 / 3 Contd...

	Vocational Aptitude & Interest –PART-B		
	C. Agriculture		
30.	Digs soil(Prepare the soil)		
31.	Sowing seeds		
32.	Waters the seedlings		
33.	Removes the weeds		
34.	Uses agricultural tools appropriately		
35.	Uses urea in required amounts		
36.	Reaps the paddy/fruits/vegetables/flowers etc		
37.	Works along with the group on farm		
38.	Stores the agricultural products as required		
	D. Mechanical Aptitude		
39.	Uses tools such as screw driver, tester to repair household items		
40.	Pumps air in motor vehicles		
41.	Identifies minor mechanical problems		
42.	Replaces or changes material of mechanical devices		
43.	Assists in minor electrical works		
44.	Fixes fan to the ceiling		
	E. Musical/Artistic		
45.	Plays musical instruments		
46.	Likes to sing		
47.	Story telling		
48.	Attends concerts		
49.	Dances		
50.	Paints		
51.	Interested in creative art work (doll making etc...)		
	F. Security Service		
52.	Differentiates familiar and non- familiar persons		
53.	Calls police in case of emergency		
54.	Receives information/message over phone		
55.	Explains the rules of the work place		
56.	Identifies unattended objects and devices		
57.	Reports to the authority in case of suspicion		
	G. Domestic works /Laundry service		
58.	Soaks cloths with washing powder		
59.	Washes clothes /Uses washing machine		
60.	Squeezes clothes		
61.	Dries clothes		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Vocational Interests PART-B

APPENDIX –B

Sl. No	Vocational Interests	Comment
	A) Identification of Vocational Choice	
1.	First choice of occupation/job role	
2.	Second choice of occupation/job role	
3.	Third choice of occupation/job role	
	B) Decision making	
4.	Arrives at a decision about job role or Occupation	
5.	Matches his/her strengths to preferred Occupation /Job role	
6.	Tells his/her goals/dreams about the occupation/job role	
7.	Tells about prior experience of preferred job role/occupation in different settings	

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Work Place Behaviour- Part (B)

APPENDIX-B

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S. No	Statements	Baseline Assessment	I Quarter	II Quarter	III Quarter	Evaluation
1.	Dresses appropriately /Follows dress code					
2.	Reaches school/work place on time					
3.	Greets co-workers and supervisor					
4.	Signs in the workplace register					
5.	Sets the work place					
6.	Confirms the works to be carried out with co-workers/supervisor					
7.	Arranges the required material					
8.	Initiates work on time					
9.	Requests for support need at work					
10.	Follows the procedure to complete given task					
11.	Seeks help for assistance if needed					
12.	Intimates on completion of the given task					
13.	Takes break for tea & lunch on time					
14.	Resume to work on time after the break					
15.	Improves the speed of the work as continues to work					
16.	Meet the targets/quantity of the given work					
17.	Improves the quality of work as continues to work					
18.	Maintains quality of work as required					
19.	Accepts incomplete work of co-worker during their absence					
20.	Follows work place rules and regulations					
21.	Follows prescribed safety measures at work place					
22.	Assigns his/her incomplete work to co-workers during absence					
23.	Follows Supervisor instructions timely					
24.	Seeks permission to use others belongings					
25.	Places the work material in a safe place before leaving the work Place					
26.	Plans for the next day before leaving the work place.					
27.	Applies /takes Permission for leave					
28.	Inform supervisor in case of emergency					
29.	Obtains permission if has to leave early from work place					
30.	Adapts to changes in work routine/work tasks					
31.	Comes regularly to work place					
32.	Use Prior learning/experience meaningfully					
33.	Cooperative with co-workers					
34.	Accepts his mistakes without showing anger					
35.	Works independently with less supervision					
36.	Seeks for more work					

Scoring Key: Dependent/No Exposure/Not applicable-0

Physical prompting-1

Verbal Prompting-2

Independent-3

APPENDIX-C

1. List of SCPwD approved job roles with NSQF levels in various sectors for adults with intellectual disabilities
2. List of job aids for various products in different sectors.

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

List of SCPwD approved Job roles /trades/Occupations

S.No	Job roles/Trades/Occupation	Sector	NSQF Level
1.	Vermi-compost Producer	Agriculture	3
2.	Assistant gardener	Agriculture	3
3.	Domestic Data Entry Operator	IT-ITeS	3
4.	Room Attendant	Tourism & Hospitality	3
5.	Fruits and Vegetables Drying/Dehydration Technician	Food processing	3
6.	Jam Jelly and Ketchup Processing Technician	Food Processing	3
7.	Pickle Making Technician	Food Processing	3
8.	Food & Beverage Services-Steward	Tourism & Hospitality	3
9.	Packer	Handicrafts & Carpets	3
10.	Helper Mason	Construction	3
11.	Agarbati Packer	Handicrafts & Carpet	3
12.	PCB Assembly Operator	Electronics	3
13.	Group forming Practitioner	Agriculture	3
14.	Hand Embroiderer	Apparel, Made ups & Home Furnishing	3
15.	Sewing machine Operator	Apparel, Made ups & Home Furnishing	3
16.	Polishing and cleaning	Gem and Jewellery	3
17.	Sales Associate	Retail	3
18.	Nursery Worker	Agriculture	3
19.	Stores Ops Assistant	Retail	3
20.	Car Washer and Assistant Service Technician	Automotive	3
21.	Fruit Pulp Processing Technician	Food Processing	3
22.	Housekeeping Attendant (Manual Cleaning)	Tourism & Hospitality	3
23.	Dairy Farmer/Entrepreneur	Agriculture	3
24.	Layer Farm Worker	Agriculture	3
25.	Mushroom Grower (Small Entrepreneur)	Agriculture	3
26.	Goat Farmer	Agriculture	3

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

List of referred Job roles /trades/Occupations referred by Expert Committee


S.No	Job roles/Trades/Occupation	Sector	NSQF Level
1.	Candle Making/Model Making	Handicrafts & Carpets	3
2.	Photo Framing	Handicrafts & Carpets	3
3.	Warli Painting	Paint & Coating	3
4.	Glass Painting	Paint & Coating	3
5.	Acrylic Stand Making	Handicrafts & Carpets	3
6.	Spiral Binding	Handicrafts & Carpets	3
7.	Lamination	Handicrafts & Carpets	3
8.	Photo Copying	Handicrafts & Carpets	3
9.	Paper Bag Making	Handicrafts & Carpets	3
10.	Screen Printing	Handicrafts & Carpets	3
11.	Scribbling Pad	Handicrafts & Carpet	3
12.	Wall Hangings	Handicrafts & Carpets	3
13.	Artificial Jewellery	Gem and Jewellery	3
14.	Block Painting	Paints & Coating	3
15.	Tie & Die	Handicrafts & Carpets	3
16.	Stringing related Activities	Handicrafts & Carpets	3
17.	Florist	Handicrafts & Carpets	3
18.	Sublimation Printing	Handicrafts & Carpets	3
19.	Natural Colour Making	Paints & Coating	3
20.	Door Mat Making (Table Loom Equipment)	Handicrafts & Carpets	3
21.	Cane Furniture	Handicrafts & Carpets	3
22.	Coir Products	Handicrafts & Carpets	3
23.	Banana Fibre Work	Handicrafts & Carpets	3
24.	Natural Fibre Works	Handicrafts & Carpets	3
25.	Carpentry Assistant	Furniture & Fittings	3
26.	Aquaponics	Food processing	3
27.	Basic Computer Operator	IT-ITeS	3
28.	Production Seedlings	Agriculture	3
29.	Plate & Cup Making	Handicrafts & Carpets	3
30.	Sanitary Napkins	Handicrafts & Carpets	3

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

List of some of the Job-aids available

S.No	Name of the Job -aid
1.	Paper bag Making
2.	Photo frame Making with Aluminium channels
3.	Note pad Making
4.	Paper cut Photo Frame
5.	Key Chain Making
6.	Paper Jewellery Ear Rings
7.	Glass Painting Kit
8.	Memento Kit
9.	Decorative Pot
10.	Paper Flower Making
11.	File Making Kit
12.	Rakhi Making
13.	Spiral Binding Kit
14.	Paper Roll Ball Pen
15.	Envelope Making
16.	Embroidery
17.	Hula Hoop
18.	Gift Pack Kit
19.	Assembling Kit- Nut-Bolt Job aid
20.	Tailoring Kit –Stitching buttons
21.	Saree Printing

Example:

1.	Paper Jewellery Ear Rings		<p>Job aid is useful for moulding and shaping the circle into a dome</p> <p>Fashion jewellery</p> <p>Decorative purpose</p> <p>Easily available raw material</p> <p>Eco-friendly</p> <p>Does not need safeguards (Free of theft)</p>
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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

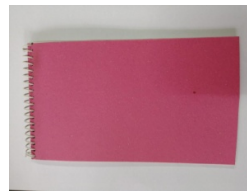
Sample Job-aid application

1. Name of the Job Aid:

Spiral Binding Job Aid

2. Brief Description of the Job Aid:

Spiral binding is used to bind the pages together with a plastic coil/spiral through the holes made on the edges. The spiral binding job aid enables the trainee with PwIDs to practice inserting the spiral in clock wise and anti- clock wise directions from one end to another.



3. Material used for Spiral Binding:

- Card board piece with holes
- Spiral (coil)
- Chart papers
- Transparent sheets

4. Prerequisites for Training:

- Eye hand coordination,
- Fine motor skills, size, number,
- Colour concept,
- Paper orientation &
- Concept of directions.

5. Job aid applicability for PwIDs:

- Spiral notebooks
- Note pads
- Calendars
- Record books
- Reading material

6. Application of the job aid :

The job aid has proven to be very effective in training the persons with Intellectual Disabilities

APPENDIX-D

Shorter –Version of

“Comprehensive Assessment Tool for Adults with Intellectual Disabilities”



Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S. No	Statement	Scoring	Comment
1)	Personal Care & Safety Skills -16 items		
1.	Eats by self		
2.	Uses toilet appropriately at home		
3.	Brushes teeth independently		
4.	Takes bath independently		
5.	Dresses independently		
6.	Grooms by self (combing hair ,applying powder)		
7.	Follows meal time manners with in family		
8.	Safeguards from fire accident/ hazards		
9.	Cleans utensils		
10.	Performs daily routine household work (cleaning the house		
11.	Manages menstrual hygiene(women)/shaving (men)		
12.	Washes clothes		
13.	Takes care of self when sick/injured		
14.	Prepares tea /coffee		
15.	Takes precautions while using electronic appliances		
16.	Aware of emergency helpline numbers-(Ambulance-108, Fire-101 , Police -100)		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
II)	Communication & Interpersonal Skills-16 items		
1.	Pays attention when someone talks to him/her		
2.	Follows simple instructions		
3.	Gives appropriate answers to simple questions		
4.	Speaks in phrases		
5.	Speaks in simple sentences		
6.	Comprehends gestures during conversation		
7.	Comprehends emotional expressions during conversation		
8.	Maintains personal space during conversation		
9.	Waits for turn to speak		
10.	Gives an account of personal details in logical order/meaningfully		
11.	Follows multiple instructions at a time (two or more than two instructions)		
12.	Follows instructions when in a group of people (3 or more than 3)		
13.	Comprehends formal situations		
14.	Involves in formal conversation		
15.	Communicates over the phone, what's app e-mail etc (any one specify)		
16.	Summarizes the programme/story in simple words/phrases/sentences		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
III)	<i>Social-Emotional Maturity Skills -16 items</i>		
1.	Responds to greetings from others		
2.	Greets others(saying Namaste, shaking hands, smiling, waving hand)		
3.	Shows respect to others		
4.	Shares feelings with friends/immediate family members		
5.	Maintains discipline in a given situation		
6.	Attends family functions such as marriages, birthday parties, festivals		
7.	Aware of community resources/services(Hospital, Post office ,Shops,& so on)		
8.	Uses please ,thank you, sorry whenever required		
9.	Goes around neighbourhood		
10.	Participates in recreational activities		
11.	Tells about one's own acceptance in the family		
12.	Compliments others to express one's own view		
13.	Introduces self to others		
14.	Greets appropriately during social interactions (birthday, wedding wishes)		
15.	Introduces people to each other		
16.	Follows local events		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
IV)	<i>Cognitive Skills-16 items</i>		
1.	Completes a simple task as per instruction		
2.	Differentiates between big- small, short-long, more-less(any 2) and equal		
3.	Locates the objects in the environment		
4.	Discriminates right and left on one's own self/sides		
5.	Separates objects/pictures as per categories(any 2 categories)		
6.	Differentiates the relative position of space, objects and people(inside- outside, top- bottom , front-behind ,corner-edge) (any 3)		
7.	Differentiates shape descriptors- (any 3)straight, round, curve, pointy, sharp,		
8.	Learns new concept by observing		
9.	Able to capture a photograph with camera, cell phone		
10.	Gives landmarks near one's own home/workplace		
11.	Tells his/her date of birth(D-M-Y)/age		
12.	Gives relevant details from the picture cards of job roles shown (any two details in one picture card)		
13.	Gives 2-3 details of the task accomplished/completed		
14.	Uses the learned skill in different settings and situations		
15.	Arranges the given task in sequential order (3 out of 5 steps)		
16.	Accomplishes multiple tasks timely		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
V)	<i>Motor Skills-16 items</i>		
1.	Switches between positions (sitting, standing and squatting)		
2.	Walks properly		
3.	Runs with average speed over specified distances		
4.	Climbs stairs up and down		
5.	Throws ball		
6.	Catches ball with both hands		
7.	Carries objects (backpack, lunch bag)		
8.	Picks up small pellets		
9.	Opens door knob/latch/ handle		
10.	Folds the paper to half twice		
11.	Colours/paints pictures		
12.	Lights match stick using match box/lighter		
13.	Threads sewing needle		
14.	Cuts simple shapes using scissors		
15.	Lifts heavy objects (grocery bag, bucket filled with water)		
16.	Rides a bicycle		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
VI)	<i>Work related Academics -20 items</i>		
1.	Reads/identifies pictures of objects shown		
2.	Reads his/her name		
3.	Writes own name(specified language)		
4.	Writes numbers(specify)		
5.	Counts numbers /objects meaningfully		
6.	Identifies days in a week		
7.	Follows the common time concepts such as yesterday, today and tomorrow		
8.	Identifies measuring tape		
9.	Uses time concepts such as after, before, later and since		
10.	Writes simple words		
11.	Identifies months in a year		
12.	Writes his/her home address		
13.	Writes simple sentence		
14.	Gives simple arithmetic solutions orally (add, subtract, multiply & divide)		
15.	Reads time in digital/analogue watch/clock		
16.	Identifies the weighing measurement (grams and kilograms)		
17.	Identifies liquid measurement (1 litre, 2 litre, 1/2 litre etc)		
18.	Names currency notes and coins (specify)		
19.	Makes simple transactions		
20.	Makes transactions between 100 to 500 rupees		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
VII)	<i>Sex Education – 12 items</i>		
1.	Differentiates between men and women		
2.	Cleans private body parts appropriately		
3.	Indicates problems related to private body parts		
4.	Maintains privacy during bathing & dressing		
5.	Able to differentiate between good touch and bad touch		
6.	Maintains appropriate physical distance while interacting with opposite sex		
7.	Understand the concept of entering adulthood and maturation		
8.	Follows rules/norms of socio-sexual behaviour in public places		
9.	Behaves appropriately with opposite sex		
10.	Comprehends the meaning of protecting self from exploiting sexual advances		
11.	Maintains privacy during personal intimate times		
12.	Understand the relationship in married life		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Shorter Version of CAT-AID

APPENDIX -D

Scoring Key:

Dependent/No Exposure/Not applicable-0 Physical prompting-1 Verbal Prompting-2 Independent-3

S.No	Statement	Scoring	Comment
VIII)	Self-Advocacy -16 items		
1.	Makes one's own choice		
2.	Understands the appreciation for the job well done		
3.	Adjusts to changes in daily routines as required		
4.	Takes help from family members/authorities		
5.	Understands the concept of getting paid for the work		
6.	Tells personal opinion firmly		
7.	Aware of seeking justice for abuse/unfair means/crime		
8.	Makes self-dependable person for the given work		
9.	Defends self		
10.	Aware of the right to vote		
11.	Aware of citizen's ID cards (aadhaar card, voter card, pan card)		
12.	Awareness of benefits for the Persons with Disabilities-(pension, travel pass)		
13.	Tells about self in a small group of people (bio-data details-name, age, phone no, training...)		
14.	Set personal goals to learn/achieve		
15.	Uses signature for valid reasons		
16.	Aware of Unique ID for Persons with Disabilities (or) Swavlamban card		

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

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Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Glossary of the items

A **glossary** is a listing of comments or definitions of a written work.

Personal care & Safety Skills: item - Takes care of self when sick or injured

helps one -self to relieve pain when sick/injured by applying/taking medicine and rest timely.

Communication & Interpersonal Skills: item - Gives an account of personal details in logical order

-gives some details about his/her daily routines

Social-Emotional Maturity Skills: item - tells about one's own acceptance in the family

-one's own perception about being loved and accepted by parents in the family

Cognitive Skills: item -Searches/scans the environment for a given set of cues/codes

-for instance: show me how many pictures of Lord Ganesh/flowers you see in the room

Self-Advocacy Skills: item –Set personal goals to learn/achieve

-understanding on one's own interest to learn to improve performance

Comprehensive Assessment Tool for Adults with Intellectual Disabilities

Conclusion:

The “Comprehensive Assessment Tool for Adults with Intellectual disabilities” is a reliable and valid tool to assess the skills, competencies, aptitudes and interests of adults with Intellectual Disabilities. The focus of the tool is on vocational domain from basic level to comprehensive level. The tool facilitates vocational assessment, program planning and is helpful in providing directions to develop and strengthen work competencies for persons with intellectual disabilities in various job sectors.
