



NS - VISTA



BE A JOB COACH

for adults with Intellectual Disabilities

Beena Krishnamurthy

Meena Jain



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Disabilities**

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Be a Job Coach for Adults with Intellectual Disabilities

By Beena Krishnamurthy, Meena Jain

Printer and Publisher : Ramesha M.H. for Niruta Publications, #326, 2nd Floor, Opp. Syndicate Bank, Near Dr. AIT College, Kengunte, Mallathahalli, Bengaluru-560056, India.

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Web : www.socialworkfootprints.org, www.mhrspl.com

Copy Right : Author
First Edition : 2020
ISBN : 978-93-84262-65-5
Pages : 112
First Impression : 500 copies
Paper : 90 GSM Art Paper
Price : Rs. 350-00
Size : 1/4th Crown
Cover Page Design : Adesh Bharadwaj
& Illustrations

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Foreword

To,

17th November 2020

Beena Krishnamurthy & Team

Nithya Saadhana

Bangalore

Skill Council for Persons with Disability (SCPwD) would like to express its appreciation and acknowledge the contribution Nithya Saadhana and its team has made towards the preparation of this comprehensive and holistically compiled book “Be a Job Coach for persons with Intellectual Developmental Disability”.

This book emphasizes the need for designing a technically strong skill training program for individuals who aspire to become Job Coaches. Young adults with Intellectual Developmental Disability (IDD) need appropriate training to make them industry ready. There is a requirement for qualified and quality trained professionals who will become Job Coaches to enable these adults achieve gainful employment and a meaningful livelihood.

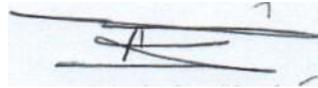
The chapters are well defined and focused, and relate to all aspects for becoming an accomplished Job Coach. Those interested in being a part of the wide network of Vocational and Rehabilitative Professionals who ensure that people with Intellectual Disabilities join the workforce and continue to be in sustained employment will benefit immensely from this book.

The objective of this book, as expressed by the experts, highlights the need to include this trade of Job Coach for skill development in line with the National Occupational Standards and also opens a new arena for vocational training for the socially inclined youth of the country.

With the RPwD Act 2016 and inception of Skill Council for Persons with Disability in 2015, opportunities for employing Persons with Intellectual Disability are also emerging.

Nithya Saadhana, a vocational training centre for adults with IDD, has been successful in placing more than 75 individuals in various sectors of the industry, with minimum support on accommodations. Nithya Saadhana also conducts one year diploma course to create a more professional Job Coaches. The course covers the entire gamut of roles and responsibilities of a Job Coach and also a variety of livelihood options for the persons with IDD.

We wish Nithya Saadhana all the best in their endeavour for the welfare of Persons with Intellectual Disabilities, to make this skill training program a success and we assure Nithya Saadhana our support towards expanding this novel initiative across India.



Ravindra Singh

Chief Executive Officer
Skill Council for Persons with Disability
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Dr. N. Nagambika Devi, I.A.S.,
Additional Chief Secretary
to Government
Department of Women & Child
Development and Empowerment of
Differently Abled & Senior Citizens



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MESSAGE

The Department of Women and Child Development and Department of Empowerment of Differently Abled and Senior Citizens wishes to recognise the efforts of Nithya Saadhana, an NGO managed by the parent and professionals, focusing on vocational training and jobs for adults with Intellectual and Developmental Disability (IDD). In the last decade they have been successful in training and placement of over 75 individuals in various sectors of the industry, with minimum support and hand holding.

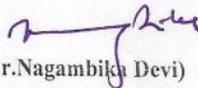
One of the goals of the Government is to ensure the development and welfare of the people with disabilities, by promoting all round development. The youth with IDD need proper guidance and support from trained professionals to guide them in securing the appropriate jobs which enables productive life for PwDs.

I am aware that Nithya Saadhana also conducts one year diploma course to create more professional Job Coaches. The course covers the entire gamut of roles and responsibilities of a Job Coach and also a variety of livelihood options for the persons with IDD.

This book has explained the topics and strategy for becoming an accomplished Job Coach. Those interested in being a part of the movement to make the society an inclusive one for persons with IDD, will benefit hugely from this book. I wish more resources of this kind be developed in our country to enable greater opportunities for PwDs.

We wish Nithya Saadhana all the best in their endeavour for the development and welfare of Persons with Intellectual Disabilities.




(Dr. Nagambika Devi)
Additional Chief Secretary
Department of Women and Child Development and
Empowerment of Persons with Disabilities
Government of Karnataka, Bengaluru.

V.S. BASAVARAJU
State Commissioner



GOVERNMENT OF KARNATAKA

**OFFICE OF THE STATE COMMISSIONER FOR THE RIGHTS
OF PERSONS WITH DISABILITIES ACT - KARNATAKA**
(Estd. Under the central Act)

MESSAGE

On behalf of the Office of State Commissioner for Disabilities Act, Government of Karnataka, Department of Women and Child Development and Empowerment of Differently Abled and Senior Citizens, I wish to recognise the efforts of Nithya Saadhana, an NGO managed by parents and professionals, focusing on evolving a new concept of vocational training and jobs for adults with Intellectual and Developmental Disability (IDD). In the last decade, they have been successful in training and have placed over 75 individuals in various sectors of the industry with minimum support and hand holding.

The goal of our Government is to ensure dignity and independence of all persons with disabilities, by promoting all round development. Particularly to enable them to be productive members of the society. The youth with IDD, carers, and families need proper guidance and support from trained professionals to guide them in securing the appropriate jobs which enables the productive life.

I personally know Nithya Saadhana, who are very much committed and innovative. I personally requested them to establish one year diploma course to create more professional Job Coaches in order to increase greater opportunities and variety of livelihood options for persons with IDD.

This book has explained the topics and strategy for becoming an accomplished Job Coach. Those interested in being a part of the movement to make the society an inclusive one for persons with IDD, will benefit hugely from this book. I wish more of this kind of resource be developed in our country to enable greater opportunities for PwDs.

I wish Nithya Saadhana a greater growth to be a role model organisation in the country by establishing the best practices and standards to ensure equal opportunities and dignity for PwDs, carers and their families particularly for Persons with Intellectual Disabilities.

Warm regards and best wishes,




(V S BASAVARAJU)



**NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES
(Institute of National Importance), Bengaluru – 560 029**

राष्ट्रीयमानसिकस्वास्थ्यऔरतंत्रिकाविज्ञानकेसंस्थान (राष्ट्रीयमहत्त्वकासंस्थान), बेंगलुरु - 560 029
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MESSAGE

Young people with disabilities are more likely to be unemployed, underemployed (working fewer hours, working at seasonal jobs) or employed at a lower wage than their non-disabled peers. Young people with disabilities are also more likely to be hired for jobs that require little training and have few opportunities for advancement. Very few work outside home doing menial tasks; usually they work long hours within the family home or on the family farm. They cook, clean, babysit, care for ailing and aged relatives, or tend gardens, fields and flocks (UNICEF, 1999). The employability of the disabled is a matter of grave concern. The project NS- VISTA is a one year Diploma Course conducted by Nithya Saadhana to address these matters.

The one year Diploma course is skilfully designed to cover the challenging vocational pursuits of young adults. The book is a must read for all the vocational counsellors, special education and programme officers of agencies dealing with the welfare of the disabled. The book stresses the significance of job coaches which is emerging as job opportunities for youth. The place to train and train to place approach of the job coach, job mapping, and job analysis is in no way less than the modern curriculum of industrial training institutes. The book is a note worthy contribution to the national education policy which heralds the skill development in all the speciality areas of education be it inclusive or general education. The content of the book reflects the lab to land vision of the authors in engaging the young adults with IDD and those recovered from mental illness with gainful employment.

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3 December 2020

Dear Readers,

The future for people with intellectual and developmental disability across India includes real jobs and real careers. We now fully recognize that the antiquated idea of “skilling-up” such persons in segregated places and spaces has not been effective. *Be a Job Coach*, authored by colleagues Hema Nataraj, Beena Krishnamurthy and Meena Jain, helps us to usher in the age where we will see people with developmental disability working for a fair wage in all sorts of workplaces across India, side by side with typical workers. They will learn to be in such jobs through the efforts of respected and respectful job coaches, working quietly and alongside people in the workplace as needed to allow the person and the business to thrive. The benefits of inclusive employment go to not only the person with the disability, but to the workplace itself, the local and national economy and Indian society as a whole. We need the gifts that come from making the most of what each and every person brings to our society. The authors have contributed to recognizing the value and allure of the role of Job Coach in making this a reality across India, and for this we should all be deeply grateful, as we learn to share the valued world alongside all people.



Elizabeth Neuville

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राष्ट्रीय मानसिका स्वास्थ्य एवं तंत्रिका विज्ञान संस्थान (राष्ट्रीय प्रमुखयाथा संस्थ) बंगलुरु - 29
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13th November 2020

MESSAGE

To say that work is important for all human beings is to state the obvious. For most, work brings in financial gains. Evidently, financial gain is not the only reason why people work; the fact that the richest people on the planet are one of the most industrious also bears out this fact. Many find work enjoyable; work keeps their bodies and mind fit; it gives them sense of purpose in life; for many people work is an important source of social interaction and learning. About a quarter of one's life is spent in work of some nature or the other.

Unfortunately, substantial proportion of our fellow human beings are deprived of the benefits of work – financial and otherwise – because of the challenging conditions that they are born with or that they develop as young individuals. Among those who suffer this deprivation, the ones born with developmental disabilities like intellectual disability, autism spectrum disorders, cerebral palsy, etc., have been the most severely affected. Empowering them with skills related to work and work-related behavior is a noble mission.

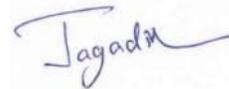
Nithya Saadhana team is engaged in this mission for many years now. What sets them apart from many other skilling centers is the fact that they have been successful in placing their students in different competitive employments. That many of their 'graduates' have been sustaining their jobs and are excelling in them as well adds more feathers to their cap.

Now the Nithya Saadhana team has taken a quantum jump in their mission – they have started empowering those who empower the youth with challenging conditions. NS-VISTA is a wonderful concept of preparing job coaches who are adept in several domains of empowering this group of individuals through work. The coaches are

trained to assess their 'students', match potential skills to their abilities and aptitudes, skill them, identify potential employers, work with employers and potential employees to ensure smooth transitioning from training to work and help the empowered employees to sustain their work. Most importantly, the coaches are trained to see the persons behind the disabling conditions – their strengths and opportunities and not just the challenges.

In another of their noble steps, team Nithya Saadhana has decided to empower others who wish to follow their path by bringing out this resource material. This book has all that one should know about working as job coaches for young persons with developmental disabilities and mental illness. This comprehensive book is not just another manual brought out by arm-chair experts – it is born out of the rich experience that the team has from their ground-level work, astute observation, interaction with experts, and, more than all, concern for the youth with challenges and people who have decided to work with them for their employment.

This is a timely product. I am sure that this resource material would be in great demand from multiple sources including special schools, vocational training centers, special education institutes, rehabilitation centers, etc. I wish the team every success and many more editions of this book based on their further experience and wisdom. May the tribe of Nithya Saadhana grow!



Jagadisha Thirthalli

Jagadisha Thirthalli

Introduction and Acknowledgement

My dear friend and colleague Ms.Hema Nataraj has always been passionate about finding opportunities for adults with Intellectual Developmental Disabilities [IDD] so that they are integrated into the main stream of society. This is the mission of NITHYA SAADHANA, to enable people with special needs to lead an independent and productive life with dignity. Over the last decade, Ms.Hema Nataraj and I have planned, executed and analysed all our work with our trainees. This is to better our processes and help the trainees to use their potential to the maximum and excel in their own unique area of work. We were always evolving with new projects that would help NITHYA SAADHANA reach its goal.

One such project NS-VISTA is a one year diploma “BE A JOB COACH”, and the inspiration for this book.

The vision born with Project NS-VISTA is to create Job Coaches skilled and certified to train individuals with IDD in a scientific and systematic manner for skill development and to prepare a young adult with IDD for sustainable employment and livelihood.

This book is inspired from all the excellent lectures that were conducted by eminent speakers from the field of rehabilitation science, mental health and from business industry, who came with rich experience as subject matter experts.

The introductory sessions were held by Dr. Sobha Srinath (Retd. HOD, Dept. of Child and Adult Psychiatry, NIMHANS), Dr. Deepak Jayarajan, Dr. Hareesh Angothu, Dr. Shanivaram and many more doctors from the Dept. of Psychiatric Rehabilitation Services, NIMHANS, and Dr. B P Nirmala from the Dept. of Psychiatric Social Work.

Rights of Persons with Disability was by Ms. Anuroopa, a member of the governing body of Society for Child Development (Delhi) an organisation

working with children and young adults with IDD, also a trustee of Disability Rights India Foundation.

The session on formal assessments was conducted by Ms. Deepa P V, an assistant professor at the department of Psychiatry at KIMS, Bangalore.

Communication skills and etiquette at workplace were handled by Ms. Varsha Avadhany, a brand and culture strategist. Ms. Sarbani Mallick, founder of Biswa Gouri Charitable Trust, and an SRV practitioner, spoke about the importance of giving the relevant role to all persons in the society and how that can be planned and executed in case of adults with special needs.

The importance of workplace readiness skills for persons with IDD were discussed in a session by Dr. Preethi Shanbhag, Consultant Psychiatrist and assistant director of Manasadhara Rehabilitation Centre, Manasa Nursing Home and Manasa Education Foundation for Mental Health, Shimoga.

All the technical sessions of the need for efficient Job Coaches, the different types of learning methodologies of persons with IDD, Job Analysis, Job Mapping, Job Roles, Job Profiling and livelihood options for persons with IDD were discussed in detail by Ms. Meena Jain. She is a rehab expert and works as a psycho-educational analyst and teacher trainer. She is also a change behaviour management trainer. Ms. Meena is also a skill development expert in pedagogy in the disability sector for designing and developing curriculum for courses and Training of Trainers [ToT]. She has a vast experience of more than three decades in the rehabilitation and disability sector. Ms. Meena Jain has been the driving force behind this project NS-VISTA.

Sessions on creating an Individualised Vocational Training Plan, the methods of formative and summative assessments during the skill training programs and all the practical assignments related to visits to different special schools, interviewing the parents of special persons, visits to companies who have employed persons with IDD, and doing a survey of variety of prospective Job Roles for persons with IDD were handled by me. We appreciate the co-operation

rendered by all the organisations and companies during the visit of the students.

An all important session on independent living skills for persons with IDD was presented by my colleague Ms.Hema Nataraj. This was based on our experience in running the NS-CLOVE (Community Living Orientation and Value Entity) Project.

Trade domain experts discussed the training processes, the expectations from the companies and possible opportunities at various organisations for hiring persons with IDD. The sectors from which the resource persons shared their experiences were **HRD, Electronics Assembly, Retail Store keeping, Farming, Education and Hospitality.**

My friend Ms.Bhooma Venkadesan, who is experienced in starting and managing a special school and a trainer of the English language, has also helped extensively in reading each line of the book patiently and edit it, which is highly commendable.

Beena Krishnamurthy

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CHAPTER 1:

Overview of Developmental Disabilities

Intellectual Developmental Disorders

We are aware that when a child is identified as a Special Need Child, the world goes upside down for the family. Well, not to say the least, everyone around them will have a hundred opinions to say to the parents for a child being born like this.

What are Developmental Disabilities?

It is when a child is born, having gone through some complications either during pregnancy, child birth or after birth, and ended up with some risk factors for growth and developmental attainment.

It is defined that Developmental Disabilities are **a group of conditions** due to Disability, Impairment or handicap state in Physical, Speech and Language, Social, Cognitive and Adaptive behaviour areas present in a child. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's lifetime.

So what now? Everyone in the child's life is worried, when they start seeing the child having Delayed Developmental Milestones as per normative data. They will go from pillar to post in search of cure, remedies, treatment and so on. No hope is seen anywhere. However someone will say there is hope if they can seek the right help.

What we want to stress here is to get a specific diagnosis so that the child can get the appropriate intervention.

How many types of Developmental Disabilities are prevalent?!!

(Different types of Developmental Delays are listed here)

- Orthopedically handicapped
- Visual impairment
- Speech & Hearing Impairment
- Multiple Disabilities
- Intellectual Disabilities
- Down Syndrome
- Autism
- Cerebral Palsy
- ADHD
- SLD
- Seizure Disorder
- Spinal Bifida
- Fragile X syndrome
- Foetal alcohol and drug-related Syndromes
- Genetic Disorders
- Metabolic Disorders

The list goes on; here we are focusing only on IDD, because that is where our Expertise lies as a team.

What are causal factors for a child to be born with intellectual impairment?

Most common known causes of intellectual disability include Foetal alcohol

Syndrome, Genetic and chromosomal conditions, such as Down’s syndrome and Fragile X Syndrome and certain infections during pregnancy.

Low birth weight, premature birth, multiple birth, and infections during pregnancy are associated with an increased risk for many Developmental Disabilities. Untreated newborn jaundice (high levels of bilirubin in the blood during the first few days after birth) can cause a type of brain damage known as Kernicterus. Children with Kernicterus are more likely to have cerebral palsy, hearing and vision problems, and problems with their teeth. Early detection and treatment of a newborn’s jaundice can prevent kernicterus.

There may be many other causes which go unlisted depending on the condition of a pregnant woman, like malnourishment, neglect, emotional stress, and delivery at home. We are talking about Indian scenario, so we can expect unusual incidents at times.

Differentiating Mental Illness from IDD

How is mental illness different from intellectual disability?

Mental illness	Intellectual disability
<p>Mental illnesses are health conditions involving changes in emotion, thinking or behaviour (or a combination of these). Mental illnesses are associated with distress and/or problems functioning in social, work or family activities.</p>	<p>Intellectual disability (ID), once called mental retardation, is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. People with intellectual disabilities can and do learn new skills, but they learn them more slowly. It is impairment to the cognitive part of the brain.</p>

CHAPTER 3:

Assessment and Profiling of Persons With IDD

Types of Assessment

The concept of IDD is picked up from DSM. The DSM – Diagnostic & Statistical Manual - serves as a universal authority for psychiatric diagnosis. The manual specifies the diagnostic criteria for each recognized mental health disorder, and so provides a systematic and reliable approach to diagnosis. This is chiefly used in the psychiatric department for certifying the diagnosis.

In India ICD 10, International Classification of Diseases is being followed.

The World Health Organization (WHO) was the first to clarify diagnostic criteria for medical disorders. International Classification of Diseases (ICD) lists specific diagnostic criteria for all medical diseases, including mental disorders. Each country may publish its own diagnostic manual based on the ICD and can modify the ICD provided the changes do not change its intent. When the ICD is updated, each country updates its own diagnostic manual - compatible with the new ICD version.

According to DSM-5: Neuro developmental Disorders can be divided into

- Intellectual Disability
- Communication Disorders
- Autism Spectrum Disorders
- Attention-Deficit Hyperactivity Disorder
- Specific Learning Disorders
- Motor Disorders

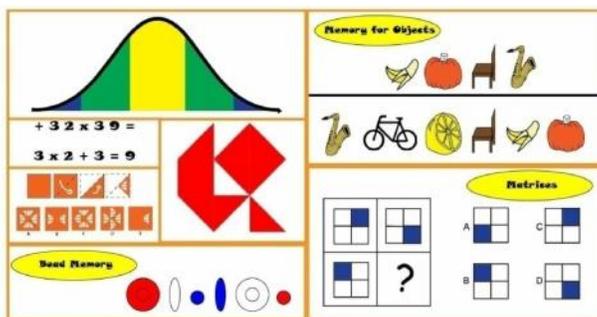
An Introduction to Intelligence Tests Used in India

Assessment is much more than merely testing an individual. It involves gathering information in many ways, testing, observing in various settings, and interviewing family members and other significant persons.

The purpose of conducting the assessment should be clearly known. This is important because it helps in deciding the assessment tools and the decision making in the training program. Major approaches to assessment include Formal assessment, Informal assessment, Curriculum based assessment, Interview and Observation.

Some of the commonly used assessment scales in India are:

Stanford Binet Intelligence Scale



The first scale consisted of 30 problems or tests arranged in ascending order of difficulty, the latest is the 4th edition of Stanford Binet SB-IV, there are 15 tests chosen to represent 4 major cognitive areas

- Verbal reasoning
- Quantitative reasoning
- Visual reasoning
- Short term memory

Binet Kamat Intelligence Test-BKT

The Binet Kamat Scale of Intelligence is the Indian adaptation of the 1934 version of Stanford scale. This test assesses intelligence and cognitive abilities

in children and adults aged 3 to 22 years. This scale assesses 9 domains; Language, Meaningful memory, Non meaningful Memory, Conceptual Thinking, Verbal Reasoning, Non Verbal Reasoning, Numerical Reasoning, Visuo-Motor and Social Intelligence.

MISIC- Malin's Intelligence Scale for Indian Children



Malin's intelligence scale for Indian children is a battery of Intelligence tests that emphasizes both verbal and performance scales. The verbal scale subtests include information, comprehension, arithmetic, vocabulary, similarities. The performance scale subtest includes object assembly, block design, digit symbol, picture completion and picture arrangement.

Bhatia's Battery of Performance



Bhatia's battery of performance test of intelligence was constructed by CM Bhatia. It includes 5 subtests namely KOHS block design, Alexander pass along, pattern drawing, immediate memory and picture construction test.

Seguin Form Board Test



'Seguin Form Board Test' (SFBT) was developed by S.K. Goel (1984), and is used to test the Intelligent Quotient (IQ) of normal children. It is also used to test the IQ of children with IDD. The board's position is so placed that

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CHAPTER 5:
Domain Specific Training for Persons with IDD
Various Domains Where Persons with Intellectual
Disabilities can be Trained and Placed

National Skill Development Corporation (NSDC) is a **not-for-profit public limited company** incorporated on July 31, 2008. NSDC was set up by the Ministry of Finance as a Public Private Partnership (PPP) model. NSDC aims to promote skill development by catalyzing creation of large, quality and For Profit vocational institutions. Its mandate is also to enable a Support system, which focuses on quality assurance, information systems and train the Trainer Academies either directly or through partnerships. NSDC acts as a **catalyst** in Skill Development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives.

The National Occupational Standards (NOS) specify the Standard of Performance, an individual must achieve, while carrying out a task in the workplace, together with the knowledge and understanding they need to meet a standard consistently. Each NOS defines one key function in a job role. Each NOS is a concise and readable document, usually consisting of no more than five or six pages. In their essential form, NOS describe functions, standards of performance, knowledge and understanding. The NOS are laid down by Employers.

A Qualification Pack (QP) is a set of NOS aligned to a job role. A QP is available for every job role in each industry sector. These drive both the creation of curriculum and assessments. Thus, the National Skills Qualification Framework (NSQF) theoretically makes it possible to drive **competency based training** for every job role in industry. It is possible for all current vocational courses, like MES, ITI Courses, or similar vocational courses in schools, colleges and polytechnics, to be aligned to job roles at specific NSQF Levels. An ITI Course in Plumbing would say they are training plumbers at NSQF Level 3. Similarly, a polytechnic, training in fashion design, may say it is training at NSQF Level 5 for Garment Cutters.

From these guidelines of the QP-NOS the vocational instructor and Job Coach can refer to, adapt and adhere to the maximum level possible, to suit the abilities of the persons with IDD and continue with the training.

A few job roles and training processes based on the original QP-NOS are listed for urban and rural settings.

1. FRONT OFFICE ASSOCIATE
2. ELECTRONICS MANUAL SOLDERING TECHNICIAN
3. GARDENING ASSISTANT
4. ASSISTANT SPECIAL EDUCATOR
5. RETAIL ASSISTANT
6. KITCHEN ASSISTANT
7. HOUSE KEEPING ASSISTANT
8. ASSISTANT FLORIST
9. PET CARE CLINIC ASSISTANT
10. AUTOMOTIVE WASHER

1. FRONT OFFICE ASSOCIATE: Also known as “Office Assistant”, Front Office Associate is responsible for receiving guests, maintaining the guest register and attending to the needs of the guests and employees with regards to front office jobs.



Brief Job Description: The individual at work is

- Responsible for representing the company
- Handling incoming calls and other communications
- Managing filing systems
- Recording information as needed
- Greeting clients and visitors as needed
- Updating paperwork, maintaining documents and word processing
- Helping organize and maintain office common areas
- Issuing visitor badges
- Sorting correspondence
- Answering to client inquiries
- Ordering office supplies
- Maintaining the reception area clean and organized
- Receiving shipments
- Maintaining schedules

Annexure -1

Introduction to Mental Illnesses

- A substantial disorder of thinking, perception, mood, orientation, memory
- That grossly impairs judgment, behaviour, and capacity to recognize reality or ability to meet the ordinary demands of life.

Areas affected by mental illnesses

- Memory
- Thinking
- Mood
- Perception (assessment of the world and oneself)
- Behaviour
- Social interaction

Problems with memory

- Immediate memory: Short-term memory is the capacity for holding, but not manipulating, a small amount of information in mind in an active, readily available state for a short period of time. For example, short-term memory can be used to remember a phone number that has just been recited
- Recent memory: Recent memory is a system for temporarily storing and managing the information required to carry out complex cognitive tasks such as learning, reasoning, and comprehension. Recent memory is involved

in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data.

- Remote memory: Remote memory is the ability to remember things and events from many years earlier. This is a function of long-term memory which the brain stores differently than recent or short-term memories. Short-term memories are stored in different areas of the brain than long-term memories.
- Finding way
- Recognising people/objects
- Language dysfunction
- Problem solving

Problems with thinking

- Delusions: Delusion, in psychology, a rigid system of beliefs with which a person is preoccupied and to which the person firmly holds, despite the logical absurdity of the beliefs and a lack of supporting evidence
- Obsessions: An obsession is the inability of a person to stop thinking about a particular topic or feeling a certain emotion without a high amount of anxiety. When obsessed, an individual continues the obsession in order to avoid the consequent anxiety.
- Abstraction
- Depressive thoughts

Problems with mood

- Unexplained sad mood
- Unexplained cheerful mood
- Unexplained irritability

Problems with perception

- Hallucinatory experiences
- Illusion

Problems with behaviour

- Disorganisation
- Unexplained gross excitement
- Unexplained gross retardation
- Unexplained aggression
- Attempting suicide/self harm

Problems with social interaction

- Difficulty in communication
- Difficulty in understanding
- Interpersonal relationship issues
- Inappropriate social behaviour

All symptoms and disorders require

1. Professional evaluation
2. Detailed assessments
3. Expert management

Feedback

Centre Head SELVAM

First, I would like to introduce myself; I am N Selvam working as Centre in-charge at Nav Prabhuthi Trust's vocational skill training centre for individuals with autism and other intellectual developmental disabilities. I would like to share my experience about the course conducted at NS VISTA.

This course is designed to help us become a dynamic job coach for adults with IDD. We had interactive sessions, live examples, and formative assessment and feedback from the faculties. Each session focused on a particular topic, like technical knowledge from the experts. We also shared experiences from the parents and special educators.

I have acquired immense confidence and skills from this course to work with IDD persons in our Centre. This course gives a comprehensive view of the main resources for the social sector and all faculty members and experts showed a high level of expertise and professionalism. I will personally recommend this course for those who are working in the disability space.

Rekha Shanthakumar, mother of Vaishakh Nambiar who is of 20 years age and diagnosed with Intellectual Development Delay.

The course "Be a Job Coach" helped me to understand and accept my son's capabilities and limitations more clearly. It helped me to realise the importance of accepting the adult as age appropriate, giving the Life Skills training to make

the adult independent as early as possible and also the dignity of labour with different types and areas of job capacities available for these young adults to be employed. It also gave an understanding of the different acts that exists for the benefit of the special needs adults and the need for initiation and advocacy from the parents and these young adults for their secure future.

From HAMSA's diary..... Special Educator

Job coach course helped me in abundance because I'm handling young adults with IDD. I was able to learn what these children's capability is. It helped me also to learn from these young adults as well as to teach them new activities. I have a 27 year old student, as a job coach it has helped me to make my student do work like, lamination work, printing and punching work etc. My goal is to make every student independent in their respective fields. For working in different establishments, as a coach, first we have to make the employer understand, how these young adults can work in their company, only then they will know the capability of them. Between the establishment and the candidate in the presence of job coach it will be easy for both of them and is an advantage to get the work done easily. It has helped my students to learn daily lifestyle, mannerism etc. As a job coach, I want to work with group of young adults with IDD, to skill them as per their competencies and make them employable.



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About the authors



Beena Krishnamurthy is one of the trustees at NITHYA SAADHANA. She is a post graduate, with a gold medal in Physics and has a diploma in special education and a diploma in Mental Health. She has more than 20 years of experience in the field of special education and rehabilitation of adults with IDD. She connects with trainees and their parents easily, helps them to aim high and encourages them to be disciplined and systematic. Her expertise is in documentation for the processes of training in various skill sectors, giving equal importance to all the non-domain aspects as well.



Meena Jain is a rehabilitation expert with 3 decades of rich grass root experience both at urban and rural level. She comes with immense expertise and opulent knowledge, being a subject matter expert in the field of disability. She is a visionary and progressive thinker and believes in servant leadership. She has impacted thousands of lives through her unconditional acceptance, commitment and dedication by empowering individuals with IDD and their families to live a socially valued life. She wears many hats in the social sector and is a role model to many. She says “Acceptance of the disability is the key to progress in life”

ISBN: 978-93-84262-65-5

Price : 350-00



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Kengunte, Mallathahalli, Bangalore-560056.

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