

## **APPENDIX-V**

### **TEACHERS RATING QUESTIONNAIRE**

(Adapted from Nimhans –SLD) ( Kapur, John, Rozario and Ommen 1991)

A four point rating scale of 0 to 3 was used by the teachers.

#### Visual discrimination

1. May have difficulty in matching shapes,geometric forms
2. Has diff in recognizing objects when parts are missing
3. Makes poorly formed shapes/letters

#### Visual motor skills

- 1.Cannot tell when the sounds are the same or when the pitch or intensity is changed
- 2.Confuse similar sounding letters like d and t , b and p

#### Auditory memory

- 1.Has difficulty in paying attention to the speaker
- 2.Is a poor Listener
- 3.Disturbed by background sound/noise - playground noise, shuffling papers
- 4.Poor comprehension of speech in the presence of competeing sounds like tv
- 5.background communication
- 6.Misunderstanding verbal instruction
- 7.Slow or delayed response to verbal stimuli
- 8.Relies heavily on visual cues

#### Auditory behaviour

May have difficulty in followg instr sequence

Able to understand or recognize words but has difficulty in retrieving them

#### Auditory memory

- 1.Speaks in monosyllables
- 2.Lacks ability to describe persons and places

#### Verbal expression

**APPENDIX-VI**  
**NIMHANS INDEX FOR SPECIFIC LEARNING DISABILITIES**

Name

Age

Sex

Class

School

Language spoken at home

Department of clinical Psychology  
National Institute of Mental Health & Neurosciences  
Bangalore -560029

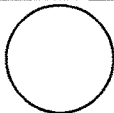



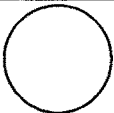
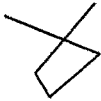
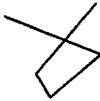



Level I ( 5-7 years)

1. Attention –

- a) Simple color cancellation test- request the child to cancel out any one color from the color cancellation sheet within the time limit of 1 min
- b) Double color cancellation test – request the child to cancel out any two colors

2.Visual discrimination -

“Mark the one that looks the same as the first one” . Three or more errors suggest difficulty with visual discrimination for children aged 5 or older

				
M	T	M	P	O
3	2	3	5	8
II	M	N	U	II
B	D	P	b	G
ME	SHE	WE	HE	ME
SHIP	SNIP	SLIP	SHIP	SKIP
ARE	AIR	FIRE	ARE	ART
				

3. Visual memory-

I am going to show you a row of pictures, I want you to tell me each time exactly what pictures you saw. Try to tell me in the same order they were in.” For children aged 5, recalling 3 item in any order in a row shows adequate visual memory

Exposure time for each row

Row 1 and 2	: 2 sec
Row 3	: 3 sec
Row 4	: 4 sec
Row 5	: 5 sec

Pictures shown of

Dog	Boy			
Clock	Fish			
Cow	Shoe	tree		
Cock	Bucket	frock	spoon	
Scissor	Cat	glass	comb	bicycle

3. Auditory discrimination-

The child should not see the examiner’s face. This is to avoid guessing from lip reading.

“I am going to tell you some words and you tell me if they are same or different.”

Five or more uncorrected errors by children aged 6 or older suggests difficulty with auditory discrimination and possible problems with learning through a phonetic approach

- 1. shine- sign
- 2. tin –thin
- 3. pine-pine
- 4. mob-mop
- 5. ship-slip
- 6. goal-coal
- 7. run-run

- |     |             |              |
|-----|-------------|--------------|
| 8.  | bus-buzz    |              |
| 9.  | lake-lake   |              |
| 10. | and-and     |              |
| 11. | moon-noon   |              |
| 12. | mud-mug     |              |
| 13. | bill-mill   |              |
| 14. | and-and     |              |
| 15. | kill-till   |              |
| 16. | drink-drink |              |
| 17. | mash-mush   |              |
| 18. | deck-dock   |              |
| 19. | band-band   |              |
| 20. | slid-slud   | Total errors |

#### 4. Auditory memory-

"I am going to read some sentences to you. When I finish, just repeat what I said"

1. the boy has a ball
2. I like to sit in the car
3. last Sunday we went for a holiday
4. Ramu is going to the market
5. I like to go to school
6. Sita is dancing
7. I like to eat sweets
8. it is raining heavily

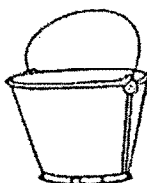
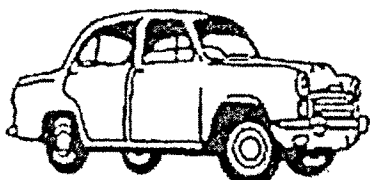
One or more errors in each of the eight sentences suggests difficulty with auditory memory in children aged 5.

## SPEECH AND LANGUAGE

Verbal language expression- Pointing to the picture tell the child, "Tell me all you can about this. Tell me what it is and what it does and what can you do with it."

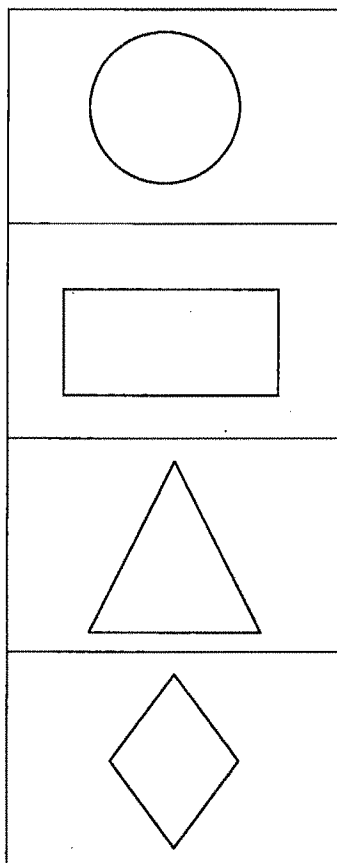
List the number of responses. For children ages 4-6 less than four total responses ( at least one per item) suggests problems with verbal language expression.

Black and white pictures of



## VISUAL -MOTOR SKILLS

The child is asked to copy design exactly the way he or she sees it. The child is given three chances but only the best effort is counted.



Normative data

- 1. A 3 year child should be able to make a single circle
- 2. A square shape is normative for age 4
- 3. triangle is normative for 5 ½ to 6 years of age
- 4. The diamond is for children after the age of 6 to 7 years.

WRITING SKILLS

Write the Alphabets

Capital letters -----  
-----  
-----

Small letters -----  
-----  
-----

Write the letters that come before and after

Before		After
	C	
	K	
	T	
	M	
	R	

Remarks :

Numbers

Write the numbers up to 20 -----  
-----

Write the number that comes before and after

Before		After
	8	
	17	
	25	
	39	
	63	

Remarks:



## Level I Profile

### Interpretation

Most children in the age range of 5-7 years are not able to perform adequately on the test. If the child aged 5-7 years is not able to perform adequately, it indicates a 'difficulty' not a disability. If the child aged above 8 years is unable to perform adequately, it indicates a Learning disability.