According to The Persons with Disabilities Act, 2016 Multiple Disabilities, including deaf-blindness is defined as a condition in which a person may have a combination of hearing and visual impairments causing severe communication, developmental, and educational problems. Multiple Disabilities refers to combination of more than one disability as specified in the RPwD Act-2016, which includes deaf blindness

Characteristics:

Some of the most common challenges prevalent among persons with multiple disabilities are in:

1. Cognition
2. Socialization & communication
3. Mobility & Orientation

As there may be a possibility of multiple combinations, for ease of implementation, job roles will be developed in phases. In the first phase, following combinations have been suggested by National Institute for the Empowerment of Persons with Multiple Disability.

Intellectual Disability (ID) with Cerebral Palsy (CP) (Set 1)
Intellectual Disability (ID) with Autism Spectrum Disorder (ASD) (Set 2)

Definition for Intellectual Disability

The Rights of Persons with Disability Act, 2016, defines Intellectual Disability as follows:- "Intellectual disability, a condition characterized by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior." Sometimes, due to incomplete development of the brain, intellectual/cognitive functions are not fully developed in some people. Children with Intellectual Disability

Usually have delayed milestones, tending to sit, crawl or walk more slowly than other children. Delays in language development are common. The amount of training required by the candidate will increase if the exposure for the candidate since childhood has been less.

Intellectual Functioning Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. Adaptive Behaviour Adaptive behavior is a set of age appropriate behaviors which enable a person to function independently in society. It is a

collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives. Some of the measured skills include travelling alone, counting money, keeping time, etc.

Severity Levels [wherever applicable] The various levels of severity are defined on the basis of adaptive functioning, and not IQ scores, because it is adaptive functioning that determines the level of support required.

Definition of Autism Spectrum Disorder (ASD)

Autism spectrum disorder (ASD) is a complex neuro-developmental condition that impacts an individuals' communication (including language), social interactions and the ability to relate to others; it is also associated with a tendency to repetitive and routinized patterns of thinking and behavior and differences in learning styles.

ASD is a neural condition and is not a psychological condition, nor is it caused by bad parenting or negligent parents. Sometimes ASD is associated with epilepsy and more commonly with anxiety and mood changes, particularly in adult life.

Intellectual disability and Autism spectrum disorder frequently co-occur; to make comorbid diagnoses of ASD and intellectual disability, social communication should be below then that expected for general developmental level. Comorbidity can be defined as the occurrence of two or more forms of disorders/conditions in the same person.

Definition of Locomotor Disability

According to The Persons with Disabilities Act, 2016 Locomotor Disability defined as: Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including

a) Leprosy cured person" means a person who has been cured of leprosy but is suffering from—

I. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
II. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity
III. extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly

b) Cerebral Palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth

c) "Dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches

(147 centimeters) or less;

d) "Muscular Dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need

e) for healthy muscles. It is characterized by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

f) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance

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Intellectual Disability (ID) + Cerebral Palsy (CP) = Multiple disability (MD) Set 1

Training Tools for Intellectual Disability

Training Tools Provision of assistive devices is dependent on the nature of the job role as well as the individual needs of the employee. Selection of assistive devices should be done in consultation with the job coach, trainer and employer. In addition to providing assistive devices, the trainer may also have to make certain modifications to the tools and machinery used by the employee with Intellectual Disability

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the respective Qualification Pack. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment. These tools can be used in combination or isolation as per the requirement for the NOSs:

Accessible Tools/Appliances/ Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Accessible Tool & Software	Camera Mouse is helpful for the Person with severe gross / fine motor difficulties in hands and legs for operating a computer	Camera based Adapted Mouse for computer operations for those with severe gross / fine motor difficulties in hands and legs	It can be connected to computer or laptop by using USB cable. (Plug and play) A point has to be fixed using face of the person who operates the computer.	Camera Mouse
Accessible Tool	Clevy Keyboard is useful for the person with fine	Hard press rugged keys for rugged aggressive operations, fine	It can be connected to computer or laptop by using USB cable. (Plug and play)	Clevy Keyboard

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	motor difficulty ASD / ID & MD	motor difficulties with different colour code for alphabets, numbers, command keys, special characters to assist typing and operations for intellectual and developmental disabilities			
Accessible Tool	Trackball Mouse is helpful for the Person with severe gross / fine motor difficulties in hands for operating a computer.	Adapted Mouse for rugged operations, with firm grip to surface for gross and fine motor difficulties, amputation in hands with easy to scroll trackball and distant left and right click keys	It can be connected to computer or laptop by using USB cable. (Plug and play)	Trackball Mouse	
Accessible Tool	Large Print Keyboard is helpful for the person with low vision	Typing / operating computers / Mobile devices with color contrast keys for persons with low vision, reading difficulties	It can be connected to computer or laptop by using USB cable. (Plug and play)	Large Print Keyboard	
Accessible Tool	Foot Pedal Mouse is helpful for the Person with difficulties using hands for operating a computer.	Adapted Mouse with firm grip to surface for gross and fine motor difficulties, amputation or absence of hands with easy to scroll foot control and distant left and right click keys to operate computers / mobile devices	It can be connected to computer or laptop by using USB cable. (Plug and play)	Foot Mouse	

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Headphone	While teaching if it is seen that a person has issues with extraneous environmental noise leading to overstimulation issues then this tool can be used.	The Noise cancelling headphones minimize extraneous environmental noises.	The device enables the trainee to focus on the task at hand and minimizes distracting, extraneous environmental sounds.	Any of the following tools may be used: - NoiseLESS Earphones - Howard Light Multiple Positioning Earmuff - Protection Folding Earmuffs from 3M
Personal Digital Assistant and Touch Screen	Personal Digital Assistant and Touch Screen	A touch screen allows persons with ID to navigate and interact with the computer by replacing mouse actions with a tap or touch on the screen. It can be used through the day while carrying out work. It provides flexibility and confidence to a person to perform work to the best of their ability. A PDA may also include other tools such as appointments, calendar, to-do list, address book, calculator and a menu program	The device enables the trainee to type and interface with the computer faster and in a more efficient manner.	Any of the following tools may be used: •Smartphones • iPod •Tablets
Alternative Keyboards	While teaching, if it is seen that a person has difficulty in typing and using the normal keyboard, then this tool can be used.	Alternative keyboards are particularly useful for persons with ID as they make use of large, well-spaced, color-coded keys. Large keys are easier to	The device enables the trainee to type and interface with the computer faster and in a more efficient manner. The device needs to be a part of/downloaded on a desktop/laptop/phone.	Any of the following tools may be used: •Word Board Keyboard •MyScript Stack Handwriting Keyboard •Keeble & Keedogo Plus

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		press and the colors help with easier identification. For example, in some keyboards, consonants are colored differently from vowels. They can be used in the same way as a regular keyboard and help individuals to identify keys, colors, spaces and various other aspects while working		
Word Predictor	While teaching, if it is seen that a person has difficulty in faster writing and editing of documents, then this tool can be used.	The device can be used to predict the next word that one is about to type. It does this by using a combination of basic English grammar and a person's personal writing style. The word predictor produces a list of twelve possible words to follow the ones already written. Features include on-screen keyboard, screen reading, lexicon editing and the ability to learn new words as one types.	The software requires a device such as a laptop/desktop or a tablet. It enables faster typing.	Any of the following tools may be used: •SoothSayer Word Prediction •Claro Read •Write Online • Co:Writer, Co:Writer University Edition •Kurzweil 3000 •WordQ • Penfriend XP, Penfriend XL, Penfriend W3, Penfriend Portable •Typing Assistant •Read & Write •WordLogic

Training Tools for Cerebral Palsy

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the Qualification Pack. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment.

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Accessible Tools Foot Pedals	While teaching any of the NOS's mentioned above, if it is seen that a Person with Locomotor Disability has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read and write for using this tool.	This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.	Attached to the computer.	Foot pedal
Ease of Access Center	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability (LD) has difficulty in certain movement, then he/shecan use this tool. This can be recommended to all Persons with Multiple Disability. The candidatemust	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard,mouse pointer settings, speech recognition, etc.	Inbuilt on a Windowsoperating system.Through these various options can be enabledfor people with different disabilities.	Technology isthe tool

	be able to read and write for using this tool.			
Sticky Keys	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability has difficulty in certain movement, then he/she can use thistool. This can be recommended to all Persons with Multiple Disability The candidatemust be able to read and write for using this tool.	Sticky Keys is a WindowsEase of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to pressmore than one key at once.	Inbuilt on a Windowsoperating system. This can be used for aperson who has very few or one functionalfinger.	Technology isthe tool
On the Screen Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability has difficulty in certain movement, same please correct then he/she can use thistool. This can be recommended depending the ability of the candidate to touch, feel and if	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on each key. This has built-inword prediction feature which makes the typing quick and easier.	Inbuilt on a Windowsoperating system. This can be used for a person who has one orno finger and also fine motor impairment.	

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	the candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.			
One-Handed Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the person has at least one function limb. The person must be able to read and write by using this tool.	It helps a person with one hand to practice the typing and keyboard orientation with efficiently.	This hardware need to be attached to a computer. The person needs to have all five functional fingers in one hand.	Technology is the tool
Foot Pedals	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability has difficulty in certain	This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer	Attached to the computer.	

	movement, then he/she can use thistool. The tool is to be recommended if the candidate has a functional leg. The candidate must be ableto read and write for using this tool.	through foot and toes.			
Access Switches	While teaching any of the NOS's mentioned above, if it is seen that a Person with Multiple Disability has difficulty in certain movement, then he/she can use thistool. It can be recommended to all persons with various degrees of Multiple Disability	A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person canuse these switches eitherthrough mouth, limited movement of an organ topress a key to give input to the computer.			Technology isthe tool

Activity	Activity Type	When to use Activity	Activity Description	Activity Planning	Activity Tool
"Sensitization of the Trainer"- Trainer needs to be aware of all	Sensitization Towards- Disability, Equipment, Aid &	It can be recommended toall persons with various degrees	The trainer should understand how Persons with Disability (PwD) do	Trainer should undergo training with specific disabilities and should be able	Any of the following tools may be used: - Communication - hand gestures

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the disabilities and he/she should be trained to handle Persons with Multiple Disabilities	Appliances, Behaviors	of locomotor disability	different activities, Gain Knowledge of disability, assistive aids & accessibility in the environment Learn to assess candidates	to change his/her approach according to the needs of the student. Training in transfer skills and communication skills.	touch sensitivity • BEHAVIOUR • sensitivity • patience customized approach to students
Environmental Adaptability	Ramps/Rails lifts	It can be recommended toall (especially for persons with lower limb disability) persons with various degrees of Multiple Disability. Helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets and drinking water point for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	
		It can be recommended toall persons with various degrees of Multiple Disability (especially for persons with lower limb disability). Helpsin easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or	These facilities should be provided for easier access to all.	NA

		other structure. Elevators are generally powered by electric motors.		

Intellectual Disability (ID) + Autism Spectrum Disorder (ASD) = Multiple Disability (MD) Set 2

Training Tools for Intellectual Disability

Training Tools Provision of assistive devices is dependent on the nature of the job role as well as the individual needs of the employee. Selection of assistive devices should be done in consultation with the job coach, trainer and employer. In addition to providing assistive devices, the trainer may also have to make certain modifications to the tools and machinery used by the employee with Intellectual Disability

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the respective Qualification Pack. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment. These tools can be used in combination or isolation as per the requirement for the NOSs:

Accessible Tools/Applian ces/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Accessible Tool & Software	Camera Mouse is helpful for the Person with severe gross / fine motor difficulties in hands and legs for operating a computer	Camera based Adapted Mouse for computer operations for those with severe gross / fine motor difficulties in hands and legs	It can be connected to computer or laptop by using USB cable. (Plug and play) A point has to be fixed using face of the person who operates the computer.	Camera Mouse
Accessible Tool	Clevy Keyboard is useful for the person with fine motor difficulty ASD / ID & MD	Hard press rugged keys for rugged aggressive operations, fine motor difficulties with different colour code for alphabets,	It can be connected to computer or laptop by using USB cable. (Plug and play)	Clevy Keyboard

	numbers, command keys, special characters to assist typing and operations for intellectual and developmental disabilities			
Accessible Tool	Trackball Mouse is helpful for the Person with severe gross / fine motor difficulties in hands for operating a computer.	Adapted Mouse for rugged operations, with firm grip to surface for gross and fine motor difficulties, amputation in hands with easy to scroll trackball and distant left and right click keys	It can be connected to computer or laptop by using USB cable. (Plug and play)	Trackball Mouse
Accessible Tool	Large Print Keyboard is helpful for the person with low vision	Typing / operating computers / Mobile devices with color contrast keys for persons with low vision, reading difficulties	It can be connected to computer or laptop by using USB cable. (Plug and play)	Large Print Keyboard
Accessible Tool	Foot Pedal Mouse is helpful for the Person with difficulties using hands for operating a computer.	Adapted Mouse with firm grip to surface for gross and fine motor difficulties, amputation or absence of hands with easy to scroll foot control and distant left and right click keys to operate computers / mobile devices	It can be connected to computer or laptop by using USB cable. (Plug and play)	Foot Mouse
Headphone	While teaching if it is seen that a person has issues with extraneous environmental noise leading to overstimulation	The Noise cancelling headphones minimize extraneous environmental noises.	The device enables the trainee to focus on the task at hand and minimizes distracting, extraneous environmental sounds.	Any of the following tools may be used: - NoiseLESS Earphones - Howard Leight Multiple Positioning Earmuff

	issues then this tool can be used.			- Protection Folding Earmuffs from 3M
Personal Digital Assistant and Touch Screen	Personal Digital Assistant and Touch Screen	A touch screen allows persons with ID to navigate and interact with the computer by replacing mouse actions with a tap or touch on the screen. It can be used through the day while carrying out work. It provides flexibility and confidence to a person to perform work to the best of their ability. A PDA may also include other tools such as appointments, calendar, to-do list, address book, calculator and a menu program	The device enables the trainee to type and interface with the computer faster and in a more efficient manner.	Any of the following tools may be used: •Smartphones • iPod •Tablets
Alternative Keyboards	While teaching, if it is seen that a person has difficulty in typing and using the normal keyboard, then this tool can be used.	Alternative keyboards are particularly useful for persons with ID as they make use of large, well-spaced, color-coded keys. Large keys are easier to press and the colors help with easier identification. For example, in some keyboards, consonants are colored differently from vowels. They can be used in the same way as a regular keyboard and help individuals	The device enables the trainee to type and interface with the computer faster and in a more efficient manner. The device needs to be a part of/downloaded on a desktop/laptop/phone.	Any of the following tools may be used: •WordBoard Keyboard •MyScript Stack Handwriting Keyboard •Keeble & Keedogo Plus

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		to identify keys, colors, spaces and various other aspects while working		
Word Predictor	While teaching, if it is seen that a person has difficulty in faster writing and editing of documents, then this tool can be used.	The device can be used to predict the next word that one is about to type. It does this by using a combination of basic English grammar and a person's personal writing style. The word predictor produces a list of twelve possible words to follow the ones already written. Features include on-screen keyboard, screen reading, lexicon editing and the ability to learn new words as one types.	The software requires a device such as a laptop/desktop or a tablet. It enables faster typing.	Any of the following tools may be used: •SoothSayer Word Prediction •ClaroRead •WriteOnline • Co:Writer, Co:Writer University Edition •Kurzweil 3000 •WordQ • Penfriend XP, Penfriend XL, Penfriend W3, Penfriend Portable •Typing Assistant •Read & Write •WordLogic

Autism Spectrum Disorder (ASD)

Assistive devices may have to be made available at the time of training and during employment. The provision of these devices shall depend on the nature of the job role as well as the individual needs of the employee. The devices (if required) should be selected after consulting with the parents/trainer/job coach only. Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the respective Qualification Pack. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment. These tools can be used in combination or isolation as per the requirement for the NOSs:

Accessible Tools/Appl iances/ Software	When to use this Tool	Tool Description	How to use this Tool	Tool Names
Foot Pedals	While teaching any of the NOS's mentioned above, if it is seen that a	This hardware solution can be used by a person without hands who has	Attached to the computer.	

	Person with Locomotor Disability has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read and write for using this tool.	functional leg. This helps to type and operate computer through foot and toes.		
Portable Keyboard	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in writing due to poor fine motor or motor planning skills, then this tool can be used.	• The Portable Word Processor is an alternative to using a laptop or a computer for writing • The text is usually autosaved and can later be revised and/or sent directly to the printer • Text may also be uploaded onto the computer through any word processing program and edited and saved as needed. Text from the computer can also be downloaded to the portable word processor • In addition, a built-in spell check is included to assist students in editing their writing. Word processing allows the user to edit and correct his written work more efficiently than doing so by hand.	• A desktop or laptop is required for updating the data from the keyboard. •This ensures complete and grammatically correct sentences for a person with fine motor skill difficulties. •A printer is needed if the subject wishes to print a hard copy from the keyboard	Any of the following tools may be used: • Quick Pad Word Processor • Student Mate • Laser PC 6 Word Processor
Writing Software Programs	While teaching any of the NOS'S	Talking word processors (TWP)	The software requires a device	Any of the following tools may be used:

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	mentioned above, if it is seen that a person has poor fine motor, motor planning or cognitive skills or a combination of the above; then this tool can be used.	are writing software programs that provide speech feedback as the student writes, echoing each letter as it is typed and each word as the spacebar is pressed. • Once any file is imported into the processor, the text can be read aloud to the student. These TWP programs offer other adjustments such as enlarging the size of the text and changing the color of the background and highlighting box to assist students in following along as the text is read.	such as a laptop/desktop or a tablet.	• OutLoud • Intellitalk 3 • WordTalk
Text to Speech Software	While teaching any of the NOS'S mentioned above, if it is seen that a person has poor fine motor, motor planning or cognitive skills or a combination of the above; then this tool can be used.	This software program is used to convert text from print to audio formats used to address poor reading comprehension, decoding, fluency, etc.	The software requires a device such as a laptop/desktop or a tablet	Any of the following tools may be used: • Ivona • NaturalRead er • Zabaware Text To Speech Reader • iSpeech Acapela Group Virtual Speaker
Visual Organizers (Electronic/ Non Electronic)	While teaching any of the NOS'S mentioned above, if it is seen that a person has behavior issues and faces problems in task completion/ focus and language/ communication skills then this device can be used.	The organizer contains graphic symbols sequentially laying out events/ activities (may also have auditory cues) used to address behavior issues and develop task completion skills	The device needs to be programmed for the schedule and reprogrammed in case of any changes This enables focus for task completion and confidence in the individuals	Wonkido Visual Organizer

Headphone	While teaching any of the NOS'S mentioned above, if it is seen that a person has issues with extraneous environmental noise leading to overstimulation issues then this tool can be used.	The Noise cancelling headphones minimize extraneous environmental noises	The device can be purchased from the market	Any of the following tools may be used: • NoiseLESS Earphones • Howard Leight Multiple Positioning Earmuff • Protection Folding Earmuffs from 3M
Assistive learning systems	While teaching any of the NOS'S mentioned above, if it is seen that a person has deficits in attention and listening comprehension and auditory overestimation then this tool can be used.	Assistive learning systems comprise of a speaker worn transmitter and listener worn receiver or near placed speakers	The device can be purchased from the market	Ventura Educational Systems
Personal Digital Assistant and Touch Screen	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in grasping objects, such as a mouse; then this tool can be used	A touch screen allows persons with ASD to navigate and interact with the computer by replacing mouse actions with a tap or touch on the screen • It provides flexibility and confidence to a person to perform work to the best of their ability • A PDA may also include other tools such as appointments, calendar, todo list, address book, calculator and a menu program	The device can be purchased from the market	Any of the following tools may be used: • Smartphones iPod /Tablets
Alternative Keyboards	While teaching any of the NOS'S	Alternative keyboards are	The device needs to be a part of or	Any of the following tools may be used:

	mentioned above, if it is seen that a person has difficulty in typing and using the normal keyboard, then this tool can be used	particularly useful for persons with ASD as they make use of large, wellspaced, colorcoded keys. Large keys are easier to press and the colors help with easier identification. For example in some keyboards, consonants are colored differently from vowels • They can be used in the same way as a regular keyboard and help individuals to identify keys, colors, spaces and various other aspects while working	downloaded on a desktop /laptop /phone	• WordBoard Keyboard • MyScript Stack Handwriting Keyboard • Keeble & Keedogo Plus
Augmentative and Alternative Communication (AAC) Systems	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in expressive communication, then this tool can be used The device enables the trainee to understand the related concepts quicker and better	Augmentative communication makes use of visual learning style to help people with ASD express themselves by using pictures, symbols, or drawings	The device can be used as an add-on with a tablet or as a standalone device (Digitized Speech Output Devices)	Any of the following tools may be used: • iPad and Android tablets • Message Mate • Digitized Speech Output Device
Word Predictor	While teaching any of the NOS'S mentioned above, if it is seen that a person has difficulty in writing and editing of documents, then this tool can be used	The device can be used to predict the next word that the person with autism is about to type. It does this by using a combination of Basic English grammar and a person's personal writing style	The software requires a device such as a laptop/desktop or a tablet. It enables faster typing.	Any of the following tools may be used: • SoothSayer Word Prediction • ClaroRead WriteOnline • Co:Writer, Co:Writer University Edition • Kurzweil 3000 • WordQ

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		• The word predictor produces a list of twelve possible words to follow the ones already written. This device can be used by a person to save time and increase efficiency. • The features of this software include powerful word prediction, on-screen keyboard, screen reading, lexicon editing and the ability to learn new words as one types		• Penfriend XP, Penfriend XL, Penfriend W3, Penfriend Portable • Typing Assistant • Read & Write • WordLogic
Trackball	While teaching any of the NOS'S mentioned above, this device can be used if it is seen that a person has motor dysfunction due mobility impairment or other disabilities such as polio/ cerebral palsy, etc.	Trackballs are an alternative for a mouse. Instead of having to grasp and drag a mouse across a mouse pad, trackballs use a stationary rolling ball to move the cursor around. This design gives persons with ASD greater control and helps them to position the cursor more accurately. With this device the accuracy, speed and the time allocated for a particular work can be achieved	The device can be purchased from the market	Any of the following tools may be used: • Sanwa Wireless Trackball Mouse • Logitech Trackman Marble
Monitoring Devices	These devices can be used to ensure the safety of the person at work	These tools include cameras and other surveillance devices that could be used to ensure safety of employees at work	The devices can be purchased from the market	.CCTV

Assessment Guidelines Set 1 Intellectual Disability (ID) + Cerebral Palsy (CP) = Multiple Disability (MD)

Assessment Guidelines for Intellectual Disability

People with an IQ score of 70 or less are termed as Persons with Intellectual Disability. However, experience of several experts has shown that functional assessment is a much better method to design learning interventions than IQ score as it biases developmental work with them. They have much more potential for development than commonly recognized. Their capacities are sometimes grossly underestimated which at times prevents them from full realization of their potential.

- Assessment team needs to be aware of all types of disabilities

Lab Assessment:

Intellectual Disability can be summarized as a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. The disability originates before the age of 18.

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. There are variations in the levels of intellectual disability too. Even though most people have mild to moderate difficulties, a few inevitably need higher levels of support.

Adaptive behavior is a set of age appropriate behavior which enable a person to function well in society. It is a collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

- Conceptual Learning— Refers to categories that we use to organize our perceptions, thoughts, etc. It refers to various concepts that we learn as we grow which helps us in understanding the world around us and also assists in communication.

- Social Learning — Refers to understanding others' behavior and the demands of social situations. This includes developing interpersonal skills and social grooming including the ability to follow rules, social advocacy and being aware of social vulnerabilities.

- Practical Learning — Refers to activities of daily living skills or personal grooming, occupational skills, healthcare, travel/ transportation, schedules/ routines, safety, use of money, communicating over the telephone, understanding of money, etc.

For all practical assessments being carried out in a lab, the following guidelines should be kept in mind

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- Extra time to the person for set up and completion of assigned lab work, whenever required, must be allowed
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- Laboratory signs and equipment labels in large print, with high contrast, as and when required should be made
- Lab should be kept uncluttered
- Utility and equipment controls must be kept within easy reach from a standing or seated position, for the person
- The person should be allowed to take frequent but brief breaks
- Preferential seating to the person must be given to avoid distractions and minimize extraneous stimuli

Computer Assessment:

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- Typing in entry boxes
- Clicking checking boxes

- Clicking parts of graphics
- Dragging and dropping answer choices into targets on screen
- Selecting answer choices form a drop down menu

The person undergoing computer assessment must be provided support in the following areas:

- Frequent doubt clarification
- Frequent Breaks
- Extended test taking time
- Well organized and concise instructions
- Reading or scribe serviced when required
- Alternative times and locations for test taking
- Enlarged size of questions on screen

General Guidelines:

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		change in medications so that any emergency at the workplace can be managed effectively.

Assessment Guidelines for Cerebral Palsy

- Assessment team needs to be aware of all types of disabilities

  Lab Assessment:

  Upper Limb – One limb:

- This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.
- May require left handed lab equipment (like left-handed scissors).

Upper Limb – both limbs:

- May require process changes based on the nature of the assessment – for example, if theperson uses their feet for different tasks.

Lower limb – Without aids/Crutch User/Calliper User:

- The floor needs to be skid-proof and elevators need to be provided if assessment room is not onthe ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
- Accessible restrooms must be provided.

Lower limb - Wheelchair user due to polio:

- The lab needs to have wide entries, exits and space between different tables to ensure that thewheelchair can be used without barriers.
- The floor needs to be in level with no obstacles, the building needs to have ramps, accessibleelevators, and accessible restrooms meeting standard specifications.
- The floor needs to be skid-proof and elevators need to be provided if assessment room is noton the ground floor.
- All shelves must be at an appropriate height for wheelchair users.

Lower limb – Wheelchair user due to Spinal Cord Injury:

- The lab needs to have wide entries, exits and space between different tables to ensure that thewheelchair can be used without barriers.
- The floor needs to be level with no obstacles. The building needs to have ramps, accessibleelevators, and accessible restrooms meeting standard specifications.

- The floor needs to be skid-proof and elevators need to be provided if assessment room is not onthe ground floor.
- All shelves must be at an appropriate height for wheelchair users.
- Many persons with spinal cord injury are unable to sit for extended periods of time. This shouldbe taken into account, and extra time should be allocated to the person for completion of the assessment.
- Persons with spinal cord injury may require helpers for personal work. This must be taken intoconsideration on a case-by-case basis.

   Computer Assessment:

Upper Limb – One limb:

- May require modified/one-handed keyboard or mouse, based on preference
- May need computer configured with Sticky Keys for
   ease of usingkeyboard shortcuts.

Upper Limb – Both limbs:

- May require keyboard placed at foot level for persons using foot typing.
- May require computer compatibility with speech recognition
   software orcamera-mouse.

Lower limb – Without aids/Crutch user/Calliper User:

- The floor needs to be skid-proof and elevators need to be provided if assessment room is not onthe ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
- Accessible restrooms must be provided.

Lower limb – Wheelchair user due to polio:

- The floor needs to be skid-proof and elevators need to be provided if assessment room is not onthe ground floor.
- The floor needs to be in level with no obstacles, the building needs to have ramps, accessibleelevators, and accessible restrooms meeting the standard specifications.
- The tables for the computers need to be placed at the right height for wheelchair users tobe able to access the computer system.

Lower limb – Wheelchair user due to Spinal Cord Injury:

- The floor needs to be skid-proof and elevators need to be provided if assessment room is not onthe ground floor.
- The floor needs to be in level with no obstacles, the building needs to have ramps, accessibleelevators, and accessible restrooms meeting standard specifications.

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- The table for the computers need to be placed at the right height for wheelchair users to be ableto access the computer system.
- Many persons with spinal cord injury are unable to sit for extended periods of time. This shouldbe taken into account, and extra time should be allocated to the person for completion of the assessment.
- Persons with spinal cord injury may require helpers for personal work. This must be taken intoconsideration on a case-by-case basis.
- In assessments, some trainees may prefer using a laptop over a desktop due to movementconstraints.

General Guidelines:

- Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilitiesif they need any change in the kind of assessment setup provided. The person with Multiple Disability would prefer to have accessible environment which is suitable for access training, assessment and workplace. This would encourage honest conversation, helping you to assess theperson based on their true abilities.
- Be prepared to make your assessments person-specific. For example, there may be a person withMultiple Disability whose lower limbs are affected may need some kinds of adaptation during assessment. Moreover, a person with Multiple Disability whose upper limbs are affected, needsome kind of support during assessment. He/she may not be able to write properly then they need a writer/scriber to support his/her during assessment. Do account for these individual needsduring your assessment hour?
- It should be ensured that all equipment required during the assessment are within closereach/easily accessible by the person.
- The Assessment guidelines given below are only to enable the assessor to conduct the assessmentsmoothly. Adherence to the guidelines is not mandatory but preferred.
- The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options thatwill help conduct the assessment with sanctity.
- Remember that your trainees with disabilities are going to be going to work with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Assessment Guidelines set 2 Intellectual Disability + Autism Spectrum Disorder

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Assessment Guidelines for Intellectual Disability

People with an IQ score of 70 or less are termed as Persons with Intellectual Disability. However, experience of several experts has shown that functional assessment is a much better method to design learning interventions than IQ score as it biases developmental work with them. They have much more potential for development than commonly recognized. Their capacities are sometimes grossly underestimated which at times prevents them from full realization of their potential.

- Assessment team needs to be aware of all types of disabilities

Lab Assessment:

Intellectual Disability can be summarized as a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. The disability originates before the age of 18.

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. There are variations in the levels of intellectual disability too. Even though most people have mild to moderate difficulties, a few inevitably need higher levels of support.

Adaptive behavior is a set of age appropriate behavior which enable a person to function well in society. It is a collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

- Conceptual Learning— Refers to categories that we use to organize our perceptions, thoughts, etc. It refers to various concepts that we learn as we grow which helps us in understanding the world around us and also assists in communication.

- Social Learning — Refers to understanding others' behavior and the demands of social situations. This includes developing interpersonal skills and social grooming including the ability to follow rules, social advocacy and being aware of social vulnerabilities.

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Assessment Guidelines for Autism

A diagnosis of ASD may be made by an experienced professional through a combination of observations

and interactions. Wherever possible, it is useful to interact with a trusted family member or friend who has adequate information on current skills, strengths and challenges as well as early development history. At the moment, there are no blood tests, X-rays or MRIs or any other medical tests that can diagnose ASD. In order to assess the skills of and work with Persons with Autism, the following points must be taken into account:

Sno.	Parameter	Details
1	Communicate effectively	Be direct. While communicating with individuals with ASD, it is important to be direct while communicating. One needs to say exactly what s/he means and identify exactly what is wanted. Everything that the employer wants to communicate must be communicated using verbal communication as persons with disability might have problems with understanding the subtle signs hidden in non-verbal communication such as body language. The more details the employer is able to provide, the better the employee will be able to understand. Employers must avoid using conjugations like 'but' and 'if' in their instructions and ensure a clear stream of thought. Use of irony and sarcasm in sentences should be avoided. For example: • Implied meaning: "Are you going to work on the database assignment?" Clear, direct statement: "Please begin your work on the database assignment." • Implied meaning: "Let's get lunch later." Clear, direct statement: "Please meet us in the cafeteria at 12:00pm. We would all have lunch together." or vice versa.
		Put instructions in writing. As much as possible, it is important to put instructions in writing, and then follow up with verbal instructions.
		Avoid any indirect pattern of speech, including clichés, implied meanings, and idioms. For example: Statement with idiomatic meaning: "This assignment is going to give you a run for your money!" Statement with literal meaning: "This assignment is going to be challenging.
		Plan directions/ instructions to be given ahead of time. Although relearning can be a challenge for everyone, it can be particularly painful for someone with ASD because they may rely on routines. Teaching it correctly the first time will save time and frustration for both the employee and the employer.
		Use only words to communicate. Don't rely on non-verbal communication to get a message across. For example: Message

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		sent with non-verbal communication: Manager notices that a meeting with an employee has gone five minutes beyond scheduled time, and glances at her watch several times. Message sent with clear, verbal directions: "Now that our meeting is over, I need you to return to your work station now because we have work to complete."
2	Set clear expectations	Provide details such as deadlines (time frames, schedules) and outcomes (what it looks like, formatting) For example: Unclear expectation: Please complete the data processing project. Clear expectation: I expect to have the first draft of the data-processing project completed by 1pm tomorrow. It has to be in electronic format so that I can check it and get back to you.
		Don't make assumptions about what employees do or do not understand. Ensure that directions are understood. For example: Assumed confirmation: "Do you understand how to accomplish this?" Confirmation: "Now that I've given you the assignment, what task will you complete first? Second?"
		Provide clear employee instructions regarding communications - email, face-to-face and also tell them how often they should be communicating. Encourage alternative forms of communication, such as texting. For example: Supervisory role is unclear: "We can talk about the project later" Clear opportunity for supervision: "The next time we will talk about the project is during our team meeting, tomorrow at 1:00pm."
		Provide detailed guidance and feedback; focus on behaviors that can be measured. For example: Undetailed feedback: This report is sloppy.
		Detailed feedback: The proposal you presented as ready for delivery has numerous spelling and mathematical errors. Examples of such errors should also be provided.
		Establish long-term and short-term goals for employees. Assign projects in a systematic and predictable manner
		Assist employees in assigning priority to assignments. For example, divide large assignments into several small tasks, provide a checklist of assignments, or use a wall calendar to emphasize due dates. Consider developing a cheat sheet for high priority activities, people, and projects. One could also try assigning new tasks only after the current tasks have been completed. By providing mentors and managers of a person with Autism; with incentives for a successful transition into the team, the company

		can ensure that the managers are able to provide mentoring to the persons while increasing the value of their team's metrics. This would also enable mentors to divide their time judiciously amongst all their team members.
3	Understand sensory demands/ stimulation	Most individuals with ASD experience some sensory processing differences. Some individuals may be hypersensitive to certain sounds, sights, smells, tastes, textures, or touch. A particular noise or feeling might produce the same kind of response that fingernails on a blackboard produce in most of us. Some also may crave for certain types of sensory feedback. For example, many individuals with ASD need some kind of movement (rocking or swinging) or deep pressure (from a hug or a heavy blanket) in order to remain calm and focused. Both trainers and employers must be made aware such acute sensory demands from persons with ASD. Individuals with ASD can often exhibit strong focus on one task at a time. They may experience intolerance to distractions such as office traffic, employee chatter, and common office noises like ringing phones and photocopying. Mentioned below are some of the workplace modifications that can be made for individuals with ASD. • Pairing visual prompts with verbal ones • Encouraging slow introductions to environments that might be over-stimulating • Permit the use of noise cancelling headset/ head phones / ear plugs • Hang sound absorption panels (if required and if the workplace demands so) Use a white noise machine (if required and if the workplace demands so) • Provide clutter-free work areas and add dividers that block out distractions • Move the work station to a quieter location • Assign an office space with minimal audible distractions • Use space enclosures (cubicle walls) • Approach and individual ideally from the front and not suddenly
4	Provide clarity in job descriptions and specification (to be done by trainers and	Persons with ASD require clarity and specificity regarding their job at the workplace. It is important to break down tasks into component parts for instruction and training.

	training providers)	
5	Have visual reminders	Persons with ASD benefit from visual reminders at the workplace. Visual information and cues can be used to help train employees.
		• Daily visual schedules and timers can help persons with ASD see clearly what is happening and when. These visual supports can help a person to understand the order of daily events, steps followed in daily living, skills and schedule at the workplace, including any changes in routine that may occur.
		• Picture cards (Visual cue cards) can be used as a great strategy to help and manage daily change for persons with ASD. If the person is able to use a calendar, one can mark important upcoming events or use a countdown calendar (which allows an individual to view the remaining time for a future event) to the event. Pictures can be shown indicating the new place and people to discuss the change and help persons with ASD understand the transition or change that will be taking place.
		• Persons with ASD can be made to practice going to the new location or activities related to the event. Making videos with the new place/ person that the individual may be encountering can also be helpful.
		• Communicate directions/ instructions both verbally and in written to allow referring back to them.
		• The instructions need to be clearly defined and prioritized. For example: - First do this "typing", then do this "printing". Etc.
6	Creating schedules	The schedule of individuals with ASD needs to be clearly defined in the form of a timetable. The type of work schedule and timetable which needs to be created would vary depending on depending on each person's capability.
		• A person who is able to read and write can be given a time table with activities written in words.
		• Someone who is not able to read and write can be given shown a miniature object/s against each activity which denotes which activity is scheduled for him/ her.
		• Someone who can comprehend pictures can be given a visual timetable with just pictures of the activity to identify the flow of activities scheduled.
		• When a schedule is given to an individual, s/he can either cross off the activities that are completed to move on to the next or he can simply put a colored dot on the activity instruction/ picture in case s/he has difficulty using a pen/ pencil to cross the concerned

		activity.
		• A schedule/ time table would need a high degree of customization depending on the capability of the individual.
		• The schedule can also be a mix of pictures and words or objects & words.
7	Provide early familiarity with the work environment	The job can be taught in a place that will be familiar to the actual work environment.
		Before the start of the training, at least 4-5 visits for a couple of hours to the workplace should be arranged. This helps the candidate get comfortable with his/her surroundings and helps increase efficiency.
		• Before the start of the training clear written/visual information about the job training expectations have to be provided.
		• There should be clarity about the following points: supervisors, holidays, guidelines for workplace, whom to report to in case of absence, when can the salary be expected, when the lunch break will begin, etc.
		• Individuals with Autism can be provided with visual maps to help them know their routine better
		• Once the job has been taught a 100%, it must be generalized for ease of future use.
8	Provide supporting positive social interaction at the training center	Scripts to help engage in small talk or to respond to difficult situations
		• Video modelling of appropriate behavior
		• A mentor (if required) can serve as a 'social translator' and can guide the employee with autism about which behaviors are socially acceptable and which ones are not,
		• Adjustments to the individual's schedule and behavioral training need to be made based on the results of a functional behavior assessment
		• Relaxation and emotional regulation techniques such as breathing exercises, and self-awareness training

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General Guidelines:

There are many assessments that can be used with students with Autism Spectrum Disorder (ASD) to assess the level of disability. Different assessments will assess different areas. The below mentioned assessment guidelines would help training providers/ trainers assess individuals with autism. The guidelines are informal in nature. Formal/specific or any other scientific methods to be used would vary from one training provider to another.

As a first step, the potential areas to be studied should be outlined such as:

- Speech sound disorders
- Voice
- Fluency in speaking
- Language and communication
- Cognitive aspects supporting communication and adaptive functioning

Apart from the guidelines mentioned above, below are the key points that the trainers should take cognizance of during classroom sessions:

1) Characteristics of Students with Disabilities

- Understand major cognitive, behavioural, and social characteristics of persons with disabilities
- Be familiar with the indicators or behaviours that may be associated with the early identification of disabilities
- Understand impact of conditions and other medications affecting people with

disabilities

2) Approach to Learning and Development

- Trainer should understand how deficits in cognitive functioning affect students with disabilities
- Aware of major/variety of approaches to student learning and motivation

3) Planning and Managing the Delivery Method

- Understand how to select instructional content, resources and strategies appropriate for students with disabilities
- Understand how to integrate reading, writing, and mathematics instruction into daily activities for people with disabilities
- Know and understand how to plan instructions for developing social skills of persons with disabilities
- Know and understand how to plan instructions for supporting the development of verbal and non-verbal language and communication skills
- Know how to integrate educational and assistive technology into instructional planning

4) Managing the learning environment

- Study the impact of a safe, equitable, positive and supportive environment on learning
- Implement basic classroom management theories and strategies
- Structure the physical environment in way so as to support learning for students with disabilities
- Select and implement behaviour management strategies appropriate for individual students
- Know and understand how to manage daily routines of students
- Be aware of strategies for crisis prevention and intervention
- Consult industry stakeholders to adapt a learning environment based on their inputs

5) Instructions

- Develop observable and measurable instructional objectives
- Understand and implement strategies for facilitating understanding of subject matter for students with disabilities
- Know how to implement and/or adapt strategies, interventions and resources appropriate to the needs of individual students
- Know how to integrate inputs from parents/caregivers in instructional planning and decision making

6) Assessment

- Understand procedures for evaluating and determining eligibility for students with disabilities

- Know how to use assessment data to develop/modify an educational program to evaluate students' needs and progress, and to adapt the instructions

7) Personality Traits of Trainer

- Trainers need to have an overall understanding of the nature of the disability, general diagnosis, causes, strengths, limitations in order to be able to train individuals
- The trainers should be patient with the candidates and must exhibit an approachable nature during the training
- The trainer should have detailed knowledge about the job role and should be able to break down the training instructions clearly into simpler sentences
- The trainer should have good observation/listening skills Trainer should provide individual focus to each trainee during the training and monitor their progress on a regular basis