TRAINING IN THE COMMUNITY FOR
PEOPLE WITH DISABILITIES

GUIDE FOR
Local Supervisors

World Health Organization
Geneva, 1989
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What Is This Guide For?

This Guide describes what you will do as a Local Supervisor of a Community-Based Rehabilitation Programme. The instructions in this Guide will enable you to know how to involve your community in training community members with disabilities.

The instructions will enable you to locate and identify people with disabilities who need training. They will enable you to plan each person's rehabilitation training and to choose the necessary training material for that person from the Manual.

The instructions will also enable you to find and teach a trainer for each person who needs training. They will enable you to guide, supervise, and motivate the trainer to continue training the person. They will enable you to identify people who need other available services and then to refer them to these services.

Finally, the instructions will enable you to assess the progress made by each person having training, to keep records, and to make monthly reports.

Introduction

What is a disability?

- You have seen that some people in your community have difficulties which other people do not have. For example, you have seen that some people have difficulty seeing. Some people have difficulty hearing, speaking, learning, or moving around in the same way as others. Some people show strange behaviour or have fits. Other people have no feeling in their hands and feet. Such difficulties are called disabilities.

- Every community has some people who have disabilities. About 7 out of every 100 people are said to have a disability. You will find that some people with disabilities live their lives in the same way as others in your community. But you will also find that because of their disabilities some people have problems living their lives in the same way as others. It is difficult for them to do all the activities that other family and community members do.
Activities that people need to be able to do

- The activities that a person needs to be able to do depend on the person's age, sex, culture, and society.

- If you look around your family and community, you will find that these are the most common activities that people do:

  - Eating and drinking
  - Washing and bathing
  - Cleaning teeth
  - Going to the latrine
  - Dressing
  - Combing hair
  - Moving inside the home
  - Moving around the village
  - Playing
  - Going to school
  - Understanding what other people say
  - Expressing thoughts, needs, and feelings
  - Reading, writing, and counting
  - Joining in family activities
  - Doing daily household activities
  - Raising a family
  - Breast-feeding babies
  - Joining in community activities
  - Earning an income
  - Using money
  - Using transport

- If a person with a disability cannot do all these activities, he or she should have training.

With the help of training, many people with disabilities can learn to do all or most of the activities listed above.
People with disabilities often have problems which prevent them from doing some of the activities mentioned. Or they may do some activities in a different way. Because of this, community members often see these people as being different or inferior to others.

Unfortunately, many communities have been unfair to people with disabilities. It is true that disabilities stop people from doing some activities. But with training most people with disabilities can do most of the activities that other people do, even if they do them differently or slowly.

Unjust attitudes have stopped people with disabilities from doing all that they can do. Community members have not always given members with disabilities the same opportunities as others. Because of this, people with disabilities have not been able to learn to do the activities that they need to do.

It is important to understand that training is needed to improve the situation of a person with a disability. This Manual describes how the training can be done.
How to train people with disabilities

Using the Manual

■ This Guide is part of the Manual Training in the Community for People with Disabilities.

The Manual describes how the family and the community can make training available to their members with disabilities. You can use the Manual to make rehabilitation training available to members of your community with disabilities.

■ The Manual contains material for people with the following disabilities:

- Difficulty seeing
- Difficulty hearing or speaking
- Difficulty moving
- No feeling in the hands or feet
- Strange behaviour
- Fits
- Difficulty learning

■ The material in the Manual is in the form of Guides and Training Packages.

■ The Guides explain to you, to schoolteachers, to people with disabilities and to other community members how to carry out the rehabilitation programme.

■ The Training Packages provide the following:

■ Information about the disability and what to do about it.
■ Advice and instructions to help family members train people with disabilities to be able to do the following:

- Eat and drink
- Wash, bathe, clean the teeth, and use the latrine
- Speak and communicate with others
- Get up from lying to sitting or standing
- Move around the home and the village
- Breast-feed (babies)
- Have schooling
- Play (for children)
- Do a job and do household activities (for adults)
- Join in family and community activities

■ Advice and instructions to make simple aids, appliances, and tools needed for rehabilitation.

■ Advice and instructions to prevent people with disabilities from becoming more disabled.

■ Any Guide or Training Package can be taken out of the Manual and given to the person who needs it. This person keeps the guide or package for as long as necessary.

Keep one complete copy of the Manual for yourself. You will need to read it from time to time to answer questions that may come up in the programme.
How the Training Packages are written

- Training Packages have been written to enable a person with a disability or a family member to learn how to use them by himself or herself. This person is called the trainer.

- Look at Training Package 3 as an example of how each package has been written and arranged.

- Each package begins with the question, “What is this package for?” and an answer explaining the purpose of the package.

- Then follows information and step-by-step instructions on training for a person with a disability.

- After the training information and instructions is “Results”. A trainer completes this to find out if he or she has succeeded in the training. Also included here are reasons why a trainer may not have succeeded in the training. There is also advice on what the trainer should do if he or she has not succeeded.

Order in which to read the Training Packages

- You will understand the rest of this Guide better if you read the Manual now. Start reading the Manual by reading the Training Packages first.

Read the Packages in the following order:

1. About a person who has difficulty seeing:
   Training Packages 1, 2, and 3.

2. About a person who has difficulty hearing or speaking:
   Training Packages 4, 5, 6, and 7.

3. About a person who has difficulty moving:
   Training Packages 8, 9, 10, 11, 12, 13, 14, 15, and 16.
4. About a person who has no feeling in the hands or the feet:
   Training Packages 17 and 18.

5. About a person who shows strange behaviour:
   Training Packages 19 and 20.

6. About a person who has fits:
   Training Package 21.

7. About a person who has difficulty learning:
   Training Packages 22, 23 and 24.

8. Other training packages used for people with any type of disability:

   - Breast-feeding                        Training Package 25
   - Play activities                      Training Package 26
   - Schooling for children              Training Package 27
   - Social activities                   Training Package 28
   - Household activities                Training Package 29
   - Job placement                        Training Package 30

   ■ Then read the other three Guides:

   - Guide for the Community Rehabilitation Committee.
   - Guide for Schoolteachers.
   - Guide for People with Disabilities.

   ■ You should read and learn how to practise what is written in the Packages and in the Guides. When you have done this, you will be able to carry out a community-based rehabilitation programme.

**Examples of Community-Based Rehabilitation**

■ Let us look at some examples of Community-Based Rehabilitation Programmes.

Let us make a visit to the village of Padur. We will go there with Mr Arif, the village leader, Mrs Anula, the Local Supervisor, and Dr Nalin, the district doctor. We will visit two people with disabilities: Sri and Thebe.

■ On the following pages are the stories of these visits. The stories will help you to see how the attitudes of a family and community can stop people with disabilities from developing their abilities.

■ These stories will also help you see that the attitudes of a family and community can change. When people with disabilities have training and are given the same opportunities as others, their lives and those of their families are better and happier.

■ You will then understand better why people with disabilities should have training.
Our visit to Sri

First Mr Arif introduced us to Sri, who was 17 years old. She was sitting on pillows placed on a box. A sewing machine was on a table in front of her. She was making school uniforms. Sri could not move her legs very well.

Dr. Nalin explained to us that Sri had poliomyelitis when she was a child. Her parents thought that she could not attend school, so she had stayed at home with nothing to do until just three years ago. Her family also thought she could not wash herself or take care of herself. She was just lying on a bed in the corner of the house doing nothing.

Four years ago Mr Arif and Dr Nalin discussed what they could do to help people with disabilities in their community. Then they heard about a new programme for training in the community for people with disabilities. They got a copy of the Manual which described how to begin a training programme. Mr Arif then called a meeting with the other community leaders and they discussed what they could do. It was then decided that one of the district nurses would take a course in community-based rehabilitation, offered by the province administration. The course lasted three months and then the nurse came back. She told the village leaders that they could now choose some community members to be trained as local supervisors for the community-based rehabilitation programme.

The village leaders sat down and discussed who to train for the programme. The village had about 2000 people so they decided to ask two people, a health worker and a social worker, to become the local supervisors. The community leaders also asked the teacher to join the 3-week course that the nurse had offered to hold. In this way, the teacher would have a good knowledge of the needs of children with disabilities in the school.

The nurse then held a 3-week training course following the “Guide for Local Supervisors”. The training was mostly practical. At the end of the course the three community members passed the examination and started to work. The nurse visited the village once every month. She also gave continuous training, so the local supervisors could keep up their knowledge and share their experiences with each other.

When the work for the community-based rehabilitation programme started the two local supervisors divided the village into two parts. They went to every household to locate people with disabilities. When this had been done, they started using the training packages to train the people with disabilities in the community.

Sri was the first person with a disability to have training. Mrs Anula, one of the local supervisors, had talked with Sri’s mother and explained the programme. Sri’s mother agreed to try training her daughter. She and the family read the first training package that Mrs Anula gave them. It was about Sri’s disability. Then Mrs Anula came back and showed them how to use the next training package. It was about how to train a person to keep clean and to dress without help. Mrs Anula showed the family how to begin the training. Within a few weeks, Sri had learned enough to keep herself clean and to dress herself without help.
At that time Sri could not walk or even stand up. So next her mother and brother were given a package that showed them how to make a trolley. The brother went to the local carpenter and asked for some help. Mrs Anula showed us the trolley. It was inside the hut. With the help of the trolley, Sri could go out and meet other people. At first, Sri and everybody else were too shy to talk. After a few weeks Sri started going to the market with her mother. Soon she was selling eggs, talking, and laughing like the rest of them.

Mrs Anula then got in touch with the schoolteacher in Padur. The school already had evening classes for adults, so Sri joined them. There she learned to read, write, and count. Sri made many friends at school.

Sri had very much wanted to be able to stand and walk. This was difficult because her legs were thin and weak, but she still wanted to try. So her mother asked for other training packages describing leg exercises and how to make a knee splint and crutches. Sri's mother helped Sri to train for a very long time (over a year) to use her legs.

While we were discussing this, Sri moved into the house and came back walking with her crutches and wearing her splints. True, it was not a quick walk, but she walked on her own from the house to the sewing machine.

Sri then told us some things about her job. She had wanted very much to earn some money. So Mrs Anula had shown her the list of jobs for people with disabilities. Sri read it and talked about it with her family. Sri wanted to do many things, but not all of them were possible, so they decided that she would try sewing. With her mother, she went to a relative in the next village. She stayed there and was trained by a tailor for six months. By the end of that time, she had learned how to sew.

However, there was a problem. Sri and her family had no money to buy a sewing machine. So Mrs Anula went to Mr Arif, the village leader, and Sri received a loan from the community cooperative. Sri bought the sewing machine and some material. She then started making shirts and school uniforms. It took her two years to pay back the money for the machine, but now it is hers.
Sri told us what she felt about the programme. She said that she did not like it at the beginning and that she had to be forced to see Mrs. Anula. She was so ashamed of herself. Sri used to be rather dirty because she never cleaned herself. Her mother always did it for her. But her mother had very little time. When the trolley was ready and she was taken out she felt very embarrassed, not even daring to look at strangers.

When Sri began the training programme, she did not believe that anything would change. It was only after a while that she noticed a difference. Then she became very eager to learn everything possible. To Sri the income that she now earned was what pleased her most. She was earning more than enough to support herself, and she had so much work that new orders had to wait for two weeks.

Sri also told us about the committee she had joined. Mr Arif had decided to get together a committee of people with disabilities, similar to the health committee. Sri was a member of this committee. It met every week to discuss what could be done in the village to help people with disabilities. They met with Mr. Arif about every other month. People with disabilities had been encouraged to go to all village meetings. They had asked for various changes, which had all been made. The holes in the village roads had been filled in and the stones removed, making it easier to walk. One more class for adults had been started at school. Many adults with disabilities went to this class. Clearly, Sri was very happy to be a member of this committee.

We then talked with Sri’s mother. She told us that the first time Mrs. Anula came she had asked what their problems were. Sri’s mother told her that Sri needed help to keep clean and to dress. She never moved around, and she did nothing all day long. The family did not know what to do and they thought that nothing could be done for Sri. They had even thought that Sri’s disability might be a punishment from God.

Then Mrs. Anula asked what the family wanted for Sri. Sri’s mother told her that they wanted Sri to be cured of her deformities. Mrs. Anula gently said that this was not possible, but that with training Sri could learn to be more independent. Mrs. Anula then asked if the members of the family were prepared to help Sri. Of course they were.
The next time Mrs Anula came she brought some training packages with her. She showed the family how to do everything. As soon as they finished with one training package, she gave them the next one. Sri’s mother and brother worked with her for three years. Now Sri can do almost everything she needs to do, even walk a little. She dresses without help, she keeps herself clean, and she earns money. She goes to see Mrs Anula from time to time. The family is proud of her now.

On the hill behind the house two men were working. They were building another house. Sri’s mother told us to go and have a look at it. “It’s for Sri,” she said, “She is getting married next month. It makes us all very happy.”

**Our visit to Thebe**

Then we visited another family. Here we found Thebe, a boy of 15. He was looking after a vegetable garden, weeding, and watering. He showed us his house and the garden. Everything was in good order. It took us a moment to understand that Thebe was blind because he showed very few signs of his blindness.

Thebe became blind when he was four years old. Until then he had played with other children. After he became blind, he was not allowed to go to school. He stayed at home and sat at the door of the house. Once he had tried to run away, but he did not get far. Three years ago, Mrs Anula had come to their house and talked with Thebe’s parents. She had given his mother a training package and then the brother had agreed to be a trainer for Thebe. Later on the brother was given another training package which showed how to train Thebe to move inside the home and around the village. Thebe’s brother then taught him to use a stick as a guide. He learned to find his way around alone, but he did not try to run away again.

Later, Mrs Anula talked to Thebe and the family about different jobs for Thebe. They were given a list of jobs to discuss, and they decided that Thebe could have a vegetable garden. At that time the family did not grow any vegetables. So Thebe’s father went to the city and bought some vegetable seeds. Thebe planted the seeds with some help from his father. This way he grew many vegetables, more than enough for the family. The vegetables that were not eaten were sold at the market.

Thebe is very happy because he is able to help his father support the family. People in the community have seen what Thebe can do. Now they respect him. Thebe has made new friends and he now has many things to do in the community as well as at home.
Who is involved in the Rehabilitation Programme?

- The following people need to be involved in the rehabilitation programme in your community:
  1. People with disabilities
  2. Their families
  3. Your community
  4. You, the Local Supervisor

- The tasks that each of these people need to do are described on the following pages.

1. **The person with a disability**

- If a person needs training, he or she does the following:
  
  Works with the trainer, the family, and the community to do the training programme. Later on he or she can be responsible for his or her own training.

  Uses the right to make his or her own decisions.

  Is an active and responsible family member.

  Enjoys the benefits of being a family member.

  Is an active and responsible community member.

  Uses the same opportunities that other community members have, such as education and doing a job.

- If a person does not need training, the person can help other people who need training. He or she can help the community with the community-based rehabilitation programme.

2. **The person's family**

- During the training programme, the person's family does the following:
  
  Helps to train the person to develop his or her abilities.

  Helps the person do what he or she cannot do alone.

  Gives the person the right to make decisions as an equal family member.

  Encourages the person to be an active and responsible family member.

  Gives the person the benefits of being a family member.

  Helps the person and the community to communicate with and accept each other.
3. The community

- The community has the following tasks to do:

  Set up the rehabilitation programme for the people with disabilities in the community and follow its progress to make sure that it does well.

  Make sure that the people with disabilities have the same opportunities as others in the community.

  Make sure that the people with disabilities participate in the activities of the community in the way that others do.

  Take steps to prevent disability in the community.

4. The Local Supervisor

- As the Local Supervisor, you organize and run the rehabilitation programme for the community. The following tasks are to be done by you:

  Involve the community in the training programmes of its members with disabilities.

  Go from house to house to find all members of the community who have disabilities.

  Decide which people need training.
Choose training material from the Manual for each person who needs training.

Find and teach a family or community member to use the material and to be the “trainer” for a person who needs training.

Guide, supervise, and motivate people with disabilities and trainers to start and continue the training until it is finished. The Local Supervisor sees that simple aids, appliances, and tools are made when needed.

Seek the cooperation of schoolteachers for the training programmes of people who have disabilities.

Find jobs for adults with disabilities who need an income.

Assess the progress made by each person in the programme.

Keep records and make reports each month to the Supervisor.

Refer to the Supervisor people who need other available services.

Continue the rehabilitation programme in the community.
How to carry out your tasks in rehabilitation

Involving the community

- The community has the final responsibility for the rehabilitation programme. Help the community in planning, running, and evaluating the programme. By working together you can make it a success.

- Your community may already have a local committee which is or could be responsible for people with disabilities. If so, the committee may have chosen you to start the rehabilitation programme in your community.

The committee may not have asked you to do this and there may be no rehabilitation programme in your community. If so, ask for a special meeting of this committee to discuss the setting up of a rehabilitation programme.

If there is no such committee, suggest to the community leaders that one be formed. This committee will be responsible to the community in managing the rehabilitation programme. It is important that people with disabilities are members of this committee.

- Pages 6 to 8 of the Guide for the Community Rehabilitation Committee describe how to involve the community and to choose the Community Rehabilitation Committee. This part describes how you, as a community member and as a Local Supervisor, can involve the community in the rehabilitation programme.

- Follow the instructions in that Guide to help the community set up and support a rehabilitation programme for the people with disabilities.

Locating and identifying people with disabilities

- You can start by visiting the households in your area one by one to locate all the people with disabilities and to identify their disabilities.

- Or if you know of people in your community who have disabilities, find out from friends and neighbours where they live. Start the programme by training them. Later you can do house-to-house visits to locate any other people.
Or you may be able to find lists of people with disabilities in the local health office or local council office. If these lists are available, use the lists to locate the people. Later you can do house-to-house visits to locate all the other people with disabilities.

**How to arrange visits in your area**

1. You need a map of your community. You may find a map in the local council office or local health office. If a map is not available, make one. You can see an example of a map in the picture below.

![Map of a community with numbers indicating houses and other important locations](image)

- The map that you have got or made should show roads, paths, fields, water sources, markets, and important community buildings. If the map does not show these, mark them.

- A household includes all the members who live in the same house, compound or yard, and who eat from the same kitchen.

The map should show the location of all the households in the community. Mark them clearly after you have the lists of households. Make sure that no households are forgotten. Number each household.
2. You should now make a list of households with the names of the household heads. You may find a list in your local council office or local health office. If so, make sure that it is complete.

If you cannot find such a list, make your own list. Get together with other community members who live in different parts of your area. Collect information from them and make a list of all the households.

<table>
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<tr>
<th>HOUSE NO.</th>
<th>NAME OF HOUSEHOLD HEADS</th>
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<tbody>
<tr>
<td>1</td>
<td>MR OTIENO</td>
</tr>
<tr>
<td>2</td>
<td>MR KARUMU</td>
</tr>
<tr>
<td>3</td>
<td>MR OSMA</td>
</tr>
<tr>
<td>4</td>
<td>MR MUTHAVU</td>
</tr>
<tr>
<td>5</td>
<td>MR MANNA</td>
</tr>
<tr>
<td>6</td>
<td>MR MUTISO</td>
</tr>
<tr>
<td>7</td>
<td>MR KINOTI</td>
</tr>
<tr>
<td>8</td>
<td>MR MUSSEL</td>
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<tr>
<td>9</td>
<td>MR NASICH</td>
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<tr>
<td>10</td>
<td>MR CHEGE</td>
</tr>
<tr>
<td>11</td>
<td>MR MUKIBI</td>
</tr>
<tr>
<td>12</td>
<td>MR ODERO</td>
</tr>
<tr>
<td>13</td>
<td>MR BARRABA</td>
</tr>
<tr>
<td>14</td>
<td>MR MUGO</td>
</tr>
<tr>
<td>15</td>
<td>MR SINEI</td>
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The households should now be marked on your map and numbered. Next use those numbers for your list and write the name of the household head next to the number.

3. You or your community leader should then tell the members of these households that you would like to visit them. The purpose of the visit is to discuss a programme for their family members with disabilities.

4. Make arrangements with each household head to visit the home to meet all the family members.

Some local traditions may not allow you to meet all the household members, for example, if they are the opposite sex to yourself. If this is so, arrange to have a helper of the opposite sex to yourself. This way your helper can meet the household members that you are not able to meet.

5. Visit each household at the time arranged.

**What to do when you visit a household**

- Explain to the family that you are locating the members of your community with disabilities to find out if they need rehabilitation.

- Explain that the community has asked you to do this because they have planned to start a rehabilitation programme for the people with disabilities. Explain how rehabilitation will help people with disabilities.
Find out from the household head whether you can ask questions about members of the household and about disabilities.

If the household head agrees, ask for the answers to the questions on Form 1 (see page 36). Then do the observations and tests necessary to complete Form 1 for every household.

To complete Form 1, use the information and follow the instructions on pages 23 to 35 of this Guide.

How to fill in Form 1 is described on page 35.

Make sure that you have seen every member of the household.

Sometimes a household head may not agree to let you ask questions about members of that household or to talk about members with disabilities. If this is so, you need to explain more carefully the benefits that rehabilitation could bring to the person with a disability, to the family and to the community.

Discuss these with the household head. Find out why he or she does not want you to ask questions or to talk about a family member with a disability. Reason with the household head and persuade him or her to talk with you and to give you the information you need. It may also help to describe how other people have improved with rehabilitation. If possible, arrange for the household head to visit other families who have members with disabilities in the rehabilitation programme.

If you do not succeed on the first visit, arrange to come back on another day to talk some more.

If you still do not succeed, speak to your Community Rehabilitation Committee about it and ask for their help.

It is not always easy in a household to find the members with the disabilities.

In the past, people with disabilities have not been allowed to be equal members of their families or societies. Because of this, some families do not want other people to know that they have a member with a disability. Some families think that nothing can or should be done for people with disabilities. Or they think that children or adults have become disabled as a punishment from God. Such families sometimes prefer to hide their disabled members.
In such cases, you will need to use tact in winning the confidence of the family before you ask them about members with disabilities.

Some people think that a disability can be given from one person to another. For instance, they may think that if they touch a blind person they will become blind. If you meet such people, tell them that this is not true. No disability can be given from one person to another.

- In some communities, the same disabilities may be given different names. When speaking with a family, use the local name for a disability. Describe the disability and how it affects the person with the disability so that the family can recognize the disability that you are talking about.

- Asking questions alone is not enough to find out all you need to know about a person. Observe the person carefully and do the observations and tests described in this Guide on pages 23 - 35.

To observe members of the household, watch how they speak, hear, look, move, see, and behave. Observe if they have any visible scars or other signs of injuries or burns. Observe also how the household members behave towards each other. Look at the clothes of all the family members. Look to see if they appear healthy and clean. These signs can help you to recognize people with disabilities.

- Do not forget that there may be more than one member in a household with a disability. Or one person may have more than one disability. Make sure that you locate and identify all the members of each family with disability and all their disabilities.

- You may not be able to meet all household members on your first visit. Some may not be at home. They may be working elsewhere or may have gone to town or to the market. So you may have to come back until you have met them all.

- Always remember to ask questions about, to observe, and (when necessary) to do tests on all members of the household.
How to identify different disabilities

People who have difficulty seeing

- Training Package 1 has information about the problems of a person who has difficulty seeing. Read this again if necessary.

- Ask the household head and family the following questions. Their answers will tell you if any household members have difficulty seeing.

  Is there a person in the family who cannot see as well as the others?

  Is there a person in the family who cannot see well when it is dark?

  Is there a person in the family who cannot see objects that are far away, such as trees or birds?

  Is there a person who cannot see objects that are very close, such as seeds held in his or her hands?

  Is there a person whose eyes look very different from other people’s?

- If the answers to these questions tell you that a person in the household has difficulty seeing, speak to the person. Observe him or her.

If you are still not sure whether the person has difficulty seeing, do the following tests.

Test for children from 3 months to 3 years

- Let the child sit on the mother’s lap. Hold a burning candle about 30 to 50 cm (12-20 inches) in front of the child. Move the candle from side to side and up and down. Observe.
Do the child's eyes follow the candle as you move it?

If the answer is "Yes", then you know that the child can see.

If the child's eyes do not follow the candle, repeat the test 3 times. When you are sure that the child's eyes do not follow the candle, you will know that this child may have difficulty seeing.

Test for children 3 years and over, and adults

Stand at a distance of 3 metres in front of the person. Hold up three fingers of one of your hands.

Ask the person to hold up the same number of fingers.

If the person holds up three fingers, you then know that he or she has no difficulty seeing.

If the person does not hold up three fingers, then repeat the test with two fingers. Then repeat it again with four fingers. If the person does not respond correctly to each of these tests, you know that he or she may have difficulty seeing.

Other things to look for

If a person has difficulty seeing, look into his or her eyes, one at a time. Look for the following:

Eyes that look red or are full of tears.

Eyes that have a grey area over the coloured part of the eye.

If a person shows one of the above, refer him or her to the health worker.
People who have difficulty hearing or speaking

■ Training Package 4 has information about the problems that a person with this disability may have. Read this again if necessary.

■ Ask the household head and the family the following questions. The answers will tell you if any household members have difficulty hearing or speaking.

Is there a baby in the family who does not make sounds?

Is there a person in the family who has difficulty hearing what others say?

Is there a person in the family who cannot understand what others say?

Is there a person in the family who cannot speak?

Is there a person in the family who cannot speak clearly enough to be understood?

■ If the answers to these questions tell you that a person in the household has difficulty hearing or speaking, speak to that person. Ask him or her to do something simple, such as get a cup of water for you. Or ask a family member to ask the person to do something. Watch to see if the person can hear and understand what he or she is asked to do.

■ If you are still not sure whether the person has difficulty hearing or speaking do the following tests.

Test for babies under 6 months

■ Do the following test with every baby in the household who is under six months of age. Do the test in a place that is quiet.

■ Lay the baby on his or her back. Sit behind the baby so that he or she cannot see you.

Clap your hands loudly.

Does the baby appear surprised? Does he or she blink or jump?

■ If the answers are “Yes”, then you know that the baby can hear you.
If the answers are "No", then the baby may have difficulty hearing. Repeat the test three times, waiting a little between tests.

If the baby does not appear to hear you, repeat the test on another day to be certain. Tell the family to watch the baby to find out if he or she seems to hear people speak or to hear loud noises.

**Test for children from 6 months to 3 years**

- Do the following test with every child in the household between six months and three years of age.

- Make a rattle by putting a few pebbles inside a tin or a piece of bamboo.

- Let the mother sit and hold the child. Ask a family member to sit in front of the child. Ask the family member to get the child’s attention and to speak softly to the child.

  Stand about 2 steps away from the side of the child; step back one step so that the child cannot see you.

  Shake the rattle from where you are standing. Be sure that the child does not see you move your hand.

  Does the child turn his or her head towards the rattle?

- If the answer is "Yes" then you know that the child can hear.

- If the answer is "No" hold the rattle at different distances from the child. Repeat the test three times at each distance to be sure. Do not shake the rattle above or behind the child’s head.

- Repeat the test on the other side of the child.

- Repeat the test on another day to be sure.

If the child still does not turn his or her head towards the rattle, then you know that the child may have difficulty hearing.
Test for children 3 years and over, and for adults

- Let the person sit on the floor or on a stool.

Ask a family member to show the person objects, such as spoons, cups, balls, and flowers. Get the person to name them.

Adults can also be asked to answer simple questions.

Compare what the person says with answers of other children or adults of the same age. This will help you to know if the person has difficulty hearing or speaking.

- The person who says words and answers questions in the same way as others of the same age has no difficulty hearing or speaking.

- If the person cannot say words and answer questions in the same way as others of the same age, the person probably has difficulty speaking. The person may also have difficulty hearing.

Now do the following test to find out if the person has difficulty hearing:

- Let the person sit down. Then sit down about three metres in front of him or her.

Tell the person that you will say a few numbers, like "four", "one", "eight", and that you want him or her to repeat them. (Or tell the person to hold up the same number of fingers.)

Now hide your mouth with your hand and say a number under ten. (Try not to change your voice but speak normally as you would to a person at this distance.)

Ask the person to repeat the number or hold up his or her fingers. Then say another number under ten and ask the person to repeat it, still hiding your mouth. Do it again with two more numbers, one at a time. If the person does this correctly, then you know that he or she has no difficulty hearing.
If the person cannot repeat what you say correctly, or hold up the correct number of fingers, speak louder.

The person may now be able to repeat correctly what you say, or be able to hold up the correct number of fingers. Then you know that he or she has some difficulty hearing.

Or the person may still not be able to repeat what you say, or not be able to hold up the correct number of fingers. Then he or she probably has severe difficulty hearing and speaking.

**People who have a discharge from the ears**

Ask the household head and the family if any member has a discharge from one or both ears. If necessary, look in their ears to make sure.

If you find a person who has ear discharge, test the person to find out if he or she has difficulty hearing or speaking.

Ask the person and the family whether they have seen a health worker about the discharge.

If the person has not seen a health worker, refer the person to the health worker.

**People who have difficulty moving**

Training Package 8 has information about the problems of people who have difficulty moving. Read this again if necessary.

Ask the household head and the family the following questions. Their answers will tell you if any household members have difficulty moving.

Is there a person in the family who has difficulty moving part of the body, such as the arms, legs, back, or neck?

Is there a person whose arms, legs, back, or neck are weak?

Is there a person who has a great deal of pain in the arms, legs, back, or neck?
If the answers to these questions tell you that a person in the household has difficulty moving, speak to that person. Observe him or her. Make sure that the answers to the above questions are correct.

If you are still not sure whether someone has difficulty moving, do the following tests.

**Test for people who have difficulty moving**

- Ask the person to do the following tests.

- Ask the person to lift his or her arms above the head. Then ask the person to put them behind his or her back.

- Put a small object like a cup or plate in front of the person and ask him or her to pick it up.

- Put a small object on the ground. Now ask the person to squat or bend to pick it up.

- Ask the person to walk 10 metres while you observe. Then ask him or her to walk about 100 metres.

- If the person can do all the tests and feels no pain while doing them, then you know that he or she has no difficulty moving.

- The person may not be able to do one or more of the tests or may feel pain while doing them. If this is so, you know that he or she has difficulty moving. A person who has difficulty moving may also be very slow.
People who have no feeling in the hands or feet

Training Package 17 has information about the problems of people who have no feeling in their hands or feet. Read this again if necessary.

Ask the household head and the family the following questions. Their answers will tell you if any household members have no feeling in the hands or feet.

Has any person in the family lost feeling in either the hands or feet or both?

Does any person in the family injure or burn his or her hands or feet often?

If the answers to these questions tell you that a person has lost feeling in his or her hands or feet, speak to that person. Observe him or her.

Then do the following tests to find out if the person has this disability.

How to test a person for loss of feeling

First test the person’s hands.

Take a piece of straw, paper or cloth, a leaf, or a pencil.

Tell the person that you are going to touch the skin at a place on his or her hand with, for example, the straw.

Tell the person to keep his or her eyes closed during the test.

Touch one place on the person’s hand. Then ask the person to point to the exact place where he or she felt the straw.

If the person points to the correct place, then you know that he or she has feeling in that part of the hand.
If the person does not point to the correct place, repeat the test. If the person cannot point to the correct place three times, then you know that he or she has no feeling in that part of the hand.

- Now test all the different parts of the hands for loss of feeling.
- Next test the person’s feet in the same way.

- When you find that a person has no feeling in part of his or her hands or feet, do as follows. Ask the person and the family whether he or she has seen a health worker about the disability. Also find out whether the person has medicine to take.

If the person has not seen a health worker or has no medicine to take, refer the person to the health worker.

- Then test every household member in the same way.

**People who show strange behaviour**

- Training Package 19 has information about the problems of a person who shows strange behaviour.

This disability is found mostly in adults. People with this disability have grown up just like other children until their behaviour changed at an older age. When they were children, they may have gone to school.

- Ask the household head and family the following questions. Their answers will tell you if any household members show strange behaviour.

Has anyone in the family changed so much that now he or she behaves like a different person?

Does the person not talk to anyone any more?

Does the person talk much more than before?
Does the person become excited or angry for no reason or frighten other people?

Does the person hear voices that other people do not hear or see things that other people do not see?

Has the person stopped keeping clean? Has he or she stopped dressing properly?

Does the person speak or move around in a strange way?

- If the answers to these questions tell you that a person in the household shows strange behaviour, speak to that person. Observe him or her to check that the answers to these questions are correct. If they are, then you know that the person has this disability.

- When you have identified a person who shows strange behaviour, find out if the person has seen a health worker. Find out also whether the person has medicine to take.

If the person has not seen a health worker or if he or she does not have medicines to take, ask the person to see the health worker.

**People who have fits**

- Training Package 21 has information about what happens when a person has a fit and what a fit looks like. Read this again if necessary.

- Ask the household head and the family if any member has fits. Describe what happens during a fit to make sure that the family understands the disability.

People who have fits may often be injured or burned when they fall down during a fit. If you have seen that a person in the family has many scars from injuries and burns, ask if the person has fits.

- When you have identified a person who has fits, ask the person and the family whether they have seen a health worker about the fits. Also find out whether the person has medicine to take for the fits.

If the person has not seen a health worker, or does not have medicine to take, ask the person to see the health worker.
People who have difficulty learning

- Training Package 22 has information about the problems of people who have difficulty learning. Read this again if necessary.

- A person who has difficulty learning may look different from other people. The person may not be fully grown or may have a small head. He or she may have narrow, slanted eyes placed far apart and a flat nose. The person may have a small mouth and a big tongue, and because of this the mouth stays open and the tongue sticks out. He or she may have short fingers, and the back of the head may be more flat than usual.

A person who has difficulty learning is always slower at understanding and doing things compared with other people of the same age. He or she may have had this disability from birth or from a very young age.

- Ask the household head and the family the following questions. Their answers will tell you if any members have difficulty learning.

  Is there a child in the family who cannot learn to do the things that other children of the same age do?

  Is there a child who, when compared to other children, has been slow in learning to sit up, stand, walk, speak, eat, or dress? Is there a child in the family who has not learned to do these things at all?

  Does any person appear to be backward, dull, or slow when compared to others of the same age?

  Is there an adult who does not do the things that other adults do?
If the answers to these questions tell you that a person in the household has difficulty learning, speak to that person. Observe him or her. Compare the person with others of the same age.

When you did the tests for seeing, hearing, and moving, you may have seen that this person had difficulty understanding your questions. You may also have seen that this person was slow to follow when you asked him or her to move.

If the person does the same things as others of the same age, you will know that he or she has no difficulty learning.

If the person is slower than others of the same age or cannot do the activities that they do, then you know that he or she probably has difficulty learning.

**People with other disabilities**

While visiting households, you may find people who have other disabilities that are not mentioned in the Manual.

The following is a list of some other disabilities:

- Disabilities caused by difficulties in breathing.
- Disabilities caused by chest pains and heart diseases.
- Disabilities caused by burns and skin diseases.
- Disabilities caused by drinking too much alcohol.
- Disabilities caused by taking addictive drugs.
- Disabilities caused by poor nutrition.
- Disabilities caused by difficulty controlling the passage of urine and faeces.
- Disabilities caused by lip and mouth deformities.

If you meet people with these or other disabilities that have not been mentioned above, list the person on Form 1 as having "other disabilities".
People with more than one disability

■ Some people have more than one disability. For example, a child who has difficulty learning may also have difficulty moving or speaking. Or a child who has fits may also have difficulty learning, hearing, and speaking. Or an adult who has no feeling in the hands or feet may also have difficulty moving.

Record all the disabilities that a person has on Form 1.

How to record your household visits

■ When you visit a household, you will need to keep a record of your visit. Use Form 1 given on page 36 of this guide. Write down on the Form the number of the household (look at your map), your name, the name of the household head, and your area in the community. There are spaces on the form where you can write down this information.

■ Meet each member of the household. Find out and write down on the form the total number of people in the household and the number of females and males.

■ Using the questions, observations, and tests mentioned (pages 23 – 35), you may have identified one or several household members with disabilities. Write each person's name on the form in the column next to the question about the disability.

■ Write down the person’s age and sex and for how long the person has had the disability.

■ If a person has more than one disability, write the person’s name next to all the disabilities that he or she has.

■ If there is more than one person with the same disability, write all the names in the same space next to the question.

■ If there is no one with a disability, go to the next household.

■ When you have found a member of a household who has disability, use Form 2 (pages 38 – 40). Using Form 2 you will be able to describe in detail what the person can and cannot do. The next step is to find out if the person needs training.

■ While visiting households, you may meet people who are ill and not disabled. When you meet a person who is ill, refer him or her to the health worker.
Training in the community for people with disabilities

Form 2: To find out if the person needs training and to assess progress

<table>
<thead>
<tr>
<th>Name of person with disability:</th>
<th>Disability</th>
</tr>
</thead>
</table>

1. Feeds himself or herself? (including eating and drinking)
   - Alone
   - With some help or sometimes
   - Not at all

2. Keeps himself or herself clean? (including washing, bathing, and cleaning teeth)
   - Alone
   - With some help or sometimes
   - Not at all

3. Uses the latrine?
   - Alone
   - With some help or sometimes
   - Not at all

4. Dresses and undresses?
   - Alone
   - With some help or sometimes
   - Not at all

5. Understands simple instructions?
   - Easily
   - With difficulty
   - Not at all

6. Expresses needs?
   - Easily
   - With difficulty
   - Not at all

7. Understands movements and signs for communication?
   - Easily
   - With difficulty
   - Not at all

38
<table>
<thead>
<tr>
<th></th>
<th>Uses movements and signs for communication which others understand?</th>
<th>Easily</th>
<th>With difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Lip reads?</td>
<td>Easily</td>
<td>With difficulty</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Speaks?</td>
<td>Easily</td>
<td>With difficulty</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sits? (including sitting up from lying down)</td>
<td>Alone</td>
<td>With help</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Stands? (including standing up from sitting)</td>
<td>Alone</td>
<td>With help</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Moves inside the home (including walking, crouching, crawling, or using trolley)</td>
<td>Alone</td>
<td>With help of a person</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Moves around the village? (including walking, crouching, crawling, or using trolley)</td>
<td>Alone</td>
<td>With help of a person</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Walks at least ten steps?</td>
<td>Alone</td>
<td>With bars, frame, crutches or cane</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With help of a person</td>
<td></td>
</tr>
</tbody>
</table>
Training packages for prevention

- There are five training packages to prevent disabilities from getting worse. The family of the person you are assessing may need one of the following packages.

- *Training Package 9 to prevent deformities of the arms and legs.*

  If the person is not able to move his or her arms or legs without help, give this package to the family.

- *Training Package 10 to prevent sores from pressure on the skin.*

  A person who cannot move his or her legs and body may not have feeling in the legs and body.

  Test the feeling on the legs and body in the same way you test the feeling on the skin of the hands and feet.

  If the person does not have feeling on the legs and body, give this package to the family.

- *Training Package 16 for exercises for weak, stiff, or painful arms and legs.*

  If the person has weakness, stiffness, or pain in one or both arms, or in one or both legs, give this package to the family.

- *Training Package 18 to prevent injuries and deformities of the hands and feet.*

  If the person has no feeling in the hands and feet, give this package to the family.

- *Training Package 26 for play activities.*

  If a child is slow in development, or has difficulty with seeing, hearing, moving, or learning, give this package to the family.

- If the person you assess has one of these problems, first give the family the package with information about the disability. Then give the family the training package for preventing the disability from getting worse.

  After the family is able to use the training package for prevention, they may need other training packages. They may need to train the person to do activities such as eating, dressing, moving around, and so on.

- If the person you assess does not have one of these problems, choose a training package for the activities that the person needs to do.
Training Packages for training in activities

■ There are training packages for all of the activities listed in the 23 questions on Form 2.

Some of the training packages are for only one kind of disability. For example, Training Package 3 is for training a person who has difficulty seeing to move around.

Some of the training packages are for all disabilities. For example, Training Package 29 is for training a person with any kind of disability to do household activities.

■ Form 2 shows which activities a person cannot do. Look at Form 2, which you have filled in for a person. Each answer where the date is not at the top of the staircase tells you that the person cannot do the activity. The person needs training for the activity.

■ The chart on pages 44 – 46 helps you to choose which training packages the person needs for training in those activities which he or she cannot do.

How to use the chart

■ Look at the first column of the chart (pages 44 – 46). The questions are the same 23 questions that are on Form 2.

In the next eight columns are listed the disability groups (as they are on Form 1).

■ For each person for whom you are selecting packages, look first to find the column with his or her disability.

Then look one at a time at the activities that he or she cannot do.

■ There are squares at the crossing of each disability group and each activity that the person cannot do. In these squares you will find the numbers of the training packages to be used.

■ Now go to Form 3 on page 71. Form 3 is a record form which you will keep for each person. At the top fill in the name of the person. Next write the number of each package that you will need to use.

■ When you give a package to a trainer, write the date in the first column. Do this each time you give out a package to the trainer. The guidelines given on page 47 will help you choose the order in which to give the packages.

■ The end of a training programme is when the trainer and the person stop using the package. At this time enter the date in the first column and record what has happened under comments.
<table>
<thead>
<tr>
<th>Difficulty</th>
<th>SEEING</th>
<th>HEARING</th>
<th>SPEAKING</th>
<th>MOVING</th>
<th>NO FEELING</th>
<th>STRANGE BEHAVIOUR</th>
<th>FITS</th>
<th>LEARNING</th>
<th>OTHER DISABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Is not free from aches and pains in the joints?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Does not play like other children of the same age?</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>19. Does not go to school like other children of the same age?</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>20. Does not join in family activities?</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>21. Does not join in community activities?</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>22. Does not do household activities easily?</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>23. Does not work full-time or has not enough income to support himself or herself?</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>18</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
How to choose the order of the training packages

- When you have chosen which packages to give, you will need to choose the order in which to give them.

- Often the person you assess will need training for more than one activity. Follow these guidelines to choose the order in which you will give the training packages:

  - If the training is for a baby, give the mother the package on "Breast-feeding" and the package on "Play Activities".

  - If the training is for a child, give the mother "Play Activities".

If the child needs other training packages, ask the family in which order they would like the child to learn other activities. Give the packages in that order.

When the child is able to do activities in the home, talk to the family about schooling for the child. Give the family the package on "Schooling".

- If the training is for an adult, the person may need to learn to communicate, to do self-care activities, or to move around. Ask the person and the family in which order they would like to do the activities. Give the packages in that order.

After the person is able to do these activities, give the person and the family the packages for "Social Activities", "Household Activities", and "Jobs".

Finding and teaching a trainer

- A trainer is a family member or a friend who is responsible for the training of a person who has a disability. The trainer is supervised by you, the Local Supervisor.

- Explain to the family of the person with a disability how he or she can have training using the training packages. Tell them that the whole family together must help with the training but that one of them should be the trainer.

If no one in the family is able to be a trainer, look among friends and neighbours to find a trainer.

- It is best if the trainer can read and understand the training packages. If the trainer cannot read, find someone else to read and explain the instructions in the packages to the trainer.
Keep these things in mind when you are working with people who have disabilities, their trainers, and their families. Help them understand that the child behaves like this because of the disability.

Even if you take a lot of time to explain how the training will help, some people with disabilities will not want the training. For example, an elderly person may have already been helped for many years by his or her family. The person has become so used to getting help that he or she does not want to change habits.

Another reason for not wanting training may be that the person with the disability is a beggar. Some beggars earn enough for their daily needs and sometimes also enough for their families. For this reason the person may not want to change his or her begging habit. It might be difficult for this person to accept training for a job in the community.

If you meet a person like this, talk with your Supervisor about what to do. You may have to leave this person alone for some time.

Do not try to start training any adult with a disability if he or she does not want training. Do not try to start training any child if the family does not want training.

Later the person and the family may change. They may go and see a person with a disability who has been successfully trained. They may be told by their friends or neighbours that there is no reason to be afraid. So they may ask for training.

Go back from time to time to keep in touch with such people. In this way you will find out if they change their mind.

How to teach a trainer

You can teach each trainer individually when you make a home visit, or you can teach a group of trainers together.

First show the trainer the training package with information on the person's disability (see the list on page 41). Explain how the package is arranged. Explain the contents of the package. Then give the package to the trainer for a few days to read.

When you come back, discuss the package with the trainer. Answer any questions that the trainer may have. Check that the trainer has understood everything. Explain how the trainer should use the package to inform the family.

Then teach the trainer to use the next training package that the person should use.

Read through the package with the trainer and explain any instructions and drawings that he or she does not understand.
Show the trainer how to train the person following the instructions. Pay special attention so that you set a good example in the way that you speak to the person with the disability. Your own behaviour is likely to be imitated by the trainer. Be patient and kind. Do not treat adults as children. Be polite to elderly people.

Ask the trainer to show you that he or she can follow the instructions. Make any necessary corrections.

Later, if you find that the trainer has forgotten anything, again show the trainer how to train the person.

Tell the trainer to teach the person only one activity at a time. The trainer should be patient until the person can do that activity. Only then should they go on to the next activity.

The trainer should train the person every day at the same time of the day, when the person is not tired. The trainer should try to do the training when it is natural to do that activity. For example, teach eating and drinking at mealtimes. Teach dressing in the morning and undressing in the evening.

Tell the trainer how important it is to give the person confidence. When the person does something well or learns to do a new step or activity, the trainer should tell the person that it is good. This will give the person confidence so that he or she will want to learn more.

The trainer should understand that some results of training may show quickly, but other results may require several months or even years of training. When a person has severe difficulty learning, hearing, or speaking, he or she should not expect quick results with training.

How to guide and supervise a trainer

About 1 week after the start of the training go back and visit the family to find out how the training is going.

Ask the person and the family to show you what they did during the first week. If they had any problems, discuss these with the trainer. Make any necessary corrections.
■ When a teacher has a child with a disability in the class, the teacher will need to read the training packages given to the family. Then the teacher will understand what the family does at home. Give these packages to the teacher and explain them.

■ Ask the family to invite the teacher to come and see the child at home and see his or her training. Tell them to discuss how the school and the family can work together to get the best results for the child.

■ Meet each teacher who has a child with a disability in his or her class from time to time. Ask the teacher if there is anything that you can do to help the children with disabilities. Ask the teacher how the other schoolchildren behave towards the child with the disability. Sometimes other children are not as kind and helpful as they should be. So the child with the disability may not want to go to school.

Discuss with the teacher how to change the attitudes of the other children. Ask the teacher to speak to the other children and explain to them why they must behave well and accept the child with the disability. Discuss with the teacher also whether it would help to speak with the parents of the children who make problems. If the teacher thinks it could help, decide which of you will speak with the parents.

■ Sometimes there is a possibility to teach a child who cannot see a special way of reading and writing called “Braille”. Braille consists of letters that stand out as small points above the level of the paper. These points are marked on the paper by a small press. It may take about 1–2 hours per day during four months to learn how to use Braille. Ask your Supervisor if it is possible to get this help for children who do not see.

■ If you have difficulty about schooling for a child who does not speak or hear, ask your Supervisor for help. It may be possible for you to learn the sign language used for people who cannot hear. If so, it may be possible for you to arrange for the teacher, the family and other children in the class to learn it. It may take about 1–2 hours per day during four months to learn a simple sign language. In this way, you, the teacher, some classmates and the family can communicate with the child who does not hear or speak.

■ If there is a preschool group in your community, you should visit it. Find out if it is possible for the preschool group to take young children with disabilities. Explain to the Head Teacher that this will help children with disabilities to get ready for schooling. Ask the Head Teacher to take one or two children with disabilities to see how this works. More explanations are given in the Guide for Schoolteachers.
Arranging jobs for adults with disabilities

First start the training programmes at home for all the people who need them and arrange schooling for all the children who need it. Then you need to find jobs for all the adults with disabilities who do not have an adequate income.

A person with disability who is of the age group in which most other people work, should do a job and earn an income. You have read Training Package 30 "For a Family Member of a Person with a Disability: Job Placement." This explained to you why it is important that people with disabilities work and earn an income. If necessary read the package again.

People who have disabilities may have difficulty going to another village or town outside the community for work. This may be because they must live with their family. Or it may be because they have difficulty moving or seeing. Or it may be because they become very tired if they have to go far every day for work.

For these reasons, it is better that you try first to find jobs in your community for people with disabilities.

When should a person with a disability start working?

A child with a disability should do what other children of the same age do to prepare themselves for a job. For example, when they are not in school children help at home in the household. They may look after younger brothers and sisters, look after animals or go with parents to the field. Let young children with disabilities follow the same pattern. Then as they grow up they will be prepared to do a job.

A person with a disability may have become disabled before he or she worked. The best time for that person to start a job is after he or she has finished the training programme at home and finished schooling.
Training in the community for people with disabilities

- Remove or add jobs to your list according to your discussions with others.

- Your list will not be a final one. After some time you may hear of other examples of jobs that are done by people with disabilities in other communities. You can also add to your list new jobs in order to provide the community with new goods or services in the future. Therefore change your list about once a year.

- You will use your list in the following way: Take the list with you when you visit families who have Training Package 30. Tell them that examples are included in the package. Ask the person with a disability and the family to look through your list together with the package. Step 4 describes how this is done.

**Step 2. Make a list of people who need jobs**

- Make a list of people in your community for whom you will try to find jobs. On the list write their names, their ages, and their disabilities.

- Give one copy of this list to your Community Rehabilitation Committee. Ask for their help in finding jobs for the people on the list. Discuss with the Committee how together you can find jobs for them following the suggestions in this Guide.

**Step 3. Find out about each person's ability to work**

- Some people who have disability may not be able to do a job. For example, those who have to spend the whole day in bed because of severe pain cannot work. Those who have several disabilities, such as not being able to use the hands and legs and to speak, may not be able to work.

- Find out if it is possible for each person to work by watching the person at home.

Give the person tasks to do. Start with simple tasks and then make the tasks more complicated. For instance, ask the person to do some household activities. Observe how the person does daily activities and deals with family members and neighbours. Find out what the person can and cannot do. Then you can help the person decide what type of job he or she will be able to do.

A person who cannot do even very simple tasks may not be able to do a job. With such a person, continue with the training programme at home. Always remember that even some people with severe disabilities can start a job and earn an income. Most people with a disability can do a simple job.
If you are unable to decide whether or not a person can do a job, discuss this with your Supervisor. If you are unable to decide what type of job a person may be able to do, discuss this also with your Supervisor. Your Supervisor may know of special centres for people with disabilities. You may be able to refer certain people to these centres for assessment in their ability to work.

You may decide that a person with a disability is not able to do a job because of his or her disability. If so, use tact to explain this to the person, the trainer, and the family.

If it is possible for this person to do household work at home, encourage the person to do this. Then the person will be useful to the family. This can also make it possible for another family member to go out to work instead of staying at home.

A person may not be able to work or help with household work. If the family is very poor and needs more income, discuss this with the Community Rehabilitation Committee. Ask for their help in finding a job for another family member. In this way you will be helping the person with disability by helping to increase the family income.

**Step 4. Help the person to find a job**

Show the person, the trainer and the family Training Package 30 “For a Family Member of a Person with a Disability: Job Placement.” Also show the list of jobs you have prepared for your community (see Step 1). Read these together. Leave them with the person for some days so that he or she can read them and discuss them with the trainer and the family.

When you next visit the home, ask the person which job he or she would like to do. Discuss with him or her, the trainer and the family whether this job is suitable for the person. Discuss how the job could be done and what income it will bring. Discuss how the person can get to the place of work and back. Discuss whether training, raw materials, and money are needed to start the job.

If the job is one where the person makes products to be sold, discuss also how to sell them. You will find more about this in Steps 5 and 6.

The person may mention more than one job which he or she would like to do. If the person has chosen more than one job, discuss all of these. Then decide which would be best for him or her to try out first.
Training in the community for people with disabilities

- Keeping animals. Tie bells around the animals' necks to help the person know where they are.

- Fishing and fish farming.

- Making soap.

- Making candles.

It may be easier for the person to do these jobs with other people. If other community members do the job that the person has chosen, find out if he or she can join them. Otherwise bring together people who want to do the same job. The person can be part of the group.

- Printing, batik work, and dyeing textiles. Use a wooden or bamboo frame to divide and mark the material for printing or batik work.

- Making carpets. Learn the carpet pattern by memory.
People who have difficulty hearing and speaking

- Most jobs can be done by a person who has difficulty hearing and/or speaking. Work in health care is one example of a job that may be difficult.

People who have difficulty moving

- People who have difficulty moving may find it difficult to plough fields, work on farms, build houses, maintain roads or water supplies, and work in transportation.

People who have no feeling in the hands or feet

- People who have difficulty with feeling in hands or feet may not be able to milk cows, do handloom weaving, spinning, or tailoring, make sandals, shoes, soap or candles; repair bicycles; make embroidery, knitting or health work. Such people should avoid any jobs that can injure the feet or hands while working.

People who show strange behaviour

- First find out if it is possible for the person to return to the job that he or she had before becoming ill. If it is not possible, help the person to choose other jobs. Always arrange for the person to try out the new job.

People who have fits

- People who have fits must not work alone close to wells, rivers, bridges, or on roofs, or close to traffic or fire. If they do jobs close to these places, they must work with other people around them. They should avoid jobs where there is a risk of injury if they have a fit while working.

People who have difficulty learning

- Some people who have difficulty learning are able to do any job. Others may be able to do only simple jobs such as taking care of animals, looking after crops or pulling out weeds. Find out which jobs each person is able to do.

- A person with difficulty learning may not see danger around him or her. The person may not be able to make quick decisions or to move fast. He or she may not always remember things well. Such a person should work with someone who has no difficulty learning.
Step 5. Arrange job training for the person if necessary

- Some people may need special training to learn how to do the jobs they have chosen. Other people will not need training and can start the jobs straight away.

If a person in your community first needs to learn the job he or she has chosen, arrange job training for the person.

- Job training can be done in different ways in the community.

- A family member may train the person, for example, for various jobs done at home, in the fields or at the market. Training Package 30 gives the family member some advice about how to do this training.

- A community member may help to train a person. For example, the person may wish to keep a cow. If so, he or she could be trained by a community member who keeps a cow. A person can have training to produce food, to repair articles, or to make handicrafts from community members who know how to do these things. The person may also learn a job from a local tailor, mason, carpenter, bicycle repairer, or any other skilled person.

- Your district council, local government, or a voluntary organization may give training for jobs to people without disabilities.

- There may be job training centres outside your community specially set up for people with disabilities. In order to get to know about them, ask your Supervisor for advice.

Speak to your Community Leader, agricultural officer, rural development officer, social officer, and so on. Find out about the training opportunities that are available for people who have disabilities and for those who do not.

Find out if the training schools that are not yet training any people with disabilities would be willing to take them.

Make a list of all the places that can be used by the people on your programme.

If training is available at the places on your list, help any person who needs training to apply for it, then to have it.

There may be training schools or centres that do not yet take in people with disabilities. Speak to your Supervisor or Community Rehabilitation Committee about it. Ask them to discuss with the people who organize the training schools about taking people with disabilities.
If the person needs tools and raw materials for training, ask the person if he or she can get them. The person may be able to borrow what is needed from someone in the family, a neighbour, or a friend.

Other people may need to buy the tools and raw materials. Then they may need help. Ask your Community Rehabilitation Committee to help.

- Make sure that the training is continued until the person is able to do the work for which he or she has been training.

- Check from time to time if the person is making progress during the training period. Talk with the family or community members involved. If the training is done in a vocational school, speak with the teacher. Discuss problems the person may have at school and help to find solutions.

- Some of the following problems may happen:
  - The person may be very slow at learning a job. If so, make sure the person is given more time to continue training until he or she learns the job.
  - The person may not be able to learn how to do the job. If so, help the person to choose a job that he or she is more likely to learn.
  - The person may not want to continue. If so, speak to the person and the family and find out the reason. With the family, try to solve the problem and convince the person to continue training.

### Step 6. Help the person to start doing the job

- The next step is to arrange for the person to start doing the job.

- The person may have to go out to work. If necessary, arrange for the trainer or another family member to go with the person the first few times he or she goes to work. Or, if you can, go with the person yourself.

- Make sure that the person is introduced to others at the workplace, and that the person has what he or she needs to do the job.

- If the person has difficulty seeing, arrange for someone at the workplace to give the person the help he or she needs to get around. After some time the person will be able to do it alone.

- If the person has difficulty moving, make sure the person has the help needed or space needed to be able to move around.

It is sometimes necessary to make changes at the workplace to make it possible for a person with difficulty moving to do a job. For example, if a person cannot stand alone or stand for a long time, arrange for the person to work sitting down. A person may use a wheelchair and work at a table. Then make sure that the table is high enough for the person to move the chair under it.
If the person has difficulty hearing or speaking, make sure that he or she can communicate with others at the workplace. If necessary, teach others at the workplace how to communicate with the person.

Before a person starts to work it is sometimes necessary to prepare the other people who work at the same place. They may be afraid to work with a person with a disability. They may think that the disability will spread to them. Or they may have other beliefs that can cause problems for the person with a disability. Explain to people at the workplace about disabilities and their causes. Discuss their fears. Talk with them so that they will find it easier to accept the person with a disability.

Even after training at home, a person who is starting a job may still be unable to get around alone. He or she may need help to get to work and back. Arrange for such a person to have the help he or she needs. Arrange for a family member, neighbour, or friend to help the person to get to work and back.

Many members of your community need money to begin doing a job. Such people can sometimes borrow what they need from a family member or a friend. Or it may be possible to get a loan from the local council, cooperative or bank, or from the community savings association.

If a person with a disability needs money to start a job, help the person to get it. If necessary, speak to your Community Rehabilitation Committee and ask their help.

The person who is starting a job may work at home or alone. Remember to help the person to start the job by making sure the person has everything needed for the job.

Visit the person often to encourage him or her. The person may have a shop or give services such as making or repairing dresses. Then tell other community members about these services and help the person to get more work. Introduce the person to others who need the services he or she gives.
If a person has been at home for a long time without working, the person may have difficulty beginning to work again. The person may not like to work every day or to work the whole day. At the beginning he or she may not be able to do hard work.

Help such a person to work as often as possible. Encourage the person to increase the amount of work he or she does daily. Finally he or she may be able to work every day.

Step 7. Help the person to deal with problems at work

From time to time discuss with the person how the job is going. Help the person to solve any problems he or she has with the job.

The person may sometimes find it difficult to keep up with the work. Or the work may change. Talk with the person and the people with whom he or she works. Together find ways of helping the person to do the work he or she needs to do.

Some people with whom the person works may sometimes cause problems. They may not like to work with people who have disabilities. Meet these people and talk with them. Find ways of solving these problems.

In these ways, help the person to keep the job he or she does.

Step 8. Make sure the person is safe from accidents at work

When a person first gets a job, think about the activities that he or she will be doing in the job. Think about what dangers the person may meet while working, while going to work, or while coming home. Teach the person to recognize these dangers and to avoid the accidents they can cause.

You can use some of the following ways to prevent accidents.

Cover machines that could cause injuries to protect people working near them. If they cannot be covered, put wooden or metal guards around the dangerous parts.
A person who has fits must not work at a height, for example on a ladder. He or she might fall while having a fit and be injured.

A person who has fits should also not work alone in water or close to a fire.

Surround wells and fireplaces with fences and walls so that people do not fall in accidentally.
A person may have to lift heavy objects. The person should ask for help from another person, so that he or she does not injure himself or herself.

A person who has to hold hot objects should wear gloves or use a cloth to protect the hands. The person should wear shoes to protect the feet.

A person should know how to cross roads safely. He or she should walk on the side of the road, facing the movement of the traffic.

When crossing a road, a person should listen and look for traffic that may come from both sides. The person should cross the road only when it is clear or the traffic has stopped. He or she should cross the road always at the same place. If there are signs to show where people can cross the road, the person should cross at those places.

The person may work close to a river or a lake. Or the person may fish using a boat or standing in the water. If so, teach the person how to swim, or what to do if he or she falls in the water. Then the person will be safe in the water.
Assessing and recording progress

- Every month assess the progress made by each person who is having training. Then record what you find.

- Use Form 2 (pages 38 – 40) to assess and record the progress made by each person. The first assessment, which you have already made and recorded, shows which activities the person could not do alone when he or she first started the training.

These are the activities that you recorded by putting the date at the lower levels of the staircase. These are the activities for which the person now has training.

- Find out if the person can now do the activity better. If possible, ask the person to do the activity for you.

If the person can now do the activity at a level higher than he or she could do before, he or she has made progress. Mark the date on which you do the assessment in the appropriate square of the staircase to record the progress he or she has made.

- If the person still cannot do the activity, note this on Form 3 (page 71).

- After some time a person may have learned to do all the activities that he or she could not do before the training started. This means that all the dates marked should be at the top of the staircase. If some results are not at the top of the staircase you may have decided to stop the training because you do not expect any more improvement.

If this is so, visit the person from time to time. It is possible that new problems will arise. If a problem does arise, discuss it with the person and the family and help them to find a solution to it.

Keeping records and making reports

- Record your visits to each person’s home on Form 3 (page 71).

- In the first column on the form, write the date of your visit.

- In the second column, write the amount of time that you spent in the home.

- In the third column, write any comments including the following:

  The name of the trainer.

  Which package you have given to the trainer and the date on which you gave it. Also write the date on which the person stopped using the package.
Form 3: To record visits to the home

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- If you have referred the person to another service, write down where you referred him or her and why.

- If any aids have been made for the person, write down what the aids are, and who made them.
Training in the community for people with disabilities

- If the person has been given any special support from the community, describe the support.
- If the person has attended any meetings or has been involved in any important activities for the first time, write these down.
- If there have been any special problems with the training, describe them.
- Write the dates on which you made assessments. If there was no progress with any activity write those activities down and write that there was no progress.
- Write the date on which the person stopped training and give the reason why he or she stopped.

**Records you should keep**

1. About the community
   - A map of your community (see page 19).
   - A list of all households and household heads (page 20).

2. About each person
   - Keep a record of the training programme of each person that you are supervising. Then you can find out whether each person is benefiting from the training. The records will also help you to decide if any changes need to be made in a person’s training programme.
   - Keep the following as records:
     - Form 1 (page 36): one for each household.
     - Form 2 (pages 38 – 40): one for each person with a disability.
     - Form 3 (page 71): one for each person who has training.
     - Any other record that you have used for the training.
   - Keep all the records together in one cover.

**Reports you should make**

- Report your activities each month to your Supervisor and send a copy of this report to the Community Rehabilitation Committee.

Use Form 4 (page 73) for this report. Make the report for each month on the first day of the following month.

- Write the name of the Supervisor, your own name, and the name of the community or the part of the community for which you are responsible.
- Then write the month and year for which you are reporting.
## Form 4: Monthly Report Form

TO (name of Supervisor):

FROM (name of Local Supervisor):

Community: ________________________________

Month: __________________ Year: ________________

### Number of people in the Community Rehabilitation Programme

- People from previous month: __________
- People new this month: + __________
- Total in Community Rehabilitation Programme this month: __________
- People discharged: - __________
- People to continue next month: __________

### Number of people who made at least one step of progress during this month:

[ ]
Now write how many people will continue the Community-Based Rehabilitation Programme in the next month.

Go through all assessments (Form 2) and add up how many of the people made progress. This has been explained on page 70. Write this number in the space provided on the form.

Send the original form at once to your Supervisor.

Make a copy and send it to the Community Rehabilitation Committee.

Make a copy for yourself and keep it with your records.

The Community Rehabilitation Committee or your Supervisor may ask you also to report on other programme activities. For example, you may be asked about a referral you have made.

**Referring people**

In your area, there may be other services that could help people with disabilities. There follows a list of such services. You may also know of others which are not on this list.

- Health post or health centre.
- Job training and agricultural training schools.
- Rural development organizations.
- Social welfare organizations, social assistance programmes, and child care programmes.
- Special schools for people with disabilities.
- Special centres for job assessment or job training for people with disabilities.
- Hospitals and Departments of Rehabilitation.
- Rehabilitation centres.
- Religious institutions.

If people in your programme could benefit from these services, you may be able to get help. First discuss this with your Supervisor. He or she will help you to decide which people need to be referred.
People to refer

- When you have located a person with a disability, ask if the person has seen a doctor for the disability during the past year. If not, refer the person to be seen by your local doctor. If possible, go with the person and the trainer to the doctor.

  Ask the doctor about the disability. Ask if there is anything that can be done to help the person. Ask the doctor if the person should come back again to see the doctor and when. If you cannot go with the person tell the trainer to ask the doctor these questions.

- There may be no local doctor available, or it may not be possible for the person to go to the doctor. If so, discuss this with your Supervisor.

- The following are examples of people who can be helped by referral services:

  Babies and children who have difficulty seeing, hearing, or speaking.

  People who have difficulty seeing and who have red eyes, a discharge from the eyes, or pain in the eyes.

  Elderly people who have difficulty seeing or who have a grey area over the coloured part of the eye.

  People who have a discharge from the ears.

  People who have fits but have no medicine for this.

  People who show strange behaviour but have no medicine for this. It is also important to refer a person who shows a sudden, severe change in behaviour or who becomes violent.

  People who have no feeling in the hands or feet but have no medicine for this.

  People who have conditions needing an operation, such as deformed arms or legs, broken bones, or deformities of the lips and mouth. Also included here are wounds which have not healed for a long time.

  Children who cannot attend the local school, and for whom you need advice.

  Children who have finished primary school and who are ready for further education, especially if they have done well in a local school.

  Young people and adults who can be trained for a job outside your community.

  Young people and adults who need to be assessed for their ability to do a job.

  People who have been trained in the community for a long period, for example six months, and who have shown no progress.
How to follow up referrals

- When a person comes back home from a referral, your Supervisor will tell you about him or her. Or you may get a letter about what to do next.

- Then go and meet the person. Ask him or her about what happened. Also ask if the people at the referral service told him or her what to do after returning home.

If the person has no special instructions from the people in the referral services, discuss this with your Supervisor. Ask your Supervisor to contact the referral centre to find out if there is something you can do. Ask for all the necessary instructions.

Continuing the Community Rehabilitation Programme

- You have now finished visiting all the households in your area. You have filled in Form 1 for each household. So now you will know of all the people in your community with disabilities.

- You have filled in Form 2 for each person with a disability. You have found the people who needed training.

- You have then started the training of each person who needed training with the help of the trainer.

- You are now guiding, supervising, and motivating the trainers to continue training each person.

- You have also involved the community leaders and the schoolteachers in the training programmes, and you have their support.

- Through your Supervisor you have referred or will be referring some people to different health, education, or job services which can help them.

- Since the time that you first started visiting the households in your community, it is possible that more people have become disabled. Some babies may have been born with disabilities. Or some adults may have had an accident or a disease causing a disability.

Look for any people who have had disabilities recently and find out if they need training. Look out for babies who have been born recently with disability. If you find any such people or babies, start training programmes for them too.
How to find other people with disabilities

■ People in your community now know that you are responsible for a programme to help people with disabilities. If they know of a person who has not been included in your programme, they may tell you about this person.

■ Now and then when you visit households while doing your work, ask the people you meet about this. Ask them whether they know of people with disabilities whom you have not met.

■ Watch for people who have recently come to live in your area. Visit them and fill in forms for each new household.

■ Meet the midwives, traditional birth attendants, and community health workers in your area and tell them about your programme.

Explain to them that babies with disabilities should be identified as early as possible. Ask them to let you know of any babies that are born with disabilities. Tell them that if they do not know if a baby has a disability, you can help them to find out.

Explain to them why babies who have disabilities need rehabilitation training as early as possible. Explain how training will help both the baby and the mother.
- Some communities have special programmes for children, such as those on the list below. There may be others in your community that are not on this list.

Programmes to examine children for growth by measuring their weight and height.

Programmes to immunize children against diseases.

Programmes to improve the nutrition of mothers and children.

Preschool groups that prepare children for primary school.

- Meet the people who organize and run these programmes. Make sure that disabled children also get these services. Tell them about your programme.

Explain to them why children with disabilities need training as early as possible. Ask them to accept children with disabilities into their programmes. Offer help if needed. For instance, offer to arrange for volunteers to give the extra attention needed by these children. Or offer to help with transport.

Ask them to tell you of any children with disabilities that they may find while carrying out their programmes. Then you can meet the families of these children and begin their training.

**Your role in preventing disability**

- Many disabilities can be prevented.

- Each community should be responsible for improving the health of its people. If the health of all the people is improved, fewer people will become sick. If fewer people become sick then fewer people will have disabilities.

- Ways to improve people's health are described on pages 23-30 of the "Guide for the Community Rehabilitation Committee". Help and encourage your community to do what is described in that Guide.
Self-evaluation

- This is one way for you to assess what you have done for the people with disabilities in the community through the training programmes.

- After you have used this Guide for some time, you can check your work by answering the following questions:

1. Does your community have a committee which seeks community support for your rehabilitation programme?

   - If your answer is “Yes”, you have done well.
   
   - If your answer is “No”, meet your community leaders again.

   Explain to them why they should consider setting up such a committee. Or this support can be given by an already existing committee.

2. Have you visited all the households in your area to locate and identify all the people with disabilities?

   - If your answer is “Yes”, you have done well.
   
   - If your answer is “No”, do this as soon as possible.

3. Have you started training programmes for all the people in your community who need and want training?

   - If your answer is “Yes”, you have done well.

   - If your answer is “No”, do this as soon as possible.

4. Do all the trainers meet together from time to time?

   - If your answer is “Yes”, you have done well.

   - If your answer is “No”, arrange for them to do this.

5. Have all adults who need to work been able to find jobs that they can do?

   - If your answer is “Yes”, you have done well.

   - If your answer is “No”, go to your Community Rehabilitation Committee again and together try to find a job for each person who needs it. Or, if this is not possible, arrange for support (for example, money) for those who need it.
6. Do all the people with disabilities take part in family activities?
   ■ If your answer is “Yes”, you have done well.
   ■ If your answer is “No”, meet the families of these people again. Explain to them the need for people with disabilities to be active family members. If necessary, ask the Community Rehabilitation Committee to help you in this.

7. Are all the children of school age going to school?
   ■ If your answer is “Yes”, you have done well.
   ■ If your answer is “No”, meet the teachers in the schools to which the children should go and the families of each child again. Try to get all of these children into school.

8. Has your community developed a sign language that all the members use?
   ■ If your answer is “Yes”, you have done well.
   ■ If your answer is “No”, go to the Community Rehabilitation Committee. Ask them to get help to develop a sign language and to teach it to all your community members.

9. Have you written all the records needed for the people in the programme, including the assessment?
   ■ If your answer is “Yes”, you have done well.
   ■ If your answer is “No”, go through all your work notes up to now and finish all the records.

10. Have you completed your monthly reporting form and sent it to your Supervisor?
    ■ If your answer is “Yes”, you have done well.
    ■ If your answer is “No”, fill in the form immediately and send it.
Training packages

For family members of people who have difficulty seeing
1. Information about the disability and what you can do about it
2. How to train the person to take care of himself or herself
3. How to train the person to move around

For family members of people who have difficulty speaking and hearing or speaking and moving
4. Information about the disability and what you can do about it
5. For the child who has difficulty hearing and has not learned to speak — how to train the child to communicate
6. For the adult who has difficulty hearing but can speak — how to train the person to communicate
7. For the child who has difficulty speaking and moving but can hear — how to train the child to communicate

For family members of people who have difficulty moving
8. Information about the disability and what you can do about it
9. How to prevent deformities of the person’s arms and legs
10. How to prevent sores from pressure on the skin
11. How to train the person to turn over and sit
12. How to train the person to move from sitting to standing
13. How to train the person to move around
14. How to train the person to take care of himself or herself
15. How to train a person who has aches and pains in the back or the joints to do daily activities
16. Exercises for weak, stiff or painful arms and legs

For family members of people who have no feeling in the hands or feet
17. Information about the disability and what you can do about it
18. How to prevent injuries and deformities of the hands and feet

For family members of adults who show strange behaviour
19. Information about the disability and what you can do about it
20. How to train the person to take care of himself or herself

For family members of people who have fits
21. Information about the disability and what you can do about it

For family members of people who have difficulty learning
22. Information about the disability and what you can do about it
23. How to train a child who has difficulty learning to take care of himself or herself
24. How to train an adult who has difficulty learning to take care of himself or herself

General
25. Breast-feeding a baby who has a disability
26. Play activities for a child who has a disability
27. Schooling
28. Social activities
29. Household activities
30. Job placement