



"Empowering Abilities, Creating Trust"

## INDIAN SCALE FOR ASSESSMENT OF AUTSIM (ISAA)

# TEST MANUAL



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NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED

An ISO 9001: 2000 Institution



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### The National Trust

for the welfare of Persons with Autism, Cerebral Palsy,  
Mental Retardation and Multiple Disabilities  
Department of Empowerment of Persons with Disabilities (Divyangjan)  
Ministry of Social Justice & Empowerment, Govt. of India  
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# Indian Scale for Assessment of Autism

## *Description Of The Tool*

ISAA is an objective assessment tool for persons with autism which uses observation, clinical evaluation of behaviour, testing by interaction with the subject and also information supplemented by parents or caretakers in order to diagnose autism. ISAA consists of 40 items rated on a 5-point scale ranging from 1 (never) to 5 (always). The 40 items of ISAA are divided under six domains as given below.

## *Domain-I Social Relationship and Reciprocity*

Individual with autism do not interact with other people. They remain socially unresponsive, aloof and may have difficulty in understanding another person's feelings, such as pain or sorrow. They have significant problems in use of body language and nonverbal communication, such as eye contact, facial expressions, and gestures and establishing friendships with children of the same age.

## *Domain-II Emotional Responsiveness*

Individuals with autism do not show the expected feelings in a social situation. Emotional reactions are unrelated to the situation and may show anxiety or fear which is excessive in nature without apparent reason. They may engage in self-talk that is inappropriate for their age and may lack fear of danger.

## *Domain-III Speech - Language and Communication*

Individuals with Autism will have problems in speech development. They find it difficult to express their needs verbally and nonverbally and may also have difficulty in understanding the non verbal language of others. People with autism often, have echolalia and may repeat a word, phrase or sentence out of context.

## *Domain-IV Behaviour Patterns*

Individuals with autism may engage in self-stimulatory behaviour in the form of flapping of hands or using an object for this purpose. They insist on following routines, sameness and may resist change. Some autistic children may be restless and exhibit aggressive behaviour.

## *Domain-V Sensory Aspects*

A majority of autistic people are either hyper or hypo sensitive to light, sound, smell and other external stimulation. They may ignore objects or become obsessed by them or they may watch those objects very intently or act as if they are not even there. Some autistic children explore their environment by smelling, touching or tasting objects.

## ***Domain-IV Cognitive Component***

Individuals with autism may lack attention and concentration. They do not respond to instructions promptly or respond after a considerable delay. On the other hand individuals with autism may also have special or unusual ability known as, savant ability in some areas like reading, music, memory and artistic abilities.

## ***Guidelines for Test Administration***

### **Advance preparation of the examiner**

The examiner should have a through familiarity with the test items, test materials, recording and scoring. Guidelines for rating ISAA should be adhered. It is advisable to practice test administration using CD to understand subtle cues and observing examinee behaviour.

Each item of ISAA is to be assessed and a rating is to be given based on the **intensity, duration and frequency of the characteristics.**

#### **a) Testing Conditions**

ISAA must be administered under standard testing conditions and testing methods as given below.

- Person's physiological condition (fatigue, sleep and state changes)
- Comfort level of the person being tested
- Periods of fear or oppositionality in the person being tested
- Quality of informant's verbalizations
- Consideration of environmental and cultural influences
- Congenial environment and rapport while interviewing informants
- Understanding individual differences
- Thorough familiarity with the test content and procedures
- Flexibility of the examiner

#### **b) Method of Assessment**

- i) Observation
- ii) Informant interview
- iii) Testing

## ***Observation***

The tester should focus on the individual being tested for the following aspects.

- Interaction with the caregiver and others

- Quality of social responsiveness in terms of duration, reciprocity.
- Interest in people and objects
- Communication
- Use of sensory modalities
- Comfort level or distress in relation to others
- Inappropriate behaviours

For example, testing for “Poor eye contact” should be assessed by observing the individual to see how frequently she/he makes eye contact, how long eye contact is maintained and its appropriateness to the age of the person as well as cultural norms. This information should be supplemented by seeking information from the informants through interview.

### *Interview*

Reliable information from the informant, across different settings, is crucial for proper evaluation. For example, while testing for delayed response time, use Picture Books/Blocks and ask the child to show some object/thing/fruit in a picture book or natural surrounding. Observe if the child is responding after a delay or repeated instructions or prompts are required to elicit a response. Ask for the names or uses of objects or differences between objects depending on the age of the child.

#### **b) Testing Time**

Assessment of persons with autism may take 20-30 minutes

#### **d) Materials**

The assessment kit should comprise the following items.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Car                    | 13 Watch                     |
| 2 Ball (different sizes) | 14 Hand bell                 |
| 3 Doll (different types) | 15 Paper and crayons         |
| 4 Rattle                 | 16 Blocks                    |
| 5 Picture book           | 17 Squeezer – Cat / Dog      |
| 6 Peg board with rings   | 18 Fruits/Vegetable toys     |
| 7 Sorting board          | 19 Box                       |
| 8 Cup                    | 20 Bottle and pellets        |
| 9 Spoon                  | 21 Mirror                    |
| 10 Beads with a string   | 22 Shape sorter              |
| 11 Colour card/Board     | 23 Slide with a rolling ball |
| 12 Key                   | 24 Musical toys              |

## ***Scoring System***

ISAA should be scored as per the scoring system given below.

Each of the 40 test items is to be rated on 5 categories, out of which one is to be checked. These are further quantified by providing percentages to indicate the frequency, degree and intensity of behavioural characteristics that are observed. The categories along with the percentages assigned are as follows:

**Rarely** (Up to 20%) indicates that the person exhibits this behaviour pattern for up to 20% of the time. This score is normal for their age and socio-educational background - Score 1.

**Sometimes** (21 – 40 %) indicates that the person exhibits this behaviour pattern for 21%-40 % of the time. Some of these behaviours may be a cause for attention and concern, but by and large they may be considered within normal limits for their age and socio-educational background.

Person is completely independent in activities of daily life - **Score 2.**

**Frequently** (41 – 60%) indicates that the person exhibits this behaviour pattern for 41% - 60% of the time. These behaviours occur with such frequency and regularity that they interfere with the persons' functioning in daily life. Behaviour at this level will be definitely disabling.

Person may be able to perform activities of daily life with minimum assistance - **Score 3.**

**Mostly** (61– 80 %) indicates that the person exhibits this behaviour pattern for 61% - 80 % of the time. The given behaviour may occur without any discernible stimulus. The behaviour under consideration occurs so regularly that it significantly hampers the person in performing daily activities.

Person needs assistance in activities of daily life - **Score 4.**

**Always** (81% - 100 %) indicates that the person exhibits this behaviour pattern almost all the time, so much so that it would be considered a major handicap. The behaviour shown is seldom appropriate to the given situation.

Person is completely dependent on activities of daily life - **Score 5.**

**The minimum score that can be obtained is 40.**

**The maximum score that can be obtained is 200.**

# Indian Scale for Assessment of Autism

## *I SOCIAL RELATIONSHIP AND RECIPROCITY*

### **1. Poor eye contact**

Individuals with autism avoid looking people in the eye. They are unable to maintain eye contact as expected for a given age or required of social norms. Eye contact may be unusual such as gazing for too long on one spot or looking sideways.

### **2. Lack social smile**

Individuals with autism do not smile when meeting people or in reciprocation. A smile that reflects social response and recognition cannot be elicited from such persons.

When the child enters see how he/she reacts to strangers. Whether smiles or not. How he responds to friendly overtures such as a smile or a handshake.

### **3. Remain aloof**

Individuals with autism may remain aloof, self-absorbed, withdrawn, and not responsive to people or environment. They seem to be preoccupied with their self and be away from the social world around. They hardly respond to, or initiate contact with others. There is lack of age appropriate pretend play.

Ask the child if he has friends, whom he likes at home or what he likes to eat etc. Observe how responsive the child is to you when you interact.

### **4. Do not reach out to other persons**

Individuals with autism do not interact with other people and remain socially unresponsive. They do not initiate, seek, or respond to social interactions. They may not respond to their name, and even if they do, it may not be appropriate.

Check if the child/individual takes any initiative to elicit a response or reaction from others. Does he respond to his name or not and how he reacts when you try to engage him in a social interaction.

### **5. Inability to relate to people**

Individuals with autism do not initiate contact with others and may not relate to people as expected of their age. Reminders are required to attune the individuals with autism to the presence of people and social situations. Persistent effort is required to get their attention. They seem to be indifferent and impersonal in their interactions with others, if at all contact is established.

## **6. Inability to respond to social / environmental cues**

Individuals with autism are not responsive to social and environmental demands or expectations. They show behavior which is not synchronous with the demands/ requirements of the social environment.

Ask if the child behaves appropriately or not in keeping with what is expected in a given social situation and also find out whether the child behaves appropriately when parents take him/her to visit friends or relatives, or behaves properly in a market.

## **7. Engage in solitary and repetitive play activities**

Individuals with autism play alone most of the time or prefer solitary activities. They avoid playing with others and may not engage in group oriented activities or tasks at all.

Ask if the child plays in a group with other children or he plays alone with some object or material repetitively.

## **8. Inability to take turns in social interaction**

Individuals with autism do not comprehend the significance of taking turns in reciprocal interaction with others. They do not wait until their turn comes or the others' turn ends.

Check if the child can play with a ball by taking turns with someone or can he play bat and ball with someone which requires turn taking and whether he waits for his turns when talking to others.

## **9. Do not maintain peer relationships**

Individuals with autism do not develop age appropriate friendships. They may not engage in age appropriate peer interactions or maintain peer relationships as is socially expected. Autistic persons appear to find it difficult to understand social rules and to conform to social boundaries.

Ask if the child plays with children of his age, what he plays with them, and how well he mixes with them or bonds with them.

# **II EMOTIONAL RESPONSIVENESS**

## **10. Inappropriate emotional response**

Persons with autism do not show the expected feeling in a social situation. They express inappropriate emotional responses like laughing when scolded or spanked and inappropriate degree of response like excessive crying or laughing that is unwarranted. Emotional reactions are unrelated to the event or situation around the individual. They may show unpredictable shift in emotions, that is, they may become excited, agitated or distressed for no apparent reason.

## **11. Show exaggerated emotions**

Persons with autism may show anxiety or fear which is excessive in nature and which may be

triggered off without an apparent reason. At times, it may be exaggerated or atypical. The autistic individual may show extreme fear of innocuous objects or events leading to uncontrolled behavior.

### **12. Engage in self-stimulating emotions**

Individuals with autism may engage in self talk that is inappropriate for their age. The autistic individual may smile to self without any apparent reason. Check if the child talks to self or laughs or smiles or whines for no apparent reason.

### **13. Lack fear of danger**

Persons with autism may not show fear of hazards or dangers which others of the same age would show or know.

### **14. Excited or agitated for no apparent reason**

Persons with autism may show excitement, over activity or agitation that is both excessive and unwarranted. The autistic child moves around with brisk energy and may be difficult to control.

## ***III SPEECH-LANGUAGE AND COMMUNICATION***

### **15. Acquired speech and lost it**

Speech development is not age-appropriate. The autistic individual may have developed speech, but lost it subsequently. 50% of autistic may be mute.

### **16. Difficulty in using non-verbal language or gestures to communicate**

Persons with autism find it difficult to express their needs non-verbally and may also have difficulty in understanding the non-verbal language of others. Instead of gesturing or pointing, they may lead others to the desired object by dragging or pulling the latter's hand.

Arrange Cup, Doll, Car, Spoon, and Key in a row and ask the child to point to one of the objects. Keep two or three objects at a time to check if the child can point to objects.

### **17. Engage in stereotyped and repetitive use of language**

Persons with autism may repeat a word, phrase or sentence out of context. They repeat the same statement many times.

### **18. Engage in echolalic speech**

Persons with autism may repeat or echo questions or statements made by other people. They may not understand that they have to answer the questions.

Observe if the child is repeating what you said either the whole or a part of what you said.

### **19. Produce infantile squeals or unusual noises**

Persons with autism may squeal, make bizarre noises and produce unintelligible speech like sounds. They may produce speech like sounds which lack meaning.

### **20. Unable to initiate or sustain conversation with others**

Persons with autism may not be able to initiate or sustain conversation with others.

Check if the child can meaningfully respond to a series of questions or maintain a dialogue for adequate time.

### **21. Use jargon or meaningless words**

Persons with autism may use strange or meaningless words which convey no meaning.

### **22. Uses pronoun reversals**

Persons with autism may show difficulty in the use of pronouns. They frequently reverse pronouns such as “I” for “You”.

### **23. Unable to grasp pragmatics of communication (real meaning)**

Persons with autism have difficulty in understanding the true intent of speech of others. They may not understand the pragmatics of speech communication. For example, When somebody asks them “Can you tell the time?, they may say 'Yes” and stop. Check if the person understands humor and sarcasm.

## ***IV BEHAVIOUR PATTERNS***

### **24. Engage in stereotyped and repetitive motor manners**

Persons with autism may engage in self-stimulatory behavior in the form of flapping of hands or fingers, body rocking or using an object for this purpose.

### **25. Show attachment to inanimate objects**

Individuals with autism may be staunchly attached to certain inanimate objects which they insist on keeping with themselves such as string, rock, pen, stick, toy, bottle and the like.

Keep all the objects and check if the child shows attachment to inanimate object/s. This can be seen if he likes to play with one object consistently and seems very much attached to it and shows resistance and temper tantrums when that object is taken away.

### **26. Show hyperactivity / restlessness**

Individuals with autism may be restless with boundless energy which makes it difficult for others to control them. The hyperactivity interferes with their learning and performance of tasks.

### **27. Exhibit aggressive behaviour**

Persons with autism may show unprovoked aggression and socially inappropriate behavior such as hitting, kicking and pinching.

### **28. Throw temper tantrums**

Individuals with autism may show temper tantrums in the form of head banging, screaming, and yelling etc. Such behaviors are emitted when frustrated.

### **29. Engage in self-injurious behaviour**

Persons with autism may indulge in self-injurious behaviors like biting, hitting or mutilating self. Such individuals have to be constantly supervised to prevent them injuring themselves.

### **30. Insist on sameness**

Persons with autism may resist change in their routine and insist that things be the same as they were. Such individuals may insist on continuing the same activity and it would be very difficult to distract them from such repetitive activities. Any change in the schedule leads to frustration and temper tantrums. Thus, persons with autism show a degree of rigidity in their adherence to routine and accustomed ways.

Check if the child wants to sit at the same place, reads the same stories, prefers the same route, wants things to be kept in the same place, and wants the same schedule of activities in a prescribed sequence always.

## **V *SENSORY ASPECTS***

### **31. Unusually sensitive to sensory stimuli**

Persons with autism may react strongly to certain sounds, light, touch or tastes by closing their ears, eyes or refusing to eat food of certain consistency. They may actively avoid certain sensory stimuli.

Ring the bell or any sound making object to see how the child reacts. Check if he is finding the sound aversive or distressing or if he closes his ears. This is for auditory stimuli. Check how the child reacts to your touch. Observe how the child reacts to bright illumination or darkness.

### **32. Stare into space for long periods of time**

Persons with autism may stare at some distant spot or space for long periods of time. They seem

to be unaware of surroundings when thus occupied.

### **33. Difficulty in tracking objects**

Persons with autism may have difficulty in tracking objects or persons in motion. They are unable to follow or fix their gaze on moving objects or persons for the required period of time.

Throw the ball or rattle and see if the child tracks it or not. Veer a car and move it around or spin the top and check if the child is looking at it as it twirls and moves away or not.

### **34. Has unusual vision**

Persons with autism may be able to observe tiny details which may not be apparent to others. Such individuals focus their attention on some insignificant part of an object that is generally ignored by others.

Check if the child is looking at some miniscule part of the object or toy or watching from the corners of his eyes or brings objects very close to the eyes and stares.

### **35. Insensitive to pain**

Persons with autism may hardly react to pain. They seem not to be distressed or cry when hurt. They seem to have high thresholds for pain.

### **36. Respond to objects unusually by smelling, touching or tasting**

Individuals with autism may go around exploring their environment by smelling, touching or tasting objects. Some of them may not show appropriate use of objects or toys.

Keep all the objects and observe if the child is smelling, touching or tasting the objects or if he is using the objects appropriately.

## **VI COGNITIVE COMPONENT**

### **37. Inconsistent attention and concentration**

It is difficult to arouse the attention of individuals with autism. They do not concentrate, and if they do, then it may not be on relevant aspects of the object or event. As a result of this, they may be inconsistent in their response.

Ask the child to put the pegs on the board or sort the pieces and put them in their right places on the sorting board or fill the bottle with the beads or string the beads in a twine. Check if the child can attend and concentrate on the task.

### **38. Delayed response time**

Persons with autism do not respond to instructions promptly or respond after a considerable

delay. Quick response to instructions is hardly ever to be expected.

Show picture books/blocks and ask the child to show some object in a picture book. Observe if the child is responding after a delay or with repeated instructions. Ask for the name of things or objects or its uses or differences between objects depending on the age of the child.

### **39. Unusual memory**

Persons with autism may show memory for things which most of the individuals would have long forgotten. Some of them have exceptional ability to remember things from the distant past. Check if the child recognizes people he met long time back or remembers the routines taken or places visited or dates or time or locations or names of things to an extraordinary extent.

### **40. Savant ability**

Persons with autism may have special or unusual ability in some areas like reading early, mathematical feats or artistic talent. Some of them may show superior ability, but in a restricted field of interest.

## ***Standardization of the Tool***

**Validity:** Validity of ISAA test items was determined by correlating the individual item scores with the total scores, all the items of the scale were significantly correlated with total scores at 0.001 level, except one item (A40), namely 'savant ability' which was significant at 0.5 level.

**Internal consistency reliability:** Internal consistency reliability of ISAA was computed using Cronbach alpha. The alpha coefficient obtained was 0.93 ( $p < 0.001$ ) for autism group indicating high degree of internal consistency.

**Inter-rater reliability :** Inter rater reliability of ISAA was obtained using Pearson Product Moment Correlation between two raters who independently administered and scored ISAA on 67 randomly selected children (about 17% of the sample). Correlations between raters varied from 0.62 to 0.81 in different domains which are equivalent to those found in standard tool, namely, CARS.

**Test-Retest Reliability:** In order to assess the Test retest reliability of ISAA, 120 subjects (30% of sample) from autism group were retested after three months. Correlations ranged from 0.60 to 0.85 in various domains and for the total score it was 0.83 ( $p < 0.001$ ). These results indicate that test-retest reliability of ISAA is good.

**Sensitivity and Specificity:** Sensitivity and Specificity of ISAA was computed for investigating its effectiveness in discriminating autistic and non autistic children as compared to CARS. Further,

Receiver Operating Characteristic (ROC) curve analysis was carried out to assess the discriminant power of ISAA, using these sensitivity and specificity levels at different cut offs. The ROC analysis also confirmed the discriminant ability of ISAA, AUC = 0.931 with SE=0.009 at cut off 70.

Based on the ROC cut off score of 70, a diagnostic categorization of ISAA has been established which aids in the interpretation of total ISAA scores. Using this cut off level, individuals falling below the score of 70 are categorized as non autistic while those with score of 70 and above are categorized as autistic.

### *Norms*

To arrive at the taxonomy of ISAA, the scores of 376 children who scored 70 and above from autism group were analyzed. The mean score was found to be 106.09, range being 70.0 to 181.0 as given below.

Scores ranging from cut off score to mean score (70 to 106) has been classified as mild autism, scores

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>S.D</b>
ISAA Total	376	70.0	181.0	106.09	23.5

from mean to Mean+ 2SD (106 to 153) as moderate autism and scores above mean + 2SD (> 153) as severe autism, as indicated below.

### *Norms of ISAA for Diagnosis of Autism*

<b>ISAA Scores</b>	<b>Degree of Autism</b>
< 70	Normal
70 to 106	Mild Autism
107 to 153	Moderate Autism
> 153	Severe Autism

### *Percentage of Disability as per the score*

Score	Percentage (%)
70	40
71-88	50
89-105	60
106-123	70
124-140	80
141-158	90
Above 158	100

### *Conclusion:*

Indian Scale for Identification of Autism (ISAA) is a standardized tool with good psychometric properties. It is a reliable and valid tool for making diagnosis of persons with Autism.



## INDIAN SCALE FOR ASSESSMENT OF AUTISM

Name of the child:..... Gender:..... Date:.....

D.O.B:..... Age: ..... Examiner: .....

**National Institute for the  
Mentally Handicapped**  
(Ministry of Social Justice &  
Empowerment, Govt. of India)  
An ISO 9001:2000 Institution  
Manovikas Nagar  
Secunderabad – 500 009

**Directions:**

Below are given 40 statements which are divided under six domains, please tick (√) mark the appropriate rating for each item of the scale by observing the child and by interviewing the parents in order to assess Autism

Items		Rarely Upto 20% Score 1	Sometimes 21 – 40 % Score 2	Frequently 41 – 60% Score 3	Mostly 61- 80 % Score 4	Always 81-100 % Score 5
<b>I. SOCIAL RELATIONSHIP AND RECIPROCITY</b>						
1	Has poor eye contact					
2	Lacks social smile					
3	Remains aloof					
4	Does not reach out to others					
5	Unable to relate to people					
6	Unable to respond to social/ environmental cues					
7	Engages in solitary and repetitive play activities					
8	Unable to take turns in social interaction					
9	Does not maintain peer relationships					
<b>II. EMOTIONAL RESPONSIVENESS</b>						
10	Shows inappropriate emotional response					
11	Shows exaggerated emotions					
12	Engages in self-stimulating emotions					
13	Lacks fear of danger					
14	Excited or agitated for no apparent reason					
<b>III. SPEECH-LANGUAGE AND COMMUNICATION</b>						
15	Acquired speech and lost it					
16	Has difficulty in using non-verbal language or gestures to communicate					
17	Engages in stereotyped and repetitive use of language					
18	Engages in echolalic speech					
19	Produces infantile squeals/ unusual noises					
20	Unable to initiate or sustain conversation with others					

Items		Rarely Upto 20% Score 1	Sometimes 21 – 40 % Score 2	Frequently 41 – 60% Score 3	Mostly 61- 80 % Score 4	Always 81-100% Score 5
21	Uses jargon or meaningless words					
22	Uses pronoun reversals					
23	Unable to grasp pragmatics of communication (real meaning)					
<b>IV. BEHAVIOUR PATTERNS</b>						
24	Engages in stereotyped and repetitive motor mannerisms					
25	Shows attachment to inanimate objects					
26	Shows hyperactivity/ restlessness					
27	Exhibits aggressive behavior					
28	Throws temper tantrums					
29	Engages in self-injurious behavior					
30	Insists on sameness					
<b>V. SENSORY ASPECTS</b>						
31	Unusually sensitive to sensory stimuli					
32	Stares into space for long periods of time					
33	Has difficulty in tracking objects					
34	Has unusual vision					
35	Insensitive to pain					
36	Responds to objects/people unusually by smelling, touching or tasting					
<b>VI. COGNITIVE COMPONENT</b>						
37	Inconsistent attention and concentration					
38	Shows delay in responding					
39	Has unusual memory of some kind					
40	Has 'savant' ability					

Classification	No Autism < 70	Mild Autism 70 to 106	Moderate Autism 107 to 153	Severe Autism > 153
Total score				

# Schemes of The National Trust

## Disha – Early Intervention & School Readiness

### Scheme Description

- Day care facility for children with NT disabilities in the age group of 0-10 years for at least 4-6 hours per day for a batch size 20
- Training and counseling to children and the parents to enable mainstreaming of children
- Professional services by special educators, therapists and counselors
- Availability of optional transport facility
- Continuous evaluation of children and mapping of development chart
- Assistance and guidance for admission to schools
- KPIs monitored shall be – PwD strength, LIG:Non LIG ratio, PwD development, PwD mainstreaming, Parent Counselling

Set-up	1,55,000	Immediately after enrolment
<b>Sustenance</b>	4,500 per Differential PwD per month	Monthly for 3 months (min. PwD is 20% of batch size, i.e. 4)
<b>Monthly Recurring</b>	4,500 per eligible PwD per month (+1000 Transport allowance)	Monthly on 1:1 ratio for LIG:Non LIG and All BPL

## Vikaas - Day Care

### Scheme Description

- Day care facility for PwD above 10 years of age for at least 6 hours in a day (between 8 am – 6 pm) for a batch size 30
- Training and counseling to PwDs in the age group of 10+ years for enhancing interpersonal and vocational skills, besides mainstreaming
- Professional services by special educators, therapists and counselors
- Availability of optional transport facility
- Enable family members to fulfill other responsibilities
- Provision for setting up Work Centers
- KPIs monitored shall be – PwD strength, LIG:Non LIG ratio, PwD development, Gainful employment of PwD

Set-up	1,95,000	Immediately after enrolment
<b>Sustenance</b>	3,850 per Differential PwD per month	Monthly for 3 months (min. PwD is 20% of batch size, i.e. 6)
<b>Monthly Recurring</b>	3,850 per eligible PwD per month (+1000 Transport allowance)	Monthly on 1:1 ratio for LIG:Non LIG and All BPL
<b>Work Centre</b>	Rs. 25,000 to Rs. 1,00,000/-	Case to case basis

## Samarth – Respite Care Residential Scheme

### Scheme Description

- Residential facilities including meals for orphans/abandoned, families in crises, destitute, BPL and LIG PwDs in all age groups for a batch size 30.
- Provision to shift an adult resident to GHARAUNDA if stay in Samarth exceeds 5 years and PwD is an adult
- Professional services by special educators, therapists and counsellors for age-specific vocational and pre-vocational activities
- RO should own the location or its should be on a lease of minimum 5 years with renewable clause
- KPIs monitored shall be – PwD strength, LIG:Non LIG ratio, PwD registration with Niramaya scheme, PwD development, Gainful employment of PwD, Inclusion events organized

Set-up	2,90,000	Immediately after enrolment
Sustenance	7,000 per Differential PwD per month	Monthly for 3 months (min. PwD is 20% of batch size, i.e. 6)
Monthly Recurring	7,000 per eligible PwD per month	Monthly on 1:1 ratio for LIG:Non LIG and All BPL
Work Centre	Rs. 25,000 to Rs. 1,00,000/-	Case to case basis

## GHARAUNDA – Group Home for Adults

### Scheme Description

- Residential facilities including meals and all other facilities for life long stay of adult PwDs (>18 years of age) for a batch size 20.
- Professional services by special educators, therapists and counsellors for age-specific vocational and pre-vocational activities
- RO should own the location or its should be on a lease of minimum 10 years with renewable clause
- Provision of crisis fund per Gharaunda Centre to be maintained with the National Trust – INR 10,00,000/-
- KPIs monitored shall be – PwD strength, LIG:Non LIG ratio, PwD registration with Niramaya scheme, PwD development, Gainful employment of PwD, Inclusion events organized

Set-up	2,90,000	Immediately after enrolment
Monthly Recurring	10,000 per eligible PwD per month	Monthly on 1:1 ratio for LIG:Non LIG and All BPL
Crisis Fund	10,00,000/-	On need basis
Work Centre	Rs. 25,000 to Rs. 1,00,000/-	Case to case basis

## Niramaya – Health Insurance

### Scheme Description

- Health Insurance for PwDs under NT Act
- Full premium to be paid by the National Trust
- Benefits include surgery, hospitalization, OPD, medicines, dentistry, medical tests, therapies etc. up to Rs.1 Lakh
- No requirement of health check-up or age proof
- No bar for government or private hospitals/practitioners
- Enrollment on monthly basis through Registered Organizations (RO)
- Facilitation through 34 regional claim centers
- Annual enrolment fee for BPL Rs. 250/-, Non BPL Rs. 500/- and PwD with Legal Guardian (Other than natural parents) FREE.
- KPIs monitored shall be: turnaround time for the application, Niramaya status report

Health Insurance	1,00,000 per PwD per year	As and when PwD will claim
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## Gyan Prabha – Education Support

### Scheme Description

- Encourage PwDs to pursue vocational training/higher education/ professional courses
- Wide range of courses like medical, engineering, law, management and regular graduation and post graduation covered
- No age or income limit for eligibility
- Recurring fixed amount for the specified courses covering course fees, transportation, books, OPEs (max 10%) etc. on presenting proofs except OPE
- Funding shall be provided for maximum duration of course or till when course is completed by PwD as applicable
- KPIs monitored shall be: turnaround time for the application, Gyan Prabha status report

Sustenance	5,200 per PwD per month	Depending on course structure: Monthly, semester wise, trimester wise or annually.
Graduation/ Post Graduation	2,000 per PwD per month	
Vocational Course	1,600 per PwD per month	
Transportation allowance (for any course)	20,000/- per PwD per annum or actuals, whichever is less	

## Sahyogi – Care Associate Training

### Scheme Description

- Creating a pool of skilled care associates through theoretical and on-the-job training to support PwDs and their families
- Two types of courses – Primary (3 months), Advanced (6 months) having both theory and internship
- Parents and guardians are also eligible to apply for the courses. However, they shall not be involved in internship period of course
- Meeting(s) for placement amongst families, institutions and trained care associates on a quarterly basis
- KPIs monitored shall be – trainee strength, trainee attendance, internship opportunities, placement, RO visit status report

Set up Cost	1,00,000/- for both primary and advanced	On time on acceptance of proposal
Trainee Cost	Primary – 4,200 per trainee per batch Advanced – 8,000 per trainee per batch	On completion of training
Trainee Stipend	Primary – upto 5,000 per trainee per batch Advanced – upto 10,000 per trainee per batch <b>*Stipend for all, including parents/ guardians of PwD</b>	On completion of training

## Prerna – Marketing Assistance

### Scheme Description

- Funding for participation in fairs and/or exhibitions at district, state, regional and national level
- NT to sponsor up to four events in a financial year
- Minimum participation of 51% PwDs in production of saleable items/articles
- An incentive of 10% for RO on sales turnover verified by Office of DC/DM/LLC/Social Welfare
- NT shall also reimburse the expenses that ROs incurred in designing and publishing brochures marketing the products prepared by PwDs
- KPIs monitored shall be: Event participation and Growth rate of PwD supported

Support for participation in events	National Level – INR 30,000/- Regional Level ( participation of min 5 states) - INR 25,000/- State Level - INR 20,000/- District Level - INR	50% on approval of event proposal  50% on completion of event
Incentive on Sales Turnover	10,000/- 10% of total sales	Annually
Reimbursement for brochures	10,000 per RO per year	Annually

## Sambhav – Aids and Assistive Devices

### Scheme Description

- Additional centres to be set up in cities of India with population of more than 5 million (as per 2011 Census)
- Demonstration of aids, assistive devices, software & an accessible model of Kitchen, Living Room & Bathroom etc. for enabling and empowering the PwDs
- Management coordinator at these Sambhav centres shall be deployed by NT
- ROs to provide one demonstrator/facilitator and one maintenance staff
- Sambhav centre can procure new aids/ assistive devices and same shall be reimbursed by NT within maximum limit allowed
- KPIs monitored shall be: increased no. of visitors, organizing visits to the centre (for ROs, educational institute and Medical institute)

Set up Cost	10,00,000/- (Stage I – 5,00,000 and Stage II – 5,00,000)	Stage I – on approval of application Stage II – On completion of setup period
Monthly Recurring Cost	40,000/- per month	To be paid bi-annually
Reimbursement for new devices	On actuals with maximum limit of INR 3,20,000/- per annum	Annually

## Badhte Kadam – Awareness & Community

### Scheme Description

- Awareness generation for general public and community stakeholders through various activities for example exhibition, rallies, workshops, media outreach etc.
- Innovative/special proposals to be sanctioned separately
- Create platforms for collaborative initiatives between govt. officials, medical fraternity, legal professionals & educational institutes for the betterment of PwDs
- Outreach activities in areas where NT is under represented
- Maximize benefits of NT schemes
- KPIs monitored shall be: activities completed, enabling changes in society and gathering feedback

Distributing Handouts, posters etc. at Educational/ financial/ medical institutes	20,000/-	Workshops with govt officials, legal/ medical/ bank/educational professionals	17,000/-
Sessions with voluntary organizations like CRY or MAD	15,000/-	Social inclusion event like cricket match	16,000/-
Organize Roadshows	13,000/- per day	Sessions in schools/ colleges/ other educational institute	8,000/-