

TOOL 4: IDENTIFYING THE SKILLS AND CAPACITIES OF CHILDREN WITH DISABILITIES

This tool has been developed to support PSS Facilitator to identify the skills and capacities of children with disabilities that may be useful in supporting their participation in PSS activities. It is designed to be used when meeting with children with more profound functional limitations in both communication and movement.

The questions suggested in this tool can be asked directly to the child, or with an appropriate care-givers if there is no way to communicate directly in the beginning. These questions are **not** designed to gather information about whether someone is or is not a survivor of violence, but some questions may highlight individuals who could benefit from Focused PSS activities.

For people with limited communication, ask care-givers: *How does [state the name of the person] tell you that she/he is unhappy or uncomfortable with something? What makes her/him happy or sad?* Use this information to facilitate the interview if verbal communication is not possible and respect any indications that the participant is not comfortable or willing to continue.

Step 1: Below are some suggestion questions to guide an initial conversation with a person with limited communication:

Tell me a little about yourself. How old are you? What do you do during the day? Who lives with you?
<i>This introductory question will help you to understand the situation of the child with disabilities and their family. It can give indications of support networks and interests that we can gather more information about.</i>
What kind of community activities do you participate in? What are some of things that make it hard to participate in these activities? What are some of the things that help you to participate in these activities?
<i>Ask about education, children's groups and adolescent girls activities as appropriate. How did they learn about it? How do they get there? This will give us ideas of how to support them to access our services and activities.</i>

What makes you happy? What things do you enjoy doing the most?
<i>People with intellectual disabilities sometimes respond better to real-life examples.</i>
Tell me one thing that you are good at. One thing that you can do on your own, or that you are really proud of.
<i>If you have identified that there are things the person likes, then you may be able to direct this question towards that.</i>
What makes you sad or angry? What things do you not like doing?
<i>Also consider asking: How do other people treat you? How does that make you feel? (Use emotion cards or pictures)</i>

Do you have contact with other girls and boys your age? If so, who and where? If not, what makes it difficult for you to meet with others?

If they don't answer or say that they don't have any contact with others, then probe with questions like: Do you know other children living near here? Have you ever talked with them? It is also good to ask about siblings and cousins.

Do you have contact with other children with disabilities? If so, who and where? If not, what makes it difficult for you to meet other children with disabilities?

As above, you can ask: Do you know other children who use a wheelchair like you? Or do you know other families who have family members with disabilities? Have you ever talked with them?

Who do you talk to when you have a problem or concern? Where do you go if you or your family has problems and concerns?

This may indicate other people that they trust and may want to have involved in different activities. Ask about other family members, and what their relationships are like.

<p>Is there a particular organization that you have regular contact with? How do you usually have contact with them? What do you do when you want to talk to them?</p>
<p>Are there any activities or programs that you have heard about and would like to participate in? What kinds of things make it difficult to participate in these activities? How could we help you to participate in this activity?</p>

STEP 2: The following checklist can help to identify potential communication methods, as well as strategies that promote participation of the child with disabilities. Sometimes it can be helpful to have some paper, pens and pictures with you, as they can be used to test out different communication methods.

Communication	
Can the child with disabilities tell you their name?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Can they answer simple yes/no questions (maybe using head or hand gestures)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Can they write or draw?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do family members talk to the child directly?	Yes <input type="checkbox"/> No <input type="checkbox"/>

How do they express if they are happy or sad?		
How do family members and caregivers communicate with them? <i>Be sure to also ask siblings and other children in the household – they can be very creative and may have their own way of communicating with the individual.</i>		
Physical		
Are they dressed in an appropriate way compared with other girls and boys in the household or community? (e.g., Are they naked or partially clothed when others are fully clothed?)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>If no, ask caregivers for a blanket and/or clothing before continuing with the interview.</i>		
Is the child with disabilities excluded from household activities (e.g., are they inside a room on their own, or near the other family members)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are they physically restrained in some way?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there any obvious signs of injury or illness (e.g., bruises, bandages, or scabies)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there hitting and other forms of physical violence between family members (especially between children)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How are they moving around the room? <i>Describe below if they move by themselves, or with assistance from care-givers. If being assisted by care-givers, is the child or the care-giver at risk of an injury?</i>		

Behavior		
Has there been any recent change in their behavior (e.g., mood swings; agitation; fear of other people; sleep or eating disturbances; withdrawal; changes in their usual communication; self-injury or inappropriate sexual behaviors)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How are they interacting with you and with other family members? <i>For example, maybe they are watching you closely, or trying to play with a brother or sister. Look for things that interest them and ask about these.</i>		
Environment		
What is the current state of the home? Is the home of the same quality and/or standard as nearby homes?		
Toilet and bathing space: Does this space provide for privacy for those with disabilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How close are they to important facilities (e.g., health centers, child friendly space, schools and community meeting points)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do they have any equipment that might help them to reach these places (e.g., a wheelchair)? What is the current state of the equipment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there any places nearby where other girls and boys seem to be meeting to discuss different things? Could the individual with disabilities get to this space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

STEP 3: After an initial meeting, you may find it helpful to list out the information they learned about the child while trying to analyze and understand how this information can be of use during your PSS activities – a simple table such as the one below maybe helpful during to chart opportunities:

Key Information Gathered	How can this be used during PSS activities?
<p>Things she/he can do...</p> <p>Communication:</p> <p>Day-to-day activities:</p>	
<p>Things she/he enjoys...</p>	
<p>Things she/he does not enjoy...</p>	
<p>Other opportunities:</p>	