



WORLD HEALTH ORGANIZATION  
ORGANISATION MONDIALE DE LA SANTÉ

DPR/80.1  
VERSION 2

TRAINING THE DISABLED  
IN THE COMMUNITY

A MANUAL ON REHABILITATION  
FOR DEVELOPING COUNTRIES

PART B

BOOKLET VI  
FOR THE TRAINING OF PERSONS  
WHO SHOW STRANGE BEHAVIOUR



SEPTEMBER 1980



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# INSTRUCTIONS TO LOCAL SUPERVISORS



## HOW TO USE THE TRAINING PACKAGES

From the answers to the questions that you have already asked the person who shows strange behaviour and his/her family, you will by now know what the person needs to be trained to do.

These instructions will help you to choose the correct packages to be given to the trainer.

### PACKAGE NUMBER 1 - HOW TO TRAIN THE FAMILY TO DEAL WITH THE PERSON AND HOW TO TRAIN THE PERSON TO LOOK AFTER HIMSELF/HERSELF

This package should be given to the trainers of all adults who show strange behaviour.

### PACKAGE NUMBER 2 - SOCIAL ACTIVITIES

This package should be given to the trainers of all adults who show strange behaviour.

### PACKAGE NUMBER 3 - DAILY TASKS

If the person is one who has been doing daily household tasks, the trainer should use this package.

This package could also be used to train others to do these tasks: cooking, fetching water, fetching firewood, growing vegetables, pounding, grinding and sieving grain, taking care of children, washing clothes, cleaning the home, sewing, and repairs to the home.

### PACKAGE NUMBER 4 - JOB PLACEMENT

If the person is above school age and is not occupied doing a household task or a job, you should give this package to the trainer.

If the person is doing a household task or a job, this package is not necessary.

### QUESTIONS ABOUT THIS BOOKLET

This form should be filled out by the local supervisor when he/she has used the manual for six months.



# I. PACKAGE FOR A FAMILY MEMBER OF A PERSON WHO SHOWS STRANGE BEHAVIOUR -- HOW TO TRAIN THE FAMILY TO DEAL WITH THE PERSON AND HOW TO TRAIN HIM/HER TO LOOK AFTER HIMSELF/HERSELF



## What Is This Package For?

When you have followed the instructions in this package, you should be able to train the family to deal with the person, and you should be able to train the person to look after himself/herself.

A person may show strange behaviour because his/her mind does not work anymore in the way that it does normally. Because the way in which this person's mind works has changed, his/her behaviour has changed. The change in the person's behaviour may be that he/she is no longer able to lead the life that he/she used to lead.

The person may not be able to think clearly; understand what has happened to him/her; does not realize how he/she is behaving; does not know the effect the illness has on his/her behaviour and on other people.

You and the family should know that his behaviour is all part of an illness.

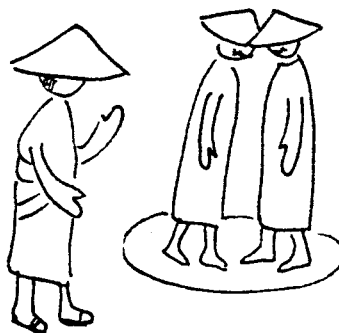
- You may remember that the illness began with the person feeling that he/she could no longer cope with life; the person may have felt that he/she could not face the day, and would have worried about it.
- The person's behaviour may have changed suddenly, or may have changed slowly over a period of time.
- The person may seem less interested in life than he/she used to be. Decisions that the person makes and the things that he/she says may seem unusual and strange to you.



- Sometimes the person may be wanting to meet many people and wants to be very active. He/she may seem to be searching for something in life which he/she cannot find. But at times the person may not even know what he/she is looking for.



- You may think that the person has become unnecessarily suspicious about others around him/her at home and at work. The person may think that others want to get him/her into trouble and that they dislike him/her.



- You may find that the person's way of speaking has changed and that you can no longer understand what he/she says.



- Now the change in the person's character may seem very clear to you. If the person you are training was normally very active and confident, he/she may now have become doubtful, less attentive, less effective and lose interest in life.



On the other hand, if the person you are training was normally quiet, you may be surprised because now he/she is very active, outgoing and talkative.



- The person may also have become very sensitive and may misinterpret what others say to him/her. He/she may also be very restless and always moving around. The person may also sometimes appear confused.

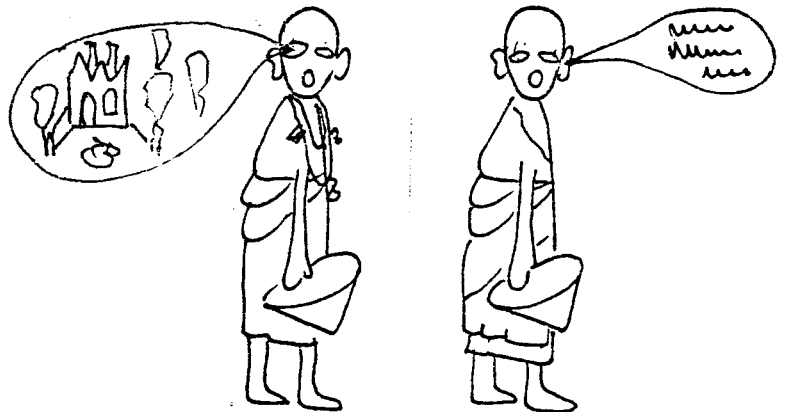
- The person may begin to believe things that do not appear true to you. He/she may tell you of conversations that other people have had with him/her, and that you know have not taken place.



- Then the person may also believe that he/she is someone else - often a very grand person like the queen, or the prime minister or a great religious leader.
- You may also have noticed that the person sees things in a distorted way - people and objects may seem unusually large or small.



- The person may hear people talking to him/her or mentioning his/her name, yet no one speaks to him/her or around him/her. He/she may see and hear people and things that are not there. The person may appear to have conversations with himself/herself because of this.



- The person may show that he/she is withdrawing from life. He/she may stop showing emotions and become indifferent. The person may have lost his/her interest in being involved in real life. The person may neglect the family and stop going to work. He/she may start collecting rubbish, appear untidy, and dress in a strange way.



- The person may do less and less in the way of activities. Often movements and activities are done in a stiff and routine way.

The person loses interest in himself/herself and in others; he/she may not want to eat, drink and look after himself/herself.



- The person you are training may behave in any of the ways described above because of the illness, but his/her behaviour may not always be the same.

- The person may behave strangely for certain periods only. In between there may be long periods when the person behaves as if he/she has no illness.



## HOW TO DEAL WITH THE PERSON AND TRAIN HIM/HER TO LOOK AFTER HIMSELF/HERSELF

The person's family will no doubt be surprised and worried about the change in his/her behaviour.

It is very important that you make the family understand that the person's behaviour is all part of the illness.

- If the person is given medicine to take for the illness, you should see that he/she accepts the medicine and takes it in the way that he/she was told to.

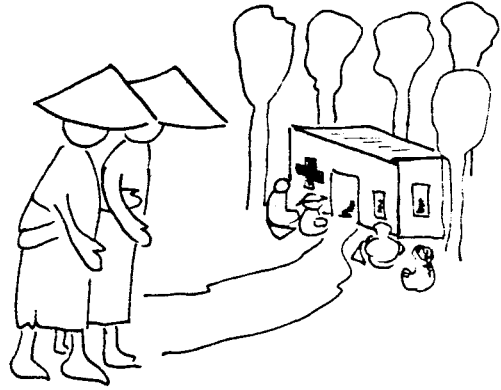
The person may have to continue to take the medicine for a long time. Even when the person shows normal behaviour, he/she may be told to continue taking the medicine so as to keep the strange behaviour away.



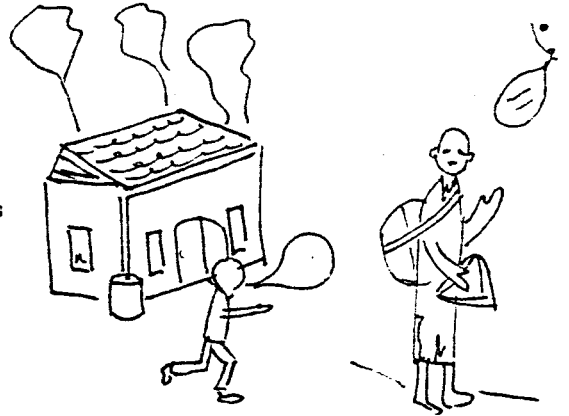
Ask the person who gives the medicine what particular care you should take with the person you are training. Follow the advice that you are given.



- The person will be asked to come to the primary health worker or to the clinic regularly for a check-up. You should find out the dates that the person has been given, and see that he/she goes on these days.



- The person's illness and strange behaviour puts a great deal of strain on the family. It has happened that families have broken up because of this; persons with strange behaviour have left home to wander homeless around the village streets. This makes the person's illness worse because there is no one to take an interest in him/her.



- At times, when the strains are very great, it may help the family to talk to their friends and relatives about their difficulties and ask them to help when help is needed.



- It is also important that the family accepts the person and his/her strange behaviour. They should continue to show the person love, affection and interest, and make the person feel that he/she belongs to them. They should give the person a sense of security in this way.



- The person may not be able to do the same things as he/she did before the illness. You should learn what the person is now capable of doing, and see that he/she does whatever he/she is able to.



- You should teach the family that it is very important that they show patience and concern and a sense of hopefulness about the ability of the person to change.

You should not use force and compulsion in dealing with and training the person. Rather, you should use gentle persuasion and guidance with tact, support and understanding. You should also give the person as much confidence as possible.

For example, if the person refuses to go to a meeting that you think he/she would enjoy, you could persuade the person to do so by telling the person that you will be with him/her. You could also offer to take the person there and back yourself.



- Teach the family that they should not tell the person that he/she is wrong and argue with the person. You should teach them to try to gently guide the person away from his/her strange behaviour.

For example, if the person insists that he/she is the queen, you should not say "No, of course you are not the queen". Instead, take the person's attention away from his/her thoughts by doing another activity with him/her such as saying "Lets go for a walk".

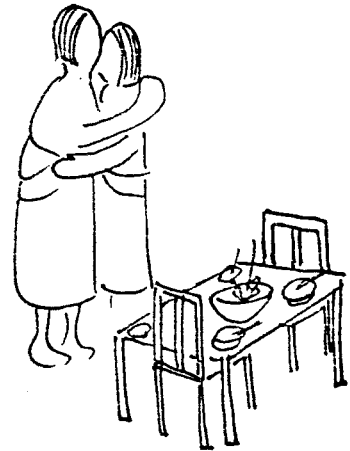


- You should also not punish the person for his/her behaviour. Teach the family also not to punish the person.

Without knowing it, we punish people in different ways if we do not like them. We may avoid a person because we want to punish him/her and we may stay with the person as little as possible; we may not talk to the person or talk very little; we may not listen to the person or give him/her explanations that he/she asks for; we may show the person by the expression on our faces and our attitude to him/her that we are annoyed or bored with him/her, and dislike the person.

You should take care not to behave in this way, and teach the family not to behave in this way either. You and the family should make the person feel that he/she is accepted.

- When the person does something or behaves in a way that you or the family wants him/her to, the person should be shown that he/she has done the correct thing, and that he/she has done well. Then he/she will feel that you and the family appreciates him/her, and so will be more easily guided by the family.



- If you do not understand what the person says, you should still respond to the person by giving him/her attention and talking to the person. You should also teach other family members to do the same.



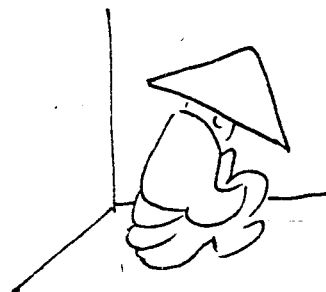
- There are certain things that cause the person's illness to become worse. Certain topics of conversation, such as religious and political topics or certain emotional activities and worry and anxiety may make the illness worse.

Over a period of time it is possible for the person and the family to be able to recognize the activities that cause the illness to be worse. Then the person and the family should make sure that these things are avoided.



- At other times when the illness gets worse and the behaviour changes a great deal, the following many happen:

The person may remain very quiet and not even answer when spoken to.

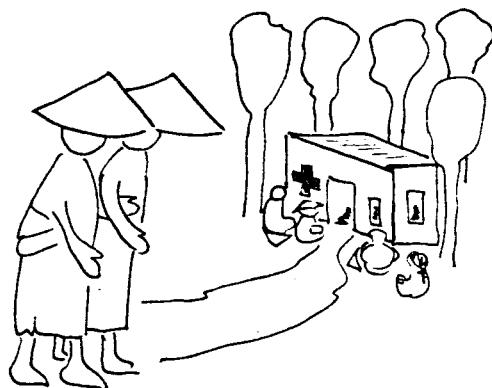


Or the person may become very restless and talk continuously; the person's fear and excitement may increase, and the person's strange behaviour will be much clearer to you.



- When the strange behaviour of the person you are training becomes worse in this way, you should take the person immediately to the primary health worker or to the clinic for advice.

At the same time, you should see that the person does not get the chance to hurt himself/herself or to hurt others.



- The person you are training must not be stopped from playing his/her part in the family. You should see that the person continues to take the same responsibilities, if he/she can still do so. You should encourage the person to take part in all the family activities.



- Continue to go on talking as normally as possible and let the person take part in family conversations. You should make the person feel secure and wanted by the family.



- At certain times of the illness, the person may need special care. Let the person talk to you and tell you of his/her feelings.

Listen to the person and show him/her understanding.

You may also need to help the person to do his/her daily activities.



- If the person is unable to make decisions or appears to make strange decisions, you should guide and help the person to make decisions that would be best for him/her.



- You should not allow the person to remain inactive. Encourage him/her to move around and do things.

You should allow the person to do as much as he/she can. If the person you are training has not been looking after himself/herself and eating by himself/herself for a long time, you should gradually teach the person to do so.

Do not ask the person to do everything at once. Train him/her to do easy tasks at first; when the person does these tasks, tell him/her that he/she has done well. Then go on to add more difficult tasks, one at a time.

In this way teach the person to do the following by himself/herself, and make sure that he/she does them.

- Eating



- Drinking



- Washing and bathing



- Cleaning the teeth



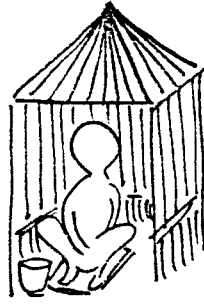
- Combing the hair



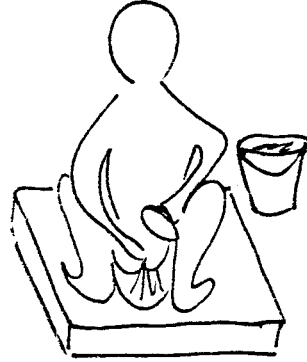
- Dressing



- Using the latrine



- Cleaning himself/herself



- You should also teach the person to wash the hands with soap and water every time he/she has used the latrine and before and after every meal.



- It is important to give the person interests in life and to keep him/her active.

You should find simple tasks for the person to do so that he/she does not just sit at home doing nothing. Train the person to help in household and family tasks, such as the following:

- Cooking meals



- Fetching water



- Encourage the person to look for tasks to do, and to do them by himself/herself.

- The person may not be able to do very difficult and complicated tasks that he/she was before; but he/she may still be able to do a part of these tasks.

On the other hand, the person may be able to do some tasks that he/she has not tried to do before - for example, growing vegetables, looking after animals, etc.

You should find out what the person you are training is able to do and train him/her to do these tasks.



- If the person you are training has not had any schooling, you should make him/her interested in learning to read and write.

You could arrange for the person to have schooling with other adults in the community. You could yourself teach the person to read and write; if you are unable to do this, you could find someone else to do it - another family member, friend or neighbour.



## RESULTS

When you think that it is time to stop using this package, answer the questions below. Your answers will tell you whether the family can deal with the person and whether you have trained him/her to look after himself/herself.

Watch carefully the person you have trained and his/her family and mark "Yes" or "No" on the check list below.

Mark "Yes" if the task is done.

Mark "No" if the task is not done.

QUESTIONS	ANSWERS	
	Yes	No
Tasks		
Family copes with person's behaviour?		
Person takes part in family activities?		
Person eats and drinks by himself/herself?		
Person washes and bathes by himself/herself?		
Person cleans the teeth?		
Person dresses by himself/herself?		
Person uses the latrine and cleans himself/herself?		
Person does household tasks?		

If all your answers are "Yes", the person, the family and you have done well. You can stop using this package.

If there are any answers saying "No", it may be due to any of the following reasons:

1. You have not used this package for long enough. Continue using this package until the tasks are done. When these tasks are done, you can stop using this package.
2. You have not followed the instructions in this package correctly. Read and use this package again. When the tasks are done, you can stop using this package,
3. The person's medication needs attention. Speak to the primary health worker about it.
4. The tasks cannot be done because of the person's disability. The family and the person will continue to need help and support. You can stop using this package.





14. If "No" to question 13, list on the table below the number of the page on which the drawing is, and the first three words of the paragraph that is next to the drawing.

Page	First three words of paragraph

15. Did you need any help to train the person? \_\_\_\_\_ Yes \_\_\_\_\_ No.

16. If "Yes" to question 15, what was the help that you needed?

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17. If "Yes" to question 15, did you ask anyone for help? \_\_\_ Yes \_\_\_ No.

18. If "No" to question 17, why did you not ask anyone for help?

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19. Did you get the help that you needed? \_\_\_\_\_ Yes \_\_\_\_\_ No.

20. Did the package help the disabled person? \_\_\_\_\_ Yes \_\_\_\_\_ No.

21. If "Yes" to question 20, in which way did it help the person?

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22. If "No" to question 20, can you write here why it did not help the disabled person.

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23. Can you suggest any changes that would improve this package?

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Thank you for your help.

Please give this to your local supervisor.

## 2. TRAINING PACKAGE FOR A FAMILY MEMBER OF A PERSON WHO SHOWS STRANGE BEHAVIOUR -- SOCIAL ACTIVITIES



### *What Is This Package For?*

*When you have followed the instructions in this package, you should be able to make it possible for the person who shows strange behaviour to take part in the family and community activities.*

A person who shows strange behaviour should perform the duties of being a member of the family and community in the same way as if he/she had no disability.

The person you are training may be a grandmother, a grandfather, a mother, a father, a daughter, a son, an aunt, an uncle, a sister or a brother. He/she should perform the duties of this part that he/she plays in the family. Every person should also play a part as a member of the community to which he/she belongs.



For the person you are training to be able to do this, other members of the family and community should look upon him/her as an equal member; the person should not be overprotected because he/she has a disability, neither should the person be made to feel inferior because of the disability.

Persons who show strange behaviour cannot always do all the things other people can do, or do them in the same way. It is the responsibility of the family and the community to teach and train their disabled to be as independent as possible. Of course, all disabled persons cannot be made totally independent. Then the family and the community must give them the help that will make it possible for the disabled person to perform his/her duties in the family and in the community.

In some families and communities, persons who show strange behaviour are not easily accepted for many reasons. The fact that they may look different and talk and behave differently creates fear in many people's minds. These families and communities should get to know the persons who show strange behaviour and accept them as equal members.



- You should take the person about in the village so that friends and neighbours can meet and get to know the person.

You should not try to hide the person.



- You should tell others about the person's disability and show them what the person can do in spite of it. Let them get to know the person and understand his/her behaviour. Then they will lose their fear of the disability and will accept the person. A person who shows strange behaviour may be a strain on the family. Seek the help of your friends and neighbours to get support for the family.



- You should teach the family and the community how to deal with the person.

There may be times when the person has differences and problems with his/her family and community.

Teach them that they should not use force and compulsion in dealing with the person. Rather, they should use gentle persuasion and guidance with tact, patience, understanding and support to give the person as much confidence as possible.

In this way you should help them to work out differences and find solutions to problems.

You should not make demands on the person that he/she will not be able to cope with. Get to know the person and find out his/her likes and dislikes and what the person is able to do in spite of the illness.

## FAMILY ACTIVITIES



- You should make it possible for the person to take part in all the family activities. He/she should eat meals together with the family, make journeys and pilgrimages with the family, and attend marriages, funerals, etc.

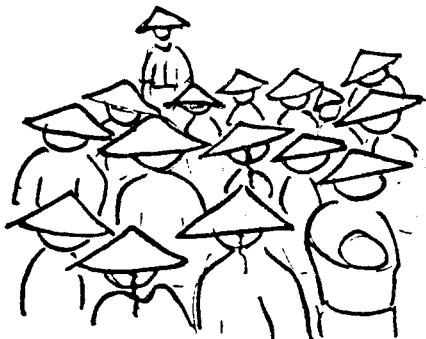


- Sometimes, if there are many changes in the family and community, it may upset the person you are training and make his/her illness worse.

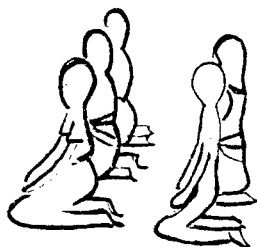
When you know that changes are to take place - such as marriages and births, etc. - you should prepare the person gently for these changes.

## COMMUNITY ACTIVITIES

The person should be allowed to be a useful member of the community if he/she can do so. During the time that the illness is worse he/she will probably not be able to participate in community activities. But at other times when the illness is better and his/her behaviour is not strange, the person should participate in any community activities that he/she would like to.



- You should tell the person about the voluntary organizations that are active in the village such as scouts, women's organizations, farming associations and clubs, and find out if the person would like to be a member of these. If he/she wants to be a member, go with the person to the leaders of the voluntary organizations to ask about becoming a member.



- You should make it possible for the person to take part in the community activities that he/she would like to. Tell him/her about meetings, festivals and religious activities that are to be held.



- The person may like to take responsibility in these community activities such as village councils, religious committees and school committees.

Make sure that the person knows when the elections to these councils and committees are to be held so that he/she can come forward. Also, you should make it possible for the person to vote in all elections.



- If the person feels that there is a special need to deal with the problems of the disabled, you could suggest to him/her to start an advisory group in the community. This group could consist of community members who are interested in the disabled, and with different kinds of disabilities such as fits and seeing, hearing and speech, behaviour problems, etc.

This group can take the responsibility of seeing to the welfare of the disabled such as equal opportunity for jobs, housing, transport, supply of water, economic support, etc.



- The person may also like to form a group made of disabled persons and their families. These people could meet socially to discuss problems, help each other and share experiences.

## RESULTS

When you think that it is time to stop using this package, answer the questions below. Your answers will tell you whether the person you have trained takes part in family and community activities.

Watch carefully the person you have trained and mark "Yes" or "No" on the table below.

Mark "Yes" if the person is doing the task that is named.

Mark "No" if the person is not doing the task that is named.

QUESTIONS	ANSWERS	
	Yes	No
Tasks		
Plays his/her part as a family member?		
Has meals with family members?		
Visits friends and neighbours?		
Makes outings with family?		
Is a member of a community group or groups?		
Takes part in religious activities?		
Votes at elections?		
Holds responsible post or posts in the community?		

If all your answers are "Yes", you have trained the person to take part in family and community activities. You have done well. You can stop using this package.

If there are any answers saying "No", it may be due to any of the following reasons:

1. You have not trained the person for long enough. Continue training the person until he/she takes part in these activities. When the person does this, you can stop using this package.
2. You have not trained the person correctly. Teach the person again to take part in these activities. When the person does this, you can stop using this package.
3. The person does not like to take part in these activities. Speak to him/her again about it. When the person is taking part in at least three activities, you can stop using this package.
4. The family and the community may not have accepted the person. Speak to them about it. When they have accepted the person, you can stop using this package.
5. The person may not be able to take part in these activities because of the disability. You can stop using this package.



14. If "No" to question 13, list on the table below the number of the page on which the drawing is, and the first three words of the paragraph that is next to the drawing.

Page	First three words of paragraph

15. Did you need any help to train the person?  Yes  No.

16. If "Yes" to question 15, what was the help that you needed?

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17. If "Yes" to question 15, did you ask anyone for help?  Yes  No.

18. If "No" to question 17, why did you not ask anyone for help?

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19. Did you get the help that you needed?  Yes  No.

20. Did the package help the disabled person?  Yes  No.

21. If "Yes" to question 20, in which way did it help the person?

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22. If "No" to question 20, can you write here why it did not help the disabled person.

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23. Can you suggest any changes that would improve this package?

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Thank you for your help.

Please give this to your local supervisor.

### 3. TRAINING PACKAGE FOR A FAMILY MEMBER OF A RURAL WOMAN WHO SHOWS STRANGE BEHAVIOUR -- DAILY TASKS



#### *What Is This Package For?*

*When you have followed the instructions in this package, the woman you are training should be able to do her daily tasks, such as cooking, fetching water, fetching firewood, growing vegetables, pounding, grinding and sieving grain, taking care of children, sewing, washing clothes, cleaning the home, and repairs to the home.*

The daily tasks a woman has to do depends on the surroundings she lives in. Mentioned above are the common tasks a rural woman may have to do.

The woman you are training may or may not have to do all the tasks mentioned above. She may also have to do some tasks that have not been mentioned -- for example, looking after animals. You must then find a way to train the woman to do all the tasks that she should do.

Choose the way of doing the task that the woman was using before becoming disabled. Only if this is not possible should you choose another way.

Tasks are done better if the utensils used are arranged and replaced in the same places and the work is done in the same pattern.



If there are any tasks which the woman cannot be trained to do, for example, fetching water, you can do the following: Arrange with a friend or neighbour to fetch water, while the woman you are training will do a task for the friend or neighbour, such as baking bread.

When the woman you are training has done something well or has learned to do a new task or activity, you should show her that you are pleased. You should also make her feel that she has achieved it by herself alone. This will help her to do better next time.

It may be that because of the illness the person does not want to do her daily household tasks and neglects them. You should help the person to take an interest in these tasks. Do them with her and train her in this way.

## CLEANLINESS

To prevent diseases, you should teach the woman the importance of cleanliness in everything she does.



- She should bathe every day.



- She should keep the house clean.



- She should wash everything used for cooking and meals before and after use.



- She should wash her hands before and after preparing food.

## COOKING

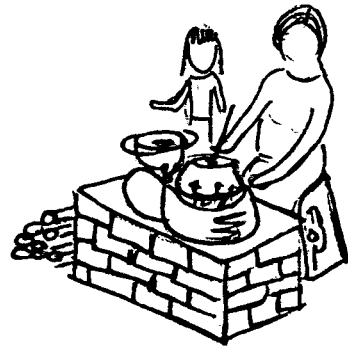
Food that we have been eating in the past is not always the best that we could eat. As well as rice, cassava, potatoes, a person needs green vegetables and fresh fruit to keep healthy. Teach the woman to grow soya beans, green leaves, peas, papaya, bananas and other vegetables and fruit so that she uses some of these daily for the family.

- The woman may find it difficult to squat to do her work at ground level.

She can do her work sitting on a stool.



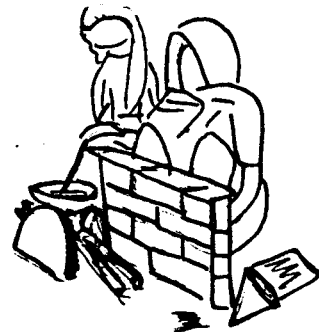
- You can build a simple platform for her with bricks for the fireplace.



- You can make a small table with wood so that she can use the table for preparing food. She can do her work standing. Place the table near the fireplace so that heavy pots do not have to be lifted far.

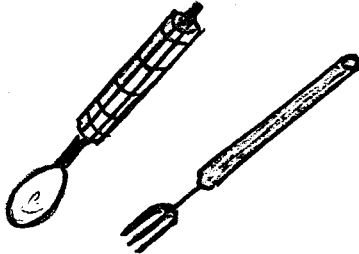


- Cover the front of the fireplace with a layer of bricks so that the woman is protected from the fire.

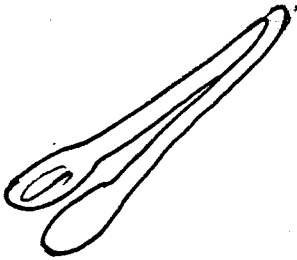




- Containers of different sizes can be used for measuring food for cooking.



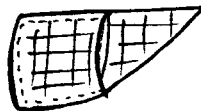
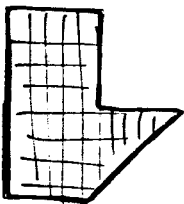
- All handles can be made either by covering them with pieces of bamboo or cane. This makes it easier for the woman to hold them.



- Tongs can be used for picking up hot food. They can be made of cane or metal.

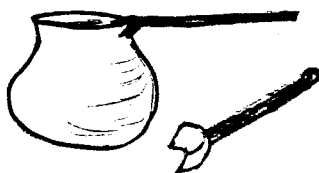


- You can also teach the woman to wear gloves or use a piece of thick cloth when handling hot pots and pans so that she will not get burns.

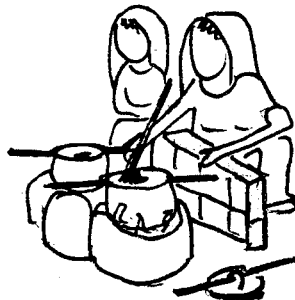


- You can make two gloves like this from a piece of thick cloth.

- Pots should have handles to make it easier for the woman to lift them. The handles will protect her hands from burns.



- She must use spoons with long handles so that she does not have to bend too close to the fire. Long handles can also be fixed on the lids.



- If metal pots are used, a small stone placed in the pot will make a sound when the water in the pot boils.

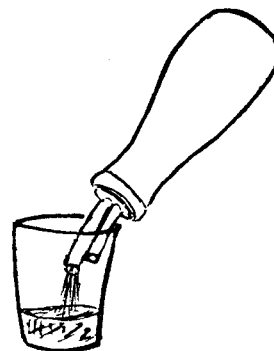
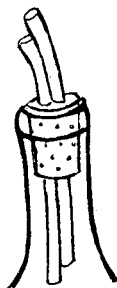


- To help the person you are training to be able to pour an exact amount of water or other liquid, you could use a "level-stop" like this.

The bottle from which the water is being poured should have a tight-fitting stopper. You can make the stopper out of cork.

Make two holes in the stopper and put two pieces of cane or bamboo through it like this. See that one tube is shorter than the other.

Now the person pours the water out. When the level reaches that of the shorter tube, no more water will pour out of the bottle.

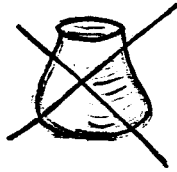


## FETCHING WATER

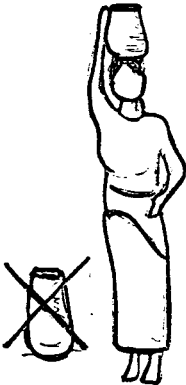
You must make sure that the water is collected from a clean source. If this is not possible, talk to your community leaders about the possibility of finding another source such as digging a well.



- Teach the woman that any water used for drinking should be boiled to prevent diseases.



- Buckets and drums used for carrying water should not be heavy because it adds unnecessarily to the load.

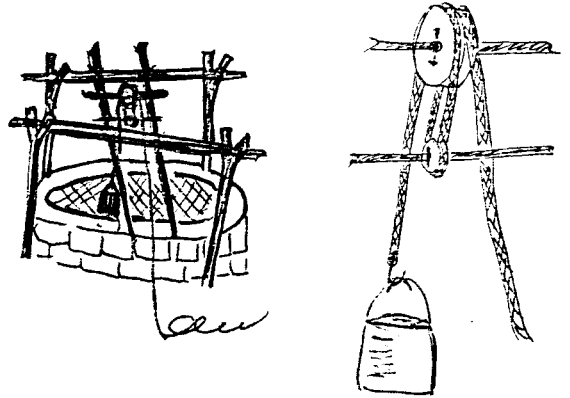


- If the source of water is nearby, a little water could be carried at a time.



- Water pumps should have long handles. Then it is easier to pump the water.

- If water has to be drawn from a well, use two pulleys in this way. It will make it easier to pull the water up.

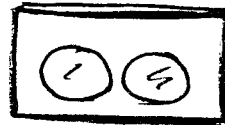


- If the woman has to go a long way to fetch water, you can make a trolley for her on which she can place the bucket of water. She can then pull the trolley along.

The buckets should be fixed to the trolley so that they do not move.



- The buckets can be kept in place by using a piece of wood with holes cut in like this. The piece of wood is placed inside the trolley and the buckets placed in the holes.



- Or you can make her a wheelbarrow on which she can place the bucket of water.



- If the woman has difficulty in lifting the heavy bucket of water, you can do the following: Make a yoke with a pole on which two buckets of water can be fixed at the ends. The woman can lift the yoke up with, and carry it on, her shoulders.





- Animals such as donkeys can be used to carry water.

## FETCHING FIREWOOD

- The same trolley or wheelbarrow or yoke that you made for fetching water can be used for collecting firewood.



- Animals such as donkeys can be used also for carrying the firewood.

Animals, wheelbarrows and trolleys can also be used to carry other heavy things such as provisions.



- Axes used for chopping wood should have long handles. The handles can be made thicker with bamboo or cane so it will be easier to hold.

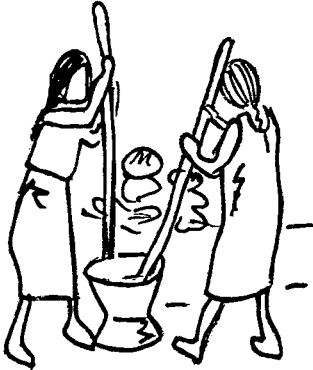
The wood to be chopped should be placed on a piece of log so that it is at a higher level. This will make it less tiring for the woman to chop. SB-32

## GROWING VEGETABLES

- Vegetables need not always be planted on the ground. They can be planted in boxes and pots and placed at a level which the woman can reach.



## POUNDING, GRINDING AND SIEVING GRAIN



- This is one of the heavier tasks that a woman has to do. If all the women in the community have to pound or grind their own flour, you could suggest to your community that they could start a simple grinding mill.

- The grinding stone could be placed at a higher level so that the woman can do her grinding sitting down.



- Sieving can also be done seated on a stool.



## TAKING CARE OF CHILDREN

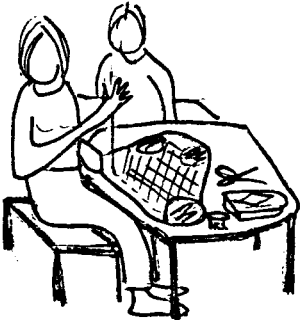


- The disabled woman who has to look after children should give them as much responsibility as possible for doing things for themselves. This is not wrong as long as the woman is with the children to give them security, affection and encouragement.



- It is not good for a woman who is pregnant to carry heavy things. So she should not carry her other children during this time.

## SEWING



- Material to be sewn by hand can be fixed in place by stones so the woman's hands are free to use the needle and thread.



- Sewing machines can be placed at a level at which the woman can use it easily -- maybe on the ground or on a table.

The handle can be made thicker by cloth, or by pieces of cane or bamboo. Then it is easier to hold.

## WASHING CLOTHES

- If the woman cannot do her washing squatting or bending down, the clothes can be washed at a higher level such as on rocks by the river or on a table.



## CLEANING THE HOME

- Brooms and brushes with long handles must be used for sweeping and cleaning the home. Then the woman will not have to bend and it will also be less tiring.



## REPAIRS TO THE HOME

- The woman can weave the mats used for roofs, walls and floors.

She can also smear the floors and walls of the home when necessary to keep them in good condition.



## RESULTS

When you think that it is time to stop using this package, answer the questions below. Your answers will tell you whether the woman you have trained can do her daily tasks, such as cooking, fetching water and firewood, growing vegetables, pounding, grinding and sieving grain, taking care of children, sewing, washing clothes, cleaning the home, making repairs to the house.

Watch carefully the woman you have trained and mark "Yes" or "No" on the table below.

Mark "Yes" if the woman is doing the task that is named.

Mark "No" if the woman is not doing the task that is named..

QUESTIONS	ANSWER	
	Yes	No
Tasks		
Cooks?		
Fetches water?		
Grows vegetables?		
Pounds, grinds and sieves grain?		
Takes care of children?		
Sews?		
Washes clothes?		
Cleans the home?		
Makes repairs to the house?		

If all your answers are "Yes", you have trained the woman to do her daily tasks. You have done well. You can stop using this package.

If there are any answers saying "No", it may be due to any of the following reasons:

1. The woman does not need to do these tasks. If this is so, you can stop using this package.
2. You have not trained the woman for long enough. Continue training the woman until she can do these tasks. When the woman can do these, you can stop using this package.
3. You have not trained the woman correctly. Train the woman again to do these tasks. When the woman can do these tasks, you can stop using this package.
4. The woman you have trained is not able to do these tasks because of the disability and will continue to need help. You can stop using this package.



14. If "No" to question 13, list on the table below the number of the page on which the drawing is, and the first three words of the paragraph that is next to the drawing.

Page	First three words of paragraph

15. Did you need any help to train the person?  Yes  No.

16. If "Yes" to question 15, what was the help that you needed?

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17. If "Yes" to question 15, did you ask anyone for help?  Yes  No.

18. If "No" to question 17, why did you not ask anyone for help?

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19. Did you get the help that you needed?  Yes  No.

20. Did the package help the disabled person?  Yes  No.

21. If "Yes" to question 20, in which way did it help the person?

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22. If "No" to question 20, can you write here why it did not help the disabled person.

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23. Can you suggest any changes that would improve this package?

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Thank you for your help.

Please give this to your local supervisor.

## 4. TRAINING PACKAGE FOR A FAMILY MEMBER OF A PERSON WHO SHOWS STRANGE BEHAVIOUR -- JOB PLACEMENT

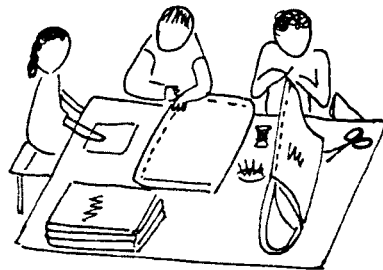
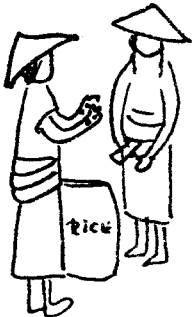


### What Is This Package For?

When you have followed the instructions in this package, you should be able, together with the person you are training, to find and arrange a job that the person could do to earn his/her living.

### WHY SHOULD A PERSON WHO SHOWS STRANGE BEHAVIOUR DO A JOB?

Doing a job fulfills an important need of any human being. It gives the person satisfaction because it is something that has been done by oneself. Also, the person feels that he/she is making a contribution and so is being useful both to the family and to the community. The contribution may be that the person helps to get more food or money or look after the welfare of the family and community, or helps to develop the community.



- Doing a job also brings the person money to meet his/her daily needs. It gives the person a place both in the family and in the community and this is particularly important for a person who shows strange behaviour because he/she usually feels handicapped.
- Persons who show strange behaviour get a chance to meet other people. This helps them to learn more about life and gives them more interests.

Doing a job also uses the abilities that the person has; this keeps his/her body and mind active and may even help to develop them. In most cases, being active will prevent the disability from getting worse.

### GETTING TO AND FROM WORK

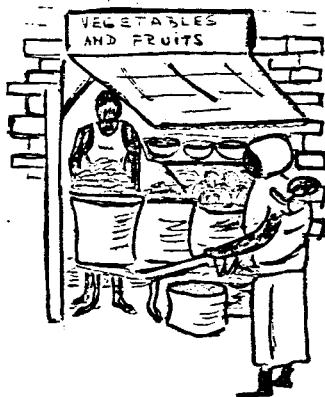
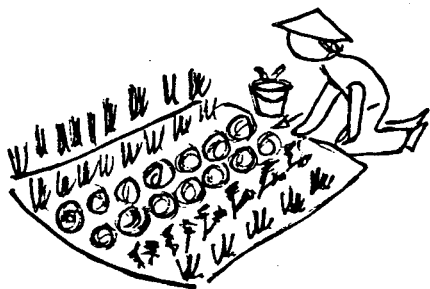


As part of the illness, these persons may often like to remain in one place and not move about. Because of this, the person may not like to go to work every day. If this is so, you should persuade and train him/her to do so.

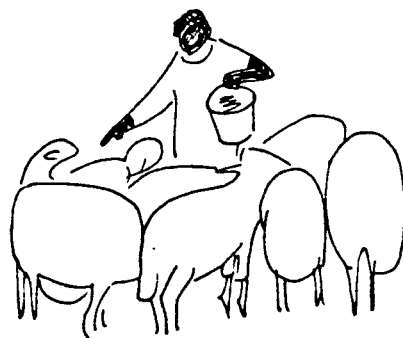
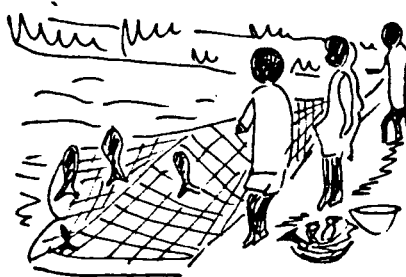
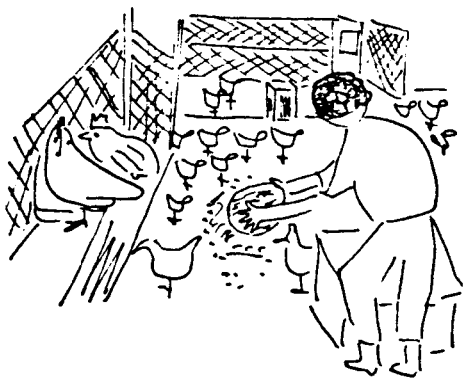
## CHOICE OF JOB

The person who shows strange behaviour should be allowed to play a useful part in the community. He/she too can help in the development of the community and contribute to meeting the needs of the community. The person can be engaged in a job that will meet with the community's needs, such as food production, utility cottage industries, handicrafts and community services.

### FOOD PRODUCTION JOBS THAT A PERSON CAN UNDERTAKE ON HIS/HER OWN



- Growing and selling vegetables and fruit -- maize, cassava, sweet potatoes, rice, soya, beans, green leaves, chillies, coffee, bananas, papaya, etc.



- Poultry farming

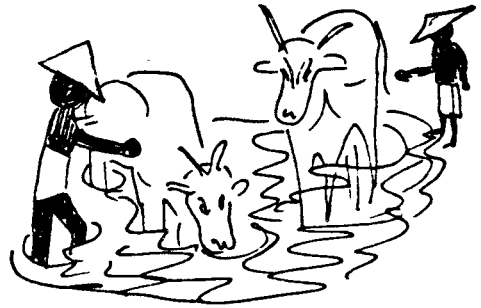
- Fishing and fish farming

- Keeping animals

FOOD PRODUCTION JOBS IN WHICH A PERSON MAY BE EMPLOYED



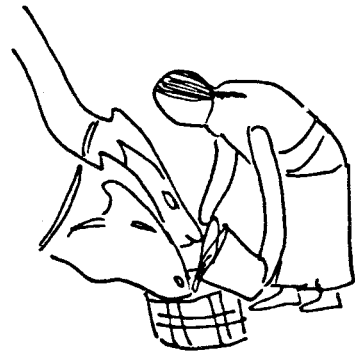
• Looking after cattle



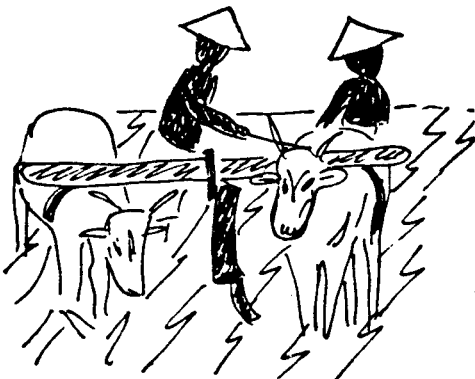
• Washing cows and bullocks



• Milking cows



• Feeding livestock



• Ploughing fields



• Bundling and tying grass and straw



- Transplanting and watering plants



- Pulling out weeds and removing harmful insects



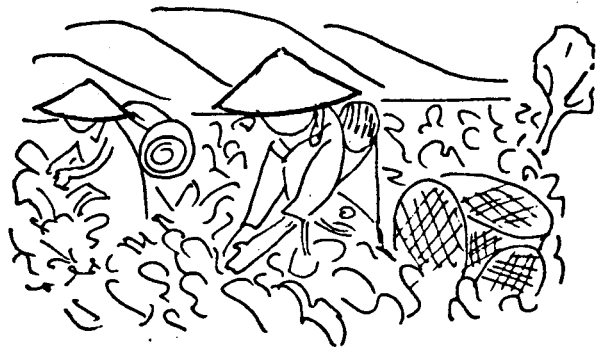
- Tending crops



- Cutting and picking vegetables and fruit



- Selling vegetable and fruit, prepared foods, drinks, utility items, etc.



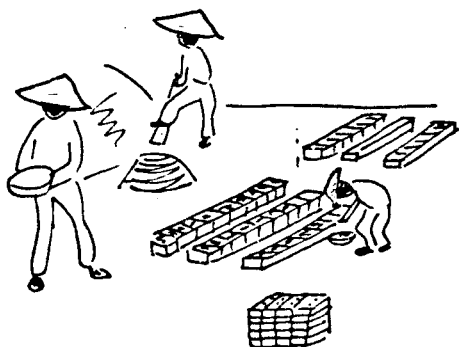
- Plucking tea

## UTILITY COTTAGE INDUSTRIES WHICH A PERSON CAN UNDERTAKE ON HIS/HER OWN OR BE EMPLOYED IN

There may be a need in your village to produce the things that are used by you daily such as oil, soap, bricks, shoes, etc. The following are some cottage industries that may be started by your community.



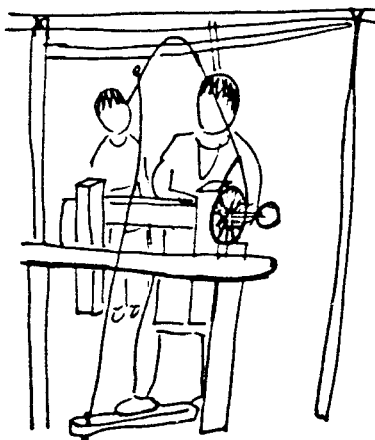
• Soap making



• Brick making



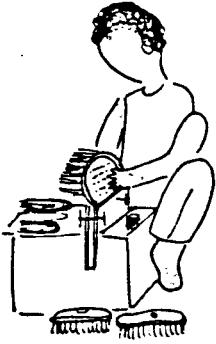
• Masonry



• Carpentry



• House building



• Broom making



• Making rope and clay pot stands from straw and coir



• Pottery making



• Extraction of cooking oil

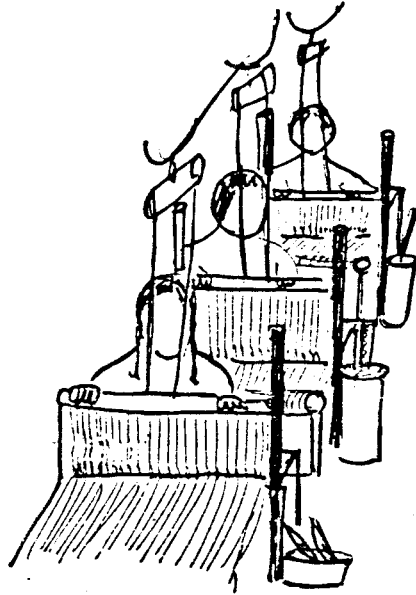


• Tailoring



• Pounding, grinding and sifting flour and spices

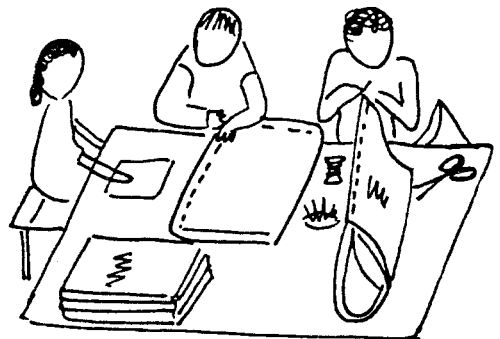




• Handloom weaving



• Making simple sandals and shoes



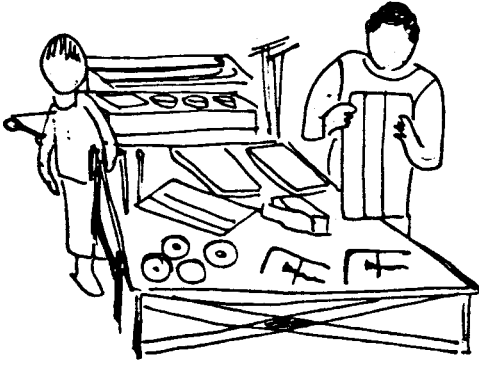
• Stitching jute (gunny) bags



• Weaving palm leaf mats



• Tapping and making rubber



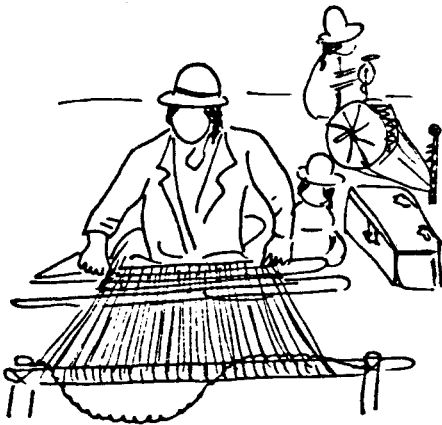
- Making the aids and appliances used by the disabled



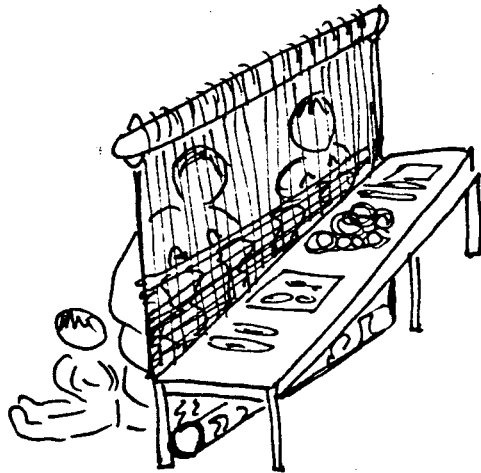
- Candle making

## HANDICRAFT INDUSTRIES WHICH A PERSON CAN UNDERTAKE ON HIS/HER OWN OR BE EMPLOYED IN

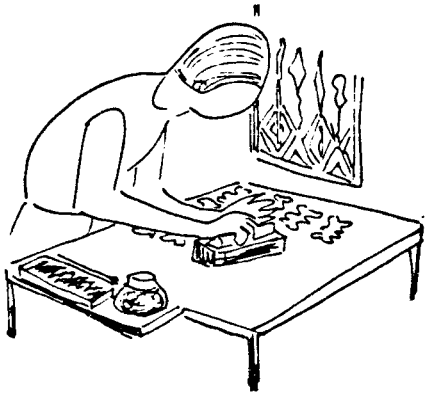
No doubt your village has a tradition in certain handicrafts which are made from materials that can be obtained from your surroundings. Some examples of handicrafts are given below.



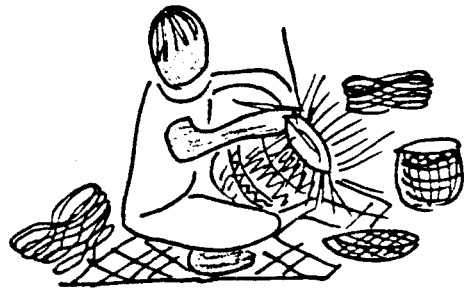
- Handloom weaving and spinning



- Carpet making



• Textile printing, batik work and dyeing



• Basket making



• Knitting



• Embroidery



• Making furniture and chair weaving



• Local arts



• Leatherwork

## COMMUNITY SERVICES IN WHICH A PERSON CAN BE EMPLOYED



Each community must be responsible for their own care and planning for development. Your community must decide the best way to involve your members in useful activity. As well as food production, utility cottage industries and handicrafts, it is also necessary to arrange health care, education, transport, collection of firewood, supply of water and waste and excreta disposal. The person you are training may seek employment in these services.



If the person you are training can read and write, he/she may be able to get a job doing clerical work, book-keeping, etc. in the local council office, cooperative, etc.

If the person has not had any schooling, you should ask for the training package on "schooling".

## SELECTION OF A JOB

Talk to the person about choosing a job. Talk about the following:

- What the person likes to do. The job should be one that he/she is interested in because the person will then be better at it.
- What the person is good at. One person may be good at making things with the hands, another may be good at working in the field, and another may be good at planning and designing arts and crafts.
- Whether the person likes to work alone or with other people.
- Whether the job will bring the person enough money.
- Whether the person will be able to do this job for as long as he/she would want to.
- Whether the person is able to learn to do the job.
- If the person you are training was doing a complicated job before the illness, it may be that now he/she can no longer do the same job.

The work should be such that the person does not have to face unusual anxieties. You should also remember that because of the illness the person may find it difficult to make decisions.



When the person has decided what job he/she would like to do, go with the person to the community leaders and ask for their cooperation in finding the job, and in arranging training if it is necessary.

If the person has chosen a job which will need money to start with, talk to the community leaders about getting a loan for the person from the community before undertaking any training.

When the person starts the job, he/she may have difficulties about it. Sometimes the people that the person works with may present problems.

From time to time you should discuss with the person about how he/she is getting on in the job. Help him/her to get over any difficulties and problems. In this way you should help the person to keep the job that he/she is doing.

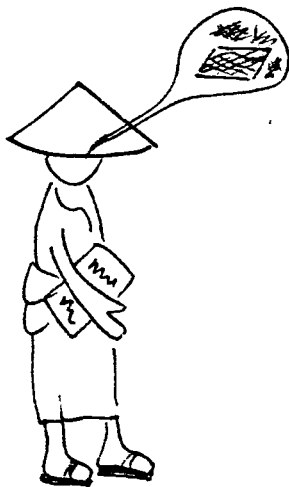
## TRAINING FOR THE PERSON FOR THE JOB

It is the responsibility of the community members to teach and train their disabled in the work that they wish to do, so you should ask for the help of your community leaders for training the person for the job he/she has chosen. For example, if the person wishes to keep a cow, he/she can learn to do so from a community member who keeps a cow. In the same way the person can learn to do utility cottage industries and handicrafts from community members who know how to do them.



You should also find out, together with your community leaders, if any training for the job that is chosen is provided by your district councils, local governments and voluntary organizations. If a training is available, the person you are training can apply for it.

## MONEY FOR STARTING THE JOB



Many members of your community, whether disabled or not, may need money to start a job, for example, poultry farming, handicrafts, etc. The money could be taken as a loan on low interest from the community either from community savings, cooperatives or taxes.

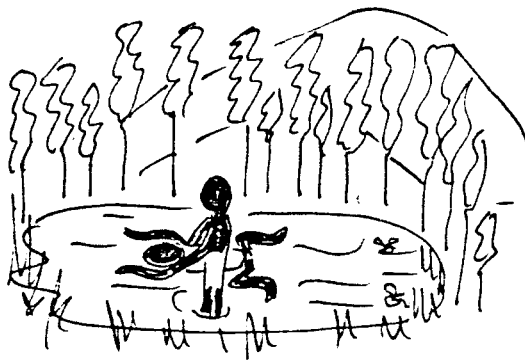
## SAFETY AT WORK

When the job has been arranged, think about the tasks that the person will have to do.

Look out for any dangers that the person may meet.



You should then take steps to protect the person from these dangers.



- If there are many rivers and lakes in your area, you should teach the person to swim so that he/she will be safe in the water.

## RESULTS

When you have completed the instructions in this package, answer the question below with "Yes" or "No".

Mark "Yes" if the person is doing the task that is named.

Mark "No" if the person is not doing the task that is named.

QUESTION	ANSWER	
	Yes	No
Task		
Does the person do a job?		

If your answer is "Yes", both you and the person you have trained have done well.

If your answer is "No", it may be due to any of the following reasons:

1. You have not trained the person for long enough. Continue using this package until you have done so. When the person is doing a job, you can stop using this package.
2. You have not followed the instructions in this package. Read this package again. When the person is doing a job, you can stop using this package.
3. There may be no jobs available for the person. Speak to the community leaders about providing more jobs. If the community cannot provide a job, you must get economic support from the community for the person.
4. The person does not like to do a job. Speak to him/her about the necessity of doing one. When the person is doing a job, you can stop using this package.
5. The person cannot do a job because of the disability. Speak to the community leaders about economic support for the person. You can stop using this package.



14. If "No" to question 13, list on the table below the number of the page on which the drawing is, and the first three words of the paragraph that is next to the drawing.

Page	First three words of paragraph

15. Did you need any help to train the person?  Yes  No.

16. If "Yes" to question 15, what was the help that you needed?

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17. If "Yes" to question 15, did you ask anyone for help?  Yes  No.

18. If "No" to question 17, why did you not ask anyone for help?

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19. Did you get the help that you needed?  Yes  No.

20. Did the package help the disabled person?  Yes  No.

21. If "Yes" to question 20, in which way did it help the person?

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22. If "No" to question 20, can you write here why it did not help the disabled person.

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23. Can you suggest any changes that would improve this package?

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Thank you for your help.

Please give this to your local supervisor.

# QUESTIONS ABOUT THE BOOKLET FOR THE TRAINING OF PERSONS WHO SHOW STRANGE BEHAVIOUR



(To be answered by the local supervisor)

Your help is needed to make this manual better. We would especially like to know of the difficulties you had when using the manual.

When you have used the manual for six months, please answer the questions below.

1. Today's date
2. Your name
3. Name of your village
4. How many persons in your community show strange behaviour?
5. How many of them were trained using these booklets?
6. If the booklets were not used for training some of them, on the table below can you say why not.

Name of Person	Reason Why Booklet Not Used

7. On the table below is a list of the training packages in the booklet on 'strange behaviour'. Write the following: How many times you used each package and how many persons were helped by using the packages.

No. of Package	No. of Times Used	No. of Persons Helped
1		
2		
3		
4		

8. Did you have any problems in choosing the correct packages?  
     \_\_\_\_\_ Yes                      \_\_\_\_\_ No.

9. If "Yes" to question 8, list the problems that you had.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Did the family members have any problems in using the packages?  
\_\_\_\_\_ Yes \_\_\_\_\_ No.

11. If "Yes" to question 10, write below what the problems were.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Were there any instructions in the packages that you could not understand? \_\_\_\_\_ Yes \_\_\_\_\_ No.

13. If "Yes" to question 12, write on the table below the number of the package, the number of the page, and the first three words of the paragraph that you could not follow.

No. of Package	Page No.	First Three Words of Paragraph		
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

14. Did the drawings help you to follow the written instructions?  
\_\_\_\_\_ Yes \_\_\_\_\_ No.

15. If "No" to question 14, on the table below list the number of the page on which the drawing is, and the first three words of the paragraph that is next to the drawing.

No. of Page	First Three Words of Paragraph		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

16. Can you suggest any changes that would improve the packages?

\_\_\_\_\_  
\_\_\_\_\_

Thank you for your help.