



Project Evaluation Document

Project/NGO Name	Shristi Special Academy, Bangalore
Project Website	http://www.ashanet.org/projects/project-view.php?p=602
Evaluation Year	2009-2010

1. Evaluation Milestones/Criteria/Objectives for the project

1. Training:

- Autism unit teachers will be trained as part of 3 specific workshops, and many regularly training sessions. Some teachers will also be traveling to NIMH Hyderabad for more training.
- Care-giver training as part of 25 day intensive workshop, and also many regular training sessions. The care-givers will be trained to work with children of all kinds of mental disabilities, including multiple-disabilities. These care-givers will be part of Autism as well as Respite-Care units.
- Parents will be trained as part of specific monthly workshops. Parent training will also be through live-demonstration with their own child at their home [visits by the teachers]
- Respite-Care parent training [this is intensive and more specific than previous one]
- Special training on multiple therapies to Respite-Care unit caregivers
- Training govt. special educators to increase their awareness and effectiveness, as well as improve teaching methods

2. Outreach:

- Increase number of children in the Autism unit
- Increase number of children in the Respite Care unit
- Survey of crèches (6 to 10 at least) in the area to spread awareness, as well as diagnose suspected speech/language/socialization delayed development. Based on the survey, can potentially identify children for early intervention
- Exclusive CBR (community-based work) to visit villages around Channenhalli to identify children marginalized due to different disabilities [not mental alone, for eg. speech, hearing, visual, etc.] and include them in the vocational unit training

3. Methodology:

- Come up with a simple autism-screening kit, which can be deployed very easily for early identification of autism in children. [Will need to consult the psychotherapist prior to confirming.]
- Have more experiential learning for autistic children - this includes orchestrated and supervised day-to-day life activities like shopping, going to restaurants and having a meal, visiting a relative's house, visiting a place of worship etc. These field visits will be in small groups led by the teacher, and some therapists.
- Detailed assessment of skills of each member of the Respite-Care unit, and methodology to ensure those are retained, and a plan on what can be added.

4. Staff:

- Need to hire more Autism unit special educators [Pushpa is on extended leave, for health reasons].



- Need to hire more therapists [language and psychologist]
 - Increased occupational therapy directly from the therapists to 5 times a week. Currently this is not possible primarily due to lack of therapists. So either will have to train teachers in this, or hire more therapists. 45 children in various units need occupational therapy, at this time.
5. Vocational Unit:
- Start an explicit marketing wing for vocational unit - to obtain more orders, create more products, also for placement of children in suitable jobs
 - Improve quality of products

2. Evaluation Matrix

1. Training:
- Number of training sessions held for each milestone
 - Qualitative assessment of success of the training sessions
 - Feedback from parents on status of the children, as well as the quality of their interaction with the children
2. Outreach:
- Increased number of children in various units
 - Successful autism early intervention through survey of crèches
 - Increased vocational unit strength by including kids of other kinds of disabilities from rural areas, as an outcome of the CBR program
3. Methodology:
- Well deployed and successful early-autism-screening kit?
 - Number of experiential field visits, and the details of those
 - Parental feedback on the above visits and its subsequent benefits, if any
 - Details of the assessment of the Respite-Care unit kids' skills
4. Staff:
- Actually hire more staff?
 - Quality of interaction [assessment will be qualitative, but documented through individual experiences of kids]
5. Vocational Unit:
- Comparative study of number of orders, number of products, sales etc. against previous year
 - Number of kids moving out of training and working in the sheltered workshop
 - Number of kids leaving the sheltered workshop and being placed outside, and how
 - Increase in the stipend of kids in the sheltered workshop?
 - Number of/which streams of vocational unit achieve self-sufficiency

3. End of Term Evaluation (by Steward and NGO)

4. Additional Information/Comments