ICAN TOOL
Instruction booklet for working with children with vision impairment and blindness
May 2023
Understanding ICAN - Aims of this section

This section provides information about ICAN and ways in which children with visual impairment can be included in the ICAN assessment. It also provides some basic information about the educational needs of children with visual impairments.

What is ICAN?

ICAN is the International Common Assessment of Numeracy. It can be used with a broad age range of learners to identify gaps in their numeracy. It can be used in households or schools and most tasks are aligned with Grade 3 level or lower of the UNESCO Global Proficiency Framework.
Adapting ICAN

In the past, children who are blind or who have severe visual impairment (as well as other children with disabilities) were not able to fully access ICAN tool. This is because teachers were not sure how to adapt the tests for these children. The test was also not available in braille.

This manual explains how the ICAN test can be adapted for children who are blind or have severe vision impairment. It provides specific guidelines for teachers and other test administrators.

As a result, it will be now possible for these children to:

- Be included in the national data collection bank
- Have their performance in mathematics tracked over time
- Be measured against children who are fully sighted

Policy makers and implementers at all levels of the education system will in turn be able to use these data to design educational programmes and interventions that are responsive to the needs of these children.

It should be noted these adaptations do not make the ICAN test easier for children who are blind than for other children. It just ensures these children have the same opportunities to demonstrate their knowledge and skills as their fully-sighted peers.
Some children are blind. This means they have little or no sight and cannot see pictures or read print. These children usually need to learn to read and write braille. Other children have severe vision impairment: they are not blind, but have very little sight and therefore they too may need to learn braille. By contrast, most children with low vision will have enough sight to read print, but may need some adaptations in order to do so. For instance, they may benefit
from magnifiers and/or enlarged print. Children with low vision who can read and write print should not be taught braille, unless it is likely or certain that their sight will deteriorate significantly in the future.

In Pakistan, most children who are blind or severely vision impaired go to special schools or to mainstream schools with special units. They are usually taught by specialist teachers with additional training in visual impairment.

Children who are blind or severely vision impaired are able to do the same tasks in school as children who are fully sighted. However, they may need to learn special skills to carry out these tasks (for instance, learn to read braille) and may require particular assistive technology (for instance, braille writing equipment) and additional resources and materials (for instance, braille reading materials). Tasks may also need to be adapted for them. As long as this happens, these children can achieve the same results in reading, mathematics and other subjects as other children.
Some children who are blind or severely vision impaired may find the ICAN assessment very challenging, even if the test is available in braille and teachers make the necessary adaptations. This may be because these children have only recently started to go to school, have not received the necessary support in school, or have additional disabilities (for instance, difficulty with hearing or understanding). By contrast, other children who are blind or severely vision impaired may perform as well or better than other children.

If a child who is blind or severely vision impaired struggles with the ICAN assessment, it is important that their teachers are understanding and supportive. Mathematics can be a particularly challenging subject for children who are blind or severely vision impaired as mathematics is a very visual subject. However, it is essential that children with vision impairments study mathematics, just like other children.

کچھ بچے جو بصارت سے محروم بیں یا ان کی بینائی شدید خراب ہے، ابھی کی تشویش بہت مشکل لگ سکتی ہے، چنانہ بہت بہتر مہم استیاب بو اور استعفی ضروری موافقت کر لیں۔ اس کی ایک وجوہ بہ سکتی ہے کہ ان بچوں نے حال بیں میں اسکول جانہ شروع کیا ہے، ابھی اسکول میں ضروری تعاون نہیں ملے، یا انھیں اضافی معدودیون کا سامنا ہے (مثلا کے طور پر سنہ یا سمجنیہ مین دشواری)۔ اس کے برعکس، دوسروں بچے جو بصارت سے محروم بیں یا ان کی بینائی شدید خراب ہے، وہ بہت اچھی کارکردگی دکھانے سکتے ہیں۔
Before you start

Familiarise yourself with the content and instructions and make sure you have all the materials ready in order.

Record whether the child is blind or has severe low vision. If possible, note the level of vision. If the child has useful vision, encourage them to use it if they wish and in your notes say how much they used their vision for the tasks.

The assessment will normally take place in school, but may sometimes take place in the child’s home. You need to think about the space you will use for the assessment. Make sure that you pick a place that is quiet and not too hot or cold. It should be well-lit, but there should be no glare from the sun. You will need a hard, flat surface for the child to read the questions in braille. The surface should not be so smooth that the card or paper slips about as the child tries to read it. If you have a rubber mat you can place it under the paper to stop it from slipping. The surface should be at a height where children can comfortably rest their forearms on it as they read. It shouldn’t be too high or too low. In school, you could use a suitably sized desk. In the home, use a table or
Make sure you have another adult with you when you are with the child. (This could be a colleague or someone the child is familiar with, e.g. the child’s parent or the child’s teacher.) Try to make sure that you will not be interrupted – if anyone has a phone, make sure it is turned off.

If you are assessing children at home, parents and family members can often be anxious for the child to do well in the assessment and this might make the child nervous, so you may need to ask the parents and family to sit away from the child. Explain to the family in a friendly way that you are not examining the child but trying to find out if the teaching she is receiving is right for her. The information from the assessment will be used to help the government improve schools and will help teachers to know how best to help their child. They are
welcome to watch the assessment but they should not interrupt – you will give them a chance to make comments after the assessment.

Make notes on the child’s performance as you go along. Note down the level they reach. Before you start the ICAN, introduce yourself to the child and help the child to relax. Ask them questions like “What have you done today?” and “What's your favourite lesson?” Try to make them laugh.

Explain to the child in simple terms how the test will be delivered and what they will be doing.

If it's very cold, ask the child to do some warm up exercises like rubbing their hands together or clapping. You can also tell them to put their hands in their pockets. It is harder to read braille if your hands are chilly. If it is hot and children's hands are very sweaty or sticky, you can give them a tissue or cloth.
to wipe their hands on. If the children’s hands are dirty, make sure they wash them.

It’s important to encourage the children who are braille users to explore the card or paper to make sure they can find all the items that are on it before they answer the question. If the child is missing things, don’t grab the child’s hands. Ask the child if they need some help\and if the child says yes, place your own hands under the item they need to explore and invite the child to slide their hands over yours to find the item. Encourage the children to use both hands when exploring.

At the end of the assessment, be positive and praise the child for their efforts. For example, you can say, “I was very pleased with you today. You tried really hard and you have helped me a lot.”
**How long should the test take?**

Each child will perform at different speeds. Children who are fully sighted will take around 15 minutes to complete the test. Children who are blind or who have severe low vision will take longer. This is because they will need additional time to explore and feel the raised shapes and charts by touch.

Reading through braille takes more time than reading print so some of the sums and counting activities will take longer. The target time for children who are blind or who have severe low vision is 30 minutes. If you go on much longer than this the child will become tired and may not be able to concentrate properly.

Never go beyond 45 minutes. It is not necessary for the child to complete every question. For example if the child has not been taught how to tell the time you can skip Questions 7 and 8. If the child cannot do Questions 16-19 then you should not ask them to do Questions 21-24. If the child is obviously becoming stressed or upset at any point, then stop the test. It should be an enjoyable experience.
Q1 In this picture, which cat is inside the box?

If the child has severe low vision and has difficulty seeing the picture in the ICAN test, or if the child is blind, you can still present the same question using things the child can feel.

Materials: you will need 2 stones, two containers the same size eg 2 cups or two small boxes, and (if possible) a tray.

Method: put the materials onto the tray. Put a stone in one container and put a stone in front of the other container.

Instructions: say ‘Here are two cups (or boxes) and two stones. Can you find them?’
Allow the child time to explore the objects. Only guide their hands if it is necessary. If the child moves the stones as they are exploring, put them back in place before you ask the question.

Question: ‘Which (box/cup) has a stone inside?’ If the child is hesitating, ask the question again in a different way. For example. ‘Can you show me the container (box/cup) that has a stone inside it?’

Note down child’s responses. The child passes if they can successfully identify the container that has the stone inside it at the first attempt.

Q2. In this picture, which child is farthest from the tree?

If the child has severe low vision and has difficulty seeing the details in the picture, or if the child is blind, you can still present the question using things the child can feel.

Materials: you will need a piece of card about 14cm x 19 cm, a 5 cm stick and 3 round shapes of slightly different sizes made from card. The card for the round shapes should be thick enough to feel easily.

Method: glue the stick and the round shapes to the card as shown in the photo.
Q2. اس تصویر میں کون سا بچہ درخت سے سب سے دور ہے؟

اگر بچہ کی بینائی شدید کم ہے اور اسے تصویر میں تفصیلات دیکھنے میں دشواری ہو رہی ہے، یا اگر بچہ بصارت سے محروم ہے، تو بھی آپ ان بچوں کا استعمال کرتے ہوئے بونے سوال پیش کر سکتے ہیں جو بچے، بھی محسوس کر سکتے ہیں۔

مواد: آپ کو 14 x 19 سینٹی میٹر کی کارڈ کا ایک تک، ایک 5 سینٹی میٹر استخراج اور کارڈ سے بونے کے قدر مختلف سائز کی 3 گول شکل کی ضرورت بھگی، گول شکل کے لیے کارڈ اتنی موٹی بونا چاہئے کہ آسانی سے محسوس بو سکے۔

طریقہ: تصویر میں دکھائے گئے کارڈ پر چھڑی اور گول شکلین چپکائیں۔
Instructions: ask the child to explore the card. Ask them what they can feel. Only help the child if the child cannot find what is on the card. The child should be able to tell you about all the items on the card, before you ask the question.

Say: ‘Can you tell me which shape is farthest from the stick/ line?’ (use the word that the child used when exploring the card).

Follow up question (only if the child is confused.)

Question: Can you show me the shape (or use the word the child used when exploring the card) that is farthest from the line/stick?

Note down the method the child used to answer the question.

The child passes if they can identify the object correctly at first attempt.
Q3 In this picture which is the shortest pencil?

If the child has severe low vision and has difficulty seeing the details in the picture, or if the child is blind, you can still present the same question using things the child can feel.

Materials: You will need three small sticks of clearly different sizes.

Method: Glue them to a card (14x19 cm) as shown.
اس تصویر میں سب سے چھوٹی پنسل کون سے بیے؟

اگر چہ ہی بینائی شدید کم بیے اور اسے تصویر میں تفصیلات دیکھنے میں دشواری بو رہی ہے، یا اگر چہ پیچیدہ بحثے سے محروم ہے تو آپ پھرہ بھی وہی سوال پیش کر سکتے بیں جو پیچھے بھی محسوس ہیں کر سکتا بیے۔

مواد: آپ کو واضح طور پر مختلف سائز کی تین چھوٹی چھوٹی کی ضرورت ہے، اب چہ کی ضرورت

ہواؤں:

بوگی:

انبین ایک کارتُ (19x14سینٹی میٹر) پر چپکائیں جیسا کہ دکھایا گیا

میٹر:

Instruction: give time for the child to explore the card and ask them what they can feel. Only help the child of they cannot find what is on the card.

Question: Which is the shortest stick?

Follow up question (if the child is confused: Can you show me the shortest stick?

The child passes if they can identify the shortest stick correctly at first attempt.

Note down how the child explored the card. For example: Did the child use both hands/was the exploration methodical?
Q4 Here are 4 balls of the same size. Now look at the box kept next to each ball. If we completely fill each box with the kind of balls shown, which box will have the most number of balls?

If the child has severe low vision and has difficulty seeing the details in the picture, or if the child is blind, you can still present the same question using things the child can feel.

Materials: Two containers (e.g. cups or boxes) of clearly different sizes. A small item such as a dried bean or a bottle top.

Method: Place the containers side by side.

Instruction: allow the child time to explore the containers. Then give the child the bean or bottle top to hold.
Question: If we completely fill each container (cup/box) with beans/bottle tops like this one, which box will have the most number of bottle tops/beans?

Follow up question. Can you show me the box that can hold the most bottle tops/beans?

The child passes if they can correctly identify the box with the largest capacity and explain why. For example: ‘This box, because it is bigger/it holds more’.

Q5 and Q6: Reading a Chart

The questions are:

Q5 How many apples are there? (ANSWER 13)

Q6 How many more bananas are there than oranges? (ANSWER 4)

If the child has severe low vision and cannot read the print or see the numbers in the ICAN test but can see the columns of fruit, then you can read out the words and say what the numbers are. If the child cannot see the bananas, apples or oranges, then you can draw the 3 columns of fruit at a size the child can see easily. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

Q5 اور Q6 چارٹ پڑھنا

سوالات پہ بہین:

کی جانب سے برصغیر سے محرم بچوں کے سانحہ کم کرنے والے تشخیص کارون کی رہنمائی | منی 2023

Sightsavers
If the child is blind and knows braille, you can set out the columns in a simplified braille chart like this:

<table>
<thead>
<tr>
<th>B A N A N A</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A P P L E</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B R A N D E R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternatively, if the child uses an abacus, you can set out the columns on the abacus. You will need to say what fruit each column represents. You may need to repeat this information until the child remembers it.

If the child is blind and knows braille, you can set out the columns in a simplified braille chart like this:
Instruction: allow the child time to explore the braille chart/abacus and to tell you what they can feel. Explain that each braille cell/bead represents a piece of fruit. When you think they are ready, ask the question.

Question 5: How many apples are there?

If the child answers correctly, ask Question 6: ‘How many more bananas are there than oranges’.

Note down the method the child used to find the answer.

Q7 and Q8 What is the time on the clock?

You can begin by trying to find out what the child knows about time. For example, what time do you finish school? What time do you have your dinner? etc. You can then ask the child if they know what a clock or watch does. Then ask ‘Have ever used a watch or a clock?’ If they have no knowledge of clocks or watches, note this down and can skip this question.

If the child has severe low vision and cannot see the clock on the test paper, you can draw the two clock faces on paper at a size that the child finds easy to read. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.
If the child is blind you could also make a clock from a piece of card and add numbers in braille. Note down the child’s answers and the method used.

If the child does not read braille, you can ask these questions verbally. For example:

‘If the small hand is on 2 and the big hand is on 12, what time is it?’

‘If the big hand is on 6 and the small hand is halfway between 7 and 8 what time is it?’

If the child is blind, you could also make a clock from a piece of card and add numbers in braille. Note down the child’s answers and the method used.

If the child does not read braille, you can ask these questions verbally. For example:

‘If the small hand is on 2 and the big hand is on 12, what time is it?’

‘If the big hand is on 6 and the small hand is halfway between 7 and 8 what time is it?’
Q9 Q10 The calendar

The questions are:

Q9 What is the day on 5th March?

Q10 What is the date on the second Monday of March?

If the child has severe low vision and cannot see the calendar, you can draw the calendar on paper at a size that the child finds easy to read. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

If the child is blind and knows braille, you can set out part of the calendar in braille like this:
<table>
<thead>
<tr>
<th>میں</th>
<th>سیکانڈ ہیں</th>
<th>ٹوکن</th>
<th>ڈیجیٹل</th>
<th>آپ کیلے</th>
<th>ہے ایک طرح ترتیب دے سکتے بین:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>اگر چہ بچے بصارت سے محروم ہے اور بریل جانتا ہے، تو آپ کیلے کا کچھ حصہ بریل میں اس طرح ترتیب دے سکتے بین:</td>
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<table>
<thead>
<tr>
<th>اتوار</th>
<th>مرکزی</th>
<th>پیر</th>
<th>پیر</th>
<th>پیر</th>
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<tbody>
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<td>5</td>
<td>4</td>
<td>3</td>
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<td>12</td>
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<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>مارچ 2019</th>
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<tbody>
<tr>
<td>اتوار</td>
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</tbody>
</table>

Allow the braille user time to explore the diagram and then explain what the words and numbers in the columns mean. For example, ‘Can you find the first
column? This means that ‘In March 2019, the first Sunday was the 3rd of March and the second Sunday was the 10th of March etc. Can you find the second column? The first Monday was the 4th of March etc.’

When you think the child understands the diagram then you can ask Q9 and Q10. If the child cannot understand the diagram, skip these questions.

Q11 Which of these is a straight line?

If the child has severe low vision and cannot see the lines clearly, you can draw the lines on paper at a size that the child finds easy to see. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

If the child still cannot see the bigger lines or if the child is blind, you can still present the same question using lines the child can feel.

Materials: A card about 14x19 cm. Four pieces of string about 8 cm long. Glue.

Method: Glue the string to the card in approximately the same way as they appear in the original print picture.

Instruction: allow the child time to explore the lines. Ask them what they can feel.
Question: Which of these is a straight line?

Follow up question (if needed) Can you show me the line that is straight?

The child passes if they can correctly identify the straight line at the first attempt. Note down any interesting things the child says while exploring the shapes.
Soal: Jika Anda pertanyaan, (apakah) Anda melihat gambar yang tidak jelas dan tidak dapat melihat gambar dengan jelas, Anda dapat menggambar garis pada kertas pada ukuran yang mudah dilihat oleh anak. Hal ini akan lebih mudah untuk dilihat jika Anda menggunakan pulpen spidol dalam warna hitam daripada pensil atau biro.

Jika anak masih tidak dapat melihat bentuk yang lebih besar atau jika anak buta, Anda masih dapat menanyakan pertanyaan yang sama menggunakan bentuk yang anak bisa merasakan.

Bahan: Kartu dengan ukuran sekitar 14x19 cm. Tiga bentuk yang diambil dari kartu lain, yaitu persegi, segitiga dan lingkaran yang sebesar bentuk yang ada pada gambar.

Metode: Stickkan 3 bentuk ke kartu dalam satu baris dengan jarak sekitar 2 cm (lihat gambar).

Q12 Look at these shapes. Which of these shapes is a triangle?

If the child has severe low vision and cannot see the shapes clearly, you can draw the lines on paper at a size that the child finds easy to see. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

If the child still cannot see the bigger shapes or if the child is blind, you can still present the same question using shapes the child can feel.

Materials: A card size about 14x19 cm. Three shapes cut from another card, a square, a triangle and a circle that are about the same size as the shapes in the picture.

Method: Glue the 3 shapes to the card in a row with about 2 cm between them (see picture).
ان شکلون کو دیکھیں۔ ان میں سے کون سی شکل مثلہ ہے؟

اگر بچے کی بینائی شدید کم ہے اور وہ شکلیں واضح طور پر نہیں دیکھ سکتا ہے، تو آپ کاغذ پر اس سائز کی لکیریں کھینچ سکتے ہیں جس سے بچے کو دیکھنے میں آسانی ہو۔ آپ نے آساني متنظر رکھی ہوگی ہے آپ اپنے پنسل یا بال پوائنٹ کے بجائے سیلا رنگ کا تہرائیگہ ہیں استعمال کرے بیں۔

اگر بچے کے بھی بہتی شکلیں نہیں دیکھ سکتا یا اگر بچے بصارت سے محرور ہے تو آپ پہلے بھی سوال پیش کر سکتے ہیں جو بچہ نہیں محسوس کر سکتا ہے۔

مواد: کورک کا سائز تقییاً 14x14 سانتی میٹر۔ دوسرے کورک سے کئی بونی تین شکلیں، ایک مربع، ایک مثلث اور ایک دائرہ جو کہ تصویر میں موجود شکل کے سائز کے برابر بیں۔

طريقة: 3 شکلون کو گیراکر کورک پر چیپکائیں جس کے درمیان تقییاً 2 سانتی میٹر کا فاصلہ ہو (تصویر دیکھیں)۔
Instruction: allow the child time to explore the shapes. Ask them what they can feel.

Question: which of these shapes is a triangle?

Follow up question (if needed): can you show me the one that is a triangle?

The child passes if they can correctly identify the triangle at the first attempt.

Note down the method used by the child and any shape words the child used.

Q13 How many birds are there? Choose the correct number.
If the child has severe low vision and cannot see the birds or numbers clearly, you can draw simplified bird shapes and numbers on paper at a size that the child finds easy to see. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

If the child still cannot see the enlarged picture or if the child is blind, you can still present the same question using shapes the child can feel.

Materials: A card sized about 14x19 cm. Eight square shapes cut from another card, that are about 2x2 cm.

Method: Glue the 8 shapes to the card in two rows with about 2 cm between them (see picture).

Q13 کتنے پرندےاں بین؟ صحیح نمبر کا انتخاب کریں۔

اگر چہ ایک بینانی شدید کم پہ او رو پرندےنا نمبرون کو واضح طور پر نہیں دیکھ سکتا ہے، تو آپ پرندے کی سادہ شکلیں اور اعداد کاغذ پر اس سائز میں کھینچ سکتے ہیں جو چہ دیکھنے میں آسانی بو۔ آپ نے پہ آسانی منظور رکھنے بوگی کہ آیا آپ پنسل یا بال پوائنٹ کے بجائز سیاہ رنگ کا تھرائینگ پین استعمال کریں۔

اگر چہ اپ بھی پھر ایک تصویر نہیں دیکھ سکتا یا اگر چہ بصرائےسے محروم ہے، تو آپ پہر بھی ویس سوال پیش کر سکتے ہیں جو چہ بھی محسوس کر سکتا ہے۔
Instruction: allow the child time to explore the shapes. Make sure they feel all the shapes. Explain that they will have to count them all. After a time, say are you ready?

Question: How many shapes are there, 6, 8, 9 or 5?

Follow up question (if needed): can you count the number of shapes and tell me how many there are.

The child passes if they can correctly tell you how many shapes there are.

Note down the method used by the child and any difficulties you spotted.

بدأيات: بچے کو شکلین دریافت کرنے کا وقت دین۔ یقینی بنائیں کہ وہ تمام شکلین محسوس کرتے ہیں۔ وضاحت کریں کہ انسان ان سب کو شمار کرنے پڑے گا۔ کچھ دیر بعد پہلے، کیا آپ تیار ہیں؟
Q14 There are 4 groups of objects given here. Look at them carefully, which group has the most number of objects?

If the child has severe low vision and cannot see the objects clearly, you can draw simplified shapes on paper at a size that the child finds easy to see. It will be easier to see if you use a black felt tip pen rather than a pencil or biro.

If the child still cannot see the enlarged picture or if the child is blind, you can still present the same question using shapes the child can feel.

Materials: A card size 14x19 cm. Five round shapes (eg bottle tops), six square shapes and seven smaller round shapes (eg small coins).

Method: Glue the shapes to the card in three rows (see illustration).
کی جانب سے بصارت سے محروم بچوں کی ساتھ کام کرنے والے تشخیص کارون کی رہنمائی | منی 2023

Sightsavers
Instruction: allow the child time to explore the shapes. Make sure they feel all three groups. Explain that they will have to count how many is in each group. After a time, say are you ready?
Question: ‘There are 3 lines of shapes here. Feel each one carefully. Which line has the most shapes in it?’

Follow up question (if needed): ‘Can you tell me which line has the most shapes in it?’

The child passes if they can correctly choose the line that has the most shapes (the bottom line) at the first attempt.

Note down the method used by the child and any interesting vocabulary they used.
Q15 Recognise numbers

The numbers are 3, 8, 2, 0, 9.

Method: If the child has low vision, show the numbers in the ICAN test to the child. If the child cannot read the print because it is too small, then write the numbers on a sheet of paper at a size that the child finds easy to read. It will be easier to see if you use a black felt tip pen rather than a pencil or biro. You do not need to write the numbers in boxes.

If the child is blind and has learnt braille, set out the numbers in braille so that they have two spaces between them. Make sure that the braille is fresh.

Ask the child to find the first number and read it out, then continue to the end of the line.

At least four out of five numbers must be correct. If the child has not been taught braille, skip this question.
Q16 Addition

Method: if the child has low vision but cannot see the print in the ICAN test then write the numbers on a sheet of paper at a size that the child finds easy to read. If the child does not understand print numbers, then ask this question verbally. For example ‘What is 32 plus 15?’ Give the child time to answer. If the child does not answer you can say the question in a different way that you think the child will understand. For example, ‘If you add together 32 and 15 how many will that make?’

If the child is blind and has been taught braille, you can set out the sum in the way that is familiar to the child, For example:
If the child normally uses an abacus or a Taylor frame to do calculations, allow the child to use them to do the sum. If the child has difficulty with braille, you can ask the question verbally. Note down the method the child used to give the answer.

اگر بچہ بصارت سے محروم ہے ہے او اس سے بریل سکھا گیا ہے، تو آپ رقم کو اس طریقے سے ترتیب دے سکتے ہیں جو بچے کو معلوم ہو، مثال کے طور پر:

\[32 + 15 = \text{OR} \]

\[32 \quad \text{OR} \]

\[15 + \text{...} \]

= 15 + 32

= 47

(Taylor) Abacus

اگر بچے عام طور پر حساب کرنے کے لیے ابیکس (Abacus) یا تیلر (Taylor) کا فرم اعمال کرتا ہے، تو بچے کو حساب کرنے کے لیے ان کا استعمال کرنے دیں۔

اگر بچے بریل نہیں پڑھتا ہے تو آپ زبانی طور پر سوال کیے سکتے ہیں۔ بچے نے جواب دینے کے لیے جو طریقہ استعمال کیا اسے نوٹ کریں۔
Q17 Subtraction

If the child has low vision and cannot read the print in the ICAN test you can write out the sum at a size the child can see. If the child can’t read the enlarged print, then ask this question verbally. ‘What is 46 minus 21?’ Give the child time to answer. If the child does not answer you can say the question in a different way that you think the child will understand. For example, ‘If you have 46 and take away 21, how many will that make?’

If the child has been taught braille you can set out the sum in the way that is familiar to the child, for example:

```
46 .... 21
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OR

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46
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.......

کی جانب سے بصارت سے محرم بچوں کے ساتھ کام کرنے والے تشخیص کارون کی رہنما | منی 2023

Sightsavers
If the braille user normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille you can ask the questions verbally.

Note down the answer the child gives and the method the child used to give the answer.

If the braille user normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille you can ask the questions verbally.

Note down the answer the child gives and the method the child used to give the answer.

| 46 - 21 = 25 |

Q18 Multiplication

Method: if the child has low vision and cannot read the print, you can write out the sum at a size the child can see. If the child does not understand what the print means, then ask this question verbally. ‘What is 2 multiplied by four?’ Give the child time to answer. If the child does not answer you can say the question in a different way that you think the child will understand. For example: ‘What do four twos make?’ or ‘What is 4 times 2?’

میٹرڈنیا ضرہ دینا: اگر بچے کی بصارت کم بے اور وه پرئنڈ نےئن پڑھ سکتا، تو آپ رقم اس سائز مین لکھ سکتے بین جس سائز مین بچھ دیکھ سکتا بے۔ اگر بچھ نین سمھیتا کہ پرئنڈ کا کیا مطلب بے، تو بہ سوال زبانی طور پر پوچھیں۔ '2 کو چار'

| 46 - 21 = 25 |

کی جانب سے بصارت سے محروم بچوں کی سانہ کام کرنے والے تشخیص کاروں کی رہنمائی | منی 2023

Sightsavers
If the child is blind and knows braille, set out the sum in a way that is familiar to the child, for example:

If the child normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille you can ask the questions verbally.

Note down the answer the child gives and the method the child used to give the answer.

If the child is blind and knows braille, set out the sum in a way that is familiar to the child, for example:

If the child normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille you can ask the questions verbally.

Note down the answer the child gives and the method the child used to give the answer.

Q19 Division

Method: if the child cannot read the print or does not understand what the print means, then ask this question verbally. ‘What is 9 divided by 3?’ Give the child time to answer. If the child does not answer you can say the question in a different way that you think the child will understand. For example: What do you get if you share 9 between 3?
If the child knows braille, set out the sum in a way that is familiar to the child, for example:

3 / 9

If the child normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille then ask the question verbally.

Note down the answer and the method the child used to give the answer.

If the child knows braille, set out the sum in a way that is familiar to the child, for example:

3 / 9

If the child normally uses an abacus or a Taylor frame to do calculations, allow the child to use them. If the child has difficulty with braille then ask the question verbally.

Note down the answer and the method the child used to give the answer.
Q20 Recognise Numbers
The numbers are 48, 22, 84, 97, 30.
Use the same method as you used in Q15.

Q21 Addition
The sum is 32 add 15.
Use the same method as you used in Q16.

Q22 Subtraction
The sum is 78 minus 29.
Use the same method as you used in Q17.
Q23 Multiplication
The sum is 42 multiplied by 6.
Use the same method as you used in Q18.

\[ \text{ضرب دینا} \]
42 کو 6 سے ضرب دینے کے جواب ___________ ہے۔
وہی طریقہ استعمال کریں جو آپ نے Q18 میں استعمال کیا تھا۔

Q24 Division
The sum is 93 divided by 7.
Use the same method as you used in Q19.

\[ \text{تقسیم کرنا} \]
93 کو 7 سے تقسیم کریں تو جواب ___________ ہے۔
وہی طریقہ استعمال کریں جو آپ نے Q19 میں استعمال کیا تھا۔

Q25
Read the question out slowly to the child. Say ‘Listen to this question very carefully. I want you to think about it and give me the answer.’
Give the child time to think. If the child is having difficulty you can read the question again. Note down what answer the child gives and any interesting things the child says.

The question:
There were 43 children in the park. Out of these, 25 of them have gone home. How many children are left in the park now?
The question is: A shopkeeper has 48 apples. He keeps 3 apples in each box. How many such boxes will he need to keep all the apples?

Use the same method as you did in Q25.
We work with partners in low and middle income countries to eliminate avoidable blindness and promote equal opportunities for people with disabilities.

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