

Institute of Quality Education

Managed by

Sister Nivedita Foundation- Rajkot

“Center for Child Development and Learning Disability”



Sponsored By

HEART & HAND for the HANDICAPPED, FLUSHING NEW YORK, NY, USA

October 2019 to December 2019

We continued our journey to reach out to more and more students during this trimester as well. We also express gratitude towards people who contribute and join us in our journey, to make it a little easier. We are surprised by the response we receive every time and overwhelmed by the impact we try to make with the sole thought in our mind, to reach out to as many children as possible. We had quite a few events lined up from October to December.

We started the trimester with Dyslexia week, it has been one of our most successful endeavors this year. October is the National Dyslexia Awareness month. The communities make an effort to spotlight a range of dyslexic needs, struggles, and signs. Dyslexia Awareness Week is an annual event aimed at further understanding and raising awareness amongst people about dyslexia; what it means, what it is and what can be done to support people who have dyslexia. It helped us in spreading awareness and reaching out to students, teachers and parents across the city. We were the only ones who celebrated it in Gujarat and looking at India, it was celebrated only in Mumbai and here, by us in Rajkot, Gujarat.

As we progressed through the month, with the help of the HHH Foundation, we planned a visit to one of the residential elementary schools backed up by the government, popularly known as Ashramshalas.

The detailed reports for these individual events are attached below for further understanding.

We continue focusing on following programmes to get the tangible improvement for the learners.

1) Sensory Integration Therapy (SIT)

Children learn through all the senses they possess. Sensory experiences include touch, movement, body position, vision, smell, taste, sound and pull of gravity. The process of the brain organizing and interpreting this information is called Sensory integration, which is implemented using Brain Gym and Learning Gym. The child is led through a series of exercises that helps him/her to respond accurately and appropriately to his/her senses. SIT also plays a vital role in how well a child develops his/her attention span for all sorts of learning behaviour.

This had a great impact on their task time. Pre and post observations are an innate part of our curriculum here.

2) The Literacy Programme facilitates phonological awareness, vocabulary skills, numeracy skills, comprehension enhancement, structuring sentences, developing reading readiness and encouraging children to think out of the box.

Various ICT based multisensory programs like **wordshark, numbershark, toe by toe structured reading manual, units of sound, speed up Kinaesthetic writing program** (based on detailed knowledge by occupational therapists) audio-visuals, worksheets, role plays and group interactions were used for that. We aimed at combining benefits of individual needs and independent learning.

3) Speed Up! Is a carefully structured kinesthetic programme highly recommended by pediatric occupational therapists that focuses on movements to develop handwriting fluency and speed. It promotes writing rhythms and patterns laying emphasis on the fine motor exercises and activities.

4) Emotional Intelligence/ Quotient (EQ) is the level of your ability to understand other people, what motivates them and how to work cooperatively with them. **It is responsible for 80% of success in life as it is more important than one's intelligence (IQ).** It helps each one of us develop a mature emotional intelligence skill required to understand emotions better and deal with other people. The programme will cover the six areas of Emotional Competency such as Self Awareness, Self-Confidence, Self-Control, Empathy, Motivation and Self-Competency we did this through role plays storytelling discussing moral stories and Art expressive therapy.

5) The Memory Booster program focuses on improving the memory and retention skills. This ICT based program consists of structured activities that require children to utilize their memory to the maximum. When practiced regularly it can help them gain valuable skills and techniques to help them remember things better throughout their lives. It also uses **exercises** to enhance the mental alertness and processing.

Customized plans are made for individual learners according to their strengths and weaknesses.

Students List for regular intervention

SR. No	Name of the learner	Area of Difficulty	No of Hourly Sessions

1	Jay	ADD with visual impairment	155
2	Manthan	ADD/ADHD – Severe	85
3	Dhairya	Autism with LD	87
4	Flora	Severe Dyslexia	66
5	Shagun	Auditory & Speech issues	102
6	Ridham	Autism with severe Dyslexia	79
7	Jasmine	Developmental Delay	75
8	Samarth	Dyslexia - Dysgraphia	79
9	Jash	Speech with severe LD	175
10	Kunsh	ADD/ADHD	29
11	Abbas	Speech and Memory	48
12	Zainab	Severe Dyslexic	53
13	Dhruvika	Mentally challenged	26

Consultation with parents: - On an average 2 hours were devoted to each child and parent inclusive of taking detailed history by Dr. Deepa Raja

Consultation of the Parents'- List

1. Prasham
2. Shagun
3. Dhairya
4. Flora
5. Samarth
6. Jagrav
7. Rushi
8. Ruhaan
9. Nisarg
10. Krisha
11. Harsh:- Junagadh
12. Sahel:- Gandhidham
13. Raj:- Ahmedabad
14. Netra Parekh:- Mumbai
15. Parth:- Gondal
16. Rohan:- Baroda
17. Abbasali
18. Zainab

19. Samarth

20. Dev

21. Jasmine

22. Dhruvika

23 Kathan

24 Kuldeep

25 Mantram

Screening and Detail Assessment: the screening, profiling and ongoing assessment of learners who have been identified as Dyslexic/LD is essential to ensure successful preparation for work and study in all areas of the curriculum. To recognize the individuality of the difficulty. Early identification of each pupil's strengths and weaknesses is essential in order to strengthen the strengths and weaken weaknesses.

We also called children for observations for 2 sessions (1 hour each) so that we are able to guide the parents with clarity. Managed to provide strategies to parents and also discussed what can be the best course of action for the child. Counselling parents with positive reassurance. We talked about child development, normal milestones and also discussed what the warning signs are when they should seek help for their kids. Interactive session with parents. We also catered to a lot of questions regarding child development. What is the right way to talk so that kids will listen.

For detailed assessment, children were called for 3 hours in total at different times to have a better reliable scores on our tests. We are using GL Assessment Screener, UK. We also administer Wide Range Intelligence Test, Wide Range Attainment Test, TOMAL, DASH test for Dysgraphia, DALI 2018 etc to have a clear psycho-educational picture of a child.

We have a lot of enquiries from nearby towns and we aim at reaching out once we have all the needed resources.

List of students who were reevaluation during the period

1. Dhairya
2. Flora
3. Dharm
4. Jay
5. Shagun
6. Samarth

List of students screened during this period

1. Kuldeep
2. Mantram
3. Dhruvika

***Dyslexia Awareness Week (11th October to 16th October 2019)**

The events organized during the week include:

- Teachers' Training
- Dyslexia Walk
- Free Guidance Cam and Screening Enrolment
- Students workshop

We held an open house, Free Dyslexia Screening and Guidance for the parents whose children are facing learning difficulties. The purpose behind this open house / Free camp was to spread awareness about dyslexia in society and to tell them that Early Diagnosis is important to help the child. We can teach them the way they learn.

The camp was completely free and parents were invited with their children for a better understanding. Dr Deepa Raja and the Team helped the parents solve their queries on how they can help the child, who is facing learning, reading, organizing, and attention difficulties.

Detailed history was taken from the parents. During this, all the aspects of a child's learning as well as socio-emotional condition were discussed. Antenatal history was also taken. We are glad that parents came from the villages also. We were also covered by the Sanj Samachar to spread the word in the society. In total 15 parents attended the camp and it helped them get an idea on how this affect a child and how to deal with them and how can they help the child to cultivate a better future.

All these children were screened /assessed for Learning Difficulties on Standardized tests, which was completely free. This is possible due to the immense support of HHH & Sister Nivedita Foundation trust. Normal charges for such a report is Rs5000/-. The parents will get a detailed report and a list of recommendations which will benefit a child. We are happy that now parents are approaching us to take early intervention from the Child Development and Learning Disabilities Center.

We are blessed that we have been able to show tangible improvement in the learners who have been taking interventions with us since we started and thus word of mouth is also spreading.

The Open house is scheduled every two months and we have started floating this information so that we can reach out to many more children.

List of Students screened during the Dyslexia Week:

1. Vaidik
2. Aarav
3. Bhakti
4. Zenisha
5. Nandini
6. Ayush
7. Hetvi
8. Prarthna
9. Dhyani Kathloti
10. Shivam Dodiya

11. Zeel Rachh
12. Vishwaraj Khochar
13. Dhyan Popat
14. Saumya Kothrani
15. Heet Siyani
16. Vaidik Dudhatar

***Ashramshala Visit (Kalasara) 18th December 2019:**

India still has a long way to go when it comes to providing basic education across all corners of the county, even though we have come a long way from where we began, the goal is not close yet. In these conditions, under the act of Right to Education, the government extends its support towards the children who, even today, are striving for primary education and fulfilling their basic necessities. Such schools, which are backed up by the government, known as *Ashramshala*, provide primary education of standard 1 to 8 to the children whose parents are working on daily wages and/or can't provide their children with basic schooling. These Ashramshalas (schools) also provide these kids with meals and hostel like shelters with the most minimal fees.

Sister Nivedita Foundation helps 91 such schools. It was the initiative of HHH Child Development Centre under the leadership of Dr. Deepa Raja (*DIMP, P.G Dip in Dyslexia and Literacy, Intl Dip in Dyslexia and structured Intervention, CCET, EAA, DHMS, MEd*) and two Brain Gym instructors, Mrs. Shilpa Shah (*B.COM with Computer Science; Brain Gym Instructor 101; 18 Years Of experience in teaching field*) and Mrs. Parita Tanna (*Brain Gym Instructor/Consultant; 5 Years of experience in teaching field*) to visit one of the Ashram Shala at Karasar village situated near Chotila District.

The students stay in school and are provided with all the basic essentials of life. The per head cost of each student is sponsored by the government. The government appoints appropriate teachers for these schools. Those teachers stay with the children. They follow the curriculum set and approved by the government. Every subject is taught and examined by a single teacher. They take care of education and simultaneously focus on the manners to be learned as a member of the society. The students have to

follow a fixed routine throughout the day. These students are also made to do physical activities such as playing cricket and swimming.

The main aim of the visit was *mass screening of Dyslexia* of the students and helping them build a strong base for their future. The target for the screening was students of grade 1-8. A total of **160** students were examined. As the strength of the students was more and to make it a smooth process we got volunteer help from 6 other teachers from **iSEN team** – Mrs Rina Dhakan (BA major in Hindi & Psychology), Mrs. Nafisa Sham (BCA; 8 Years of experience in Teaching Field), Ms. Dharini Mrug (M.Sc Counselling Psychology). To make the students familiar with the staff, Dr. Deepa Raja took over and started communicating with the kids. They started opening up and felt comfortable once they were introduced to the team. They were a bunch of well disciplined students.

The kids were then divided into 4 groups i.e., *First Group* included 28 children of students ranging from 1st – 4th Grade, which was headed by Mrs.Parita and Mrs. Rina

Second Group included 55 students from grade 5 & 6 handled by Ms. Dharini under the guidance of Dr. Deepa Raja.

Third Group included 44 children of 7th grade examined by Mrs. Nafisa.

Forth Group comprised 33 students of 8th grade taken care by Mrs. Shilpa.

The team took about 4-5 hours to accomplish the task.

We started the session with a combined group session by **building rapport** and making the students comfortable with the staff. This initial step made them more comfortable and open to different and innovative things they were told to do. Once we got to interact a little, we have a 10 minute Brain Gym warm up activity scheduled for the students and teachers with fun music to get them warmed up on a cold winter morning. The students thoroughly enjoyed it. Then we divided the students into 4 groups and went to separate areas for further assessment.

Group 1 was made to do **Pace, thinking cap** and **positive points** as a part of their **Brain Gym Activity**. An enthusiastic response was received from them. **Oozing tube** was used to enhance their **focus and attention**. Then they were given question papers to solve. It included writing a few sentences about themselves, writing 1-100 numbers in Gujarati and Gujarati letters. They were also provided with

mandalas for colouring, *building blocks* and *clay* after their test was finished. While one set of students were writing paper simultaneously others were called for testing their *concept of left and right*. Mandala worksheets using colours for attention and concentration.

Observation –

Compared to the previous visit, only a few students indicated left-right confusion. Most of the students performed really well, in fact the basics and foundations of the students were very strong. The students were very creative and quick to understand instructions. Not only were they performing well, but also they were a sincere batch of students. They thoroughly enjoyed Mandala worksheets and colouring. They showed keen interest and inquisitiveness with the resources provided and patiently waited to experience them as well.

In *Group 2* the students did *cross crawls, thinking cap*, different types of walks such as *crawling, toe walk, heel walk, line walk & zig zag walk* and *frog & kangaroo jumps*. For relaxing their mind and body *meditation* was used as well. *Oozing tube* was used to help them concentrate, which they found really interesting and were following the instructions of focusing attention properly. Few *sensory equipment* were also introduced to them. Following this they had to solve question paper including few mathematical sums, questions related to shaped, time & months of the year. A *Multiple Choice Question (MCQ)* paper was also given. Towards the end, they enjoyed Mandalas as well.

Observation– The children in this group were very *cooperative*. They followed every instruction given by the teachers. They enjoyed the movement activities which were made to do. Almost all of them were able to solve the papers on their own; a few faced some difficulties but tried to *independently solve the questions*. The students were really helpful to each other and towards the teachers too. They showed keen interest in the mandala worksheets as well, and were equally fascinated by the resources as well. They were also a set of organized and obedient children. They were also more confident and keen on knowing about and learning new things.

Group 3 and 4 included the elder students, who did *Pace* which is a combination of 4 Brain Gym exercises. For concentration, *dots on the wall* and *oozing tube* was used, also *balancing board* was introduced to enhance the focus on balancing their body. It was observed that the attention span of the students was increased as a result of *mediation*. Some students were facing reading issues being in a

higher grade, we observed that they had more clarity with their concepts. They were given Mandala worksheets towards the end.

Observation– Almost all the students were able to solve the paper given to them. But there were a few students who weren't able to solve the papers, indicating severe levels of Dyslexia. The students were naughty and talkative. Some of their concepts were not clear. They had reading and writing issues. In the 8th standard we could observe more reading issues. Though these students were really open minded and smart. They were not reserved infact, they were really bold and confident.

Out of the following 160 students we found out *79 students who need help*.

	Mild	Moderate	Severe
Grade 1			1
Grade 2		1	2
Grade 3	1	4	
Grade 4		4	1
Grade 5	4	8	8
Grade 6	3	13	3

Grade 7	2	11	
Grade 8	1	7	5
Total	11	48	20

We are planning frequent visits to the Ashramshala so that the students can benefit from the services provided. Or even training the teachers if possible. We planned a few intervention strategies while segregating them into categories of mild, moderate and severe.

Mild: We can work on sensory integration and Brain Gym exercises. Phonological awareness using multisensory techniques like sandpaper letters and numbers, tactile letters, using clay for different learning experiences, etc. Using color coding for Gujarati letters would also benefit the students with reading and writing issues.

Moderate: Previously mentioned strategies along with double doodle, Lazy 8, processing games, etc.

Severe: Using all previous strategies more frequently and individualised attention along with rigorous exercises. Also, Chute box for enhancing visual discrimination, Sequential memory, procedural memory, concentration and lucid memory. Speed Up! A carefully structured kinesthetic programme is also advised for students with severe difficulty.

Although we use the previously mentioned strategies for all categories, *emphasis is given to the use of pen and paper for the regular learning experience. Social and emotional competence.*

These last 3 months have given us a new set of learning experience. The success and response of Dyslexia week was overwhelming, it helped us get in touch with a new set of parents, teachers and students. Visiting a new Ashramshala helped us meet a new set of students and expand our horizon to

explore more and work on new strategies and interventions to cater to new population. We hope that we are able to continue working in this field and reach out to more people and get to learn from them as well.

We should also focus now is to try and reach out to Ashramshala children on a regular basis to provide intervention and training to this rural kids whose parents stay far away in their search of livelihood. We wish to visit there regularly or train a faculty who can travel regularly to provide intervention.

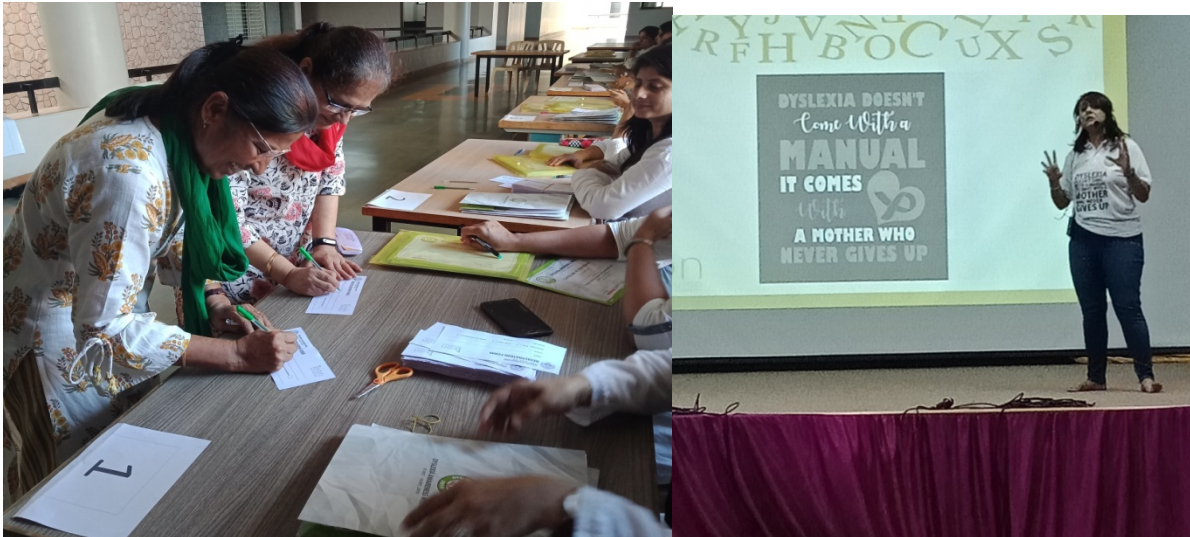
Commuting is still a concern but if we can provide assistance in this, we may reach out to so many children who need our help.

Regards,

Dr Deepa Raja

Dyslexia Awareness Week 2019





Ashramshala Visit December 2019





