

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

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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 focus 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	Vanshi	Slow Development	13
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
26. Vanshi
27. Yash

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 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. Abbasali
2. Mantra
3. Dhruvika

List of students screened during this period

1. Kuldeep
2. Mantram
3. Dhruvika
4. Yash

Counselling Interventions

During the new trimester, we started by providing Counselling services as well. One of our students, Jay Parekh was experiencing several emotional difficulties and difficulty managing his anger due to a critical eye condition. He was being bullied in school setting and was demotivated by a few family members as well. This was concerning as it was leading to lack of self esteem and self confidence in Jay and also a lot of pent up anger and frustration towards people around him and himself. Working closely

with Jay for a few sessions now has shown significant improvement in his behavior. He has been receptive towards the Counselling sessions as well. We hope to continue working with him and other students as well in near future.

Work from Home

Due to the uncertainty brought by the Covid-19, our work was at halt. As per the Government mandated Lockdown and rules of social distancing, we suggested home plans and online sessions for our students. It took a while for everyone to adjust to the changes, but eventually things started getting smoother. We focused on the same plans, but modified them according to the online module. We even suggested additional physical movement based activities to help parents engage the students at home. Counselling sessions also continued with one of our student who was facing severe anger management issues at home due to the Lockdown. Activities and action plans were suggested for the same.

Our Aashramshala visit could not be worked out this trimester as the COVID-19 breakout made the circumstances around crucial to travel and we didn't want to risk the safety of our students and teachers. We hope to get back to work once the situation is under control.

Regards,

Dr Deepa Raja



