

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
July 2019 to September 2019

We continued our journey to reach out to more and more students during this trimester as well. With every new day our heart fills with concern and care for these students but at the same time we also experience gratitude towards people who contribute and join us in our journey, to make it a little easier. We had quite a few events lined up from July to September. We started the trimester with two sessions for mothers addressing important issues. As we progressed through the month, with the help of the HHH Foundation, we planned a visit to one of the schools backed up by the government, popularly known as Ashramshalas. The detailed reports for these individual events are attached below for further understanding. The pictures are added at the end of the report as well.

5th July: Mata Sammelan

19th July: Ashramshala Visit

20th July: Mata Sammelan

7th September: Pidilite Visit

26th September: Mr Ayaz Khan visited the Center

Regular classes and sessions for children are being continued. Structured Individual plan tailored for each student help us work more closely with them.

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 behavior.

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	Parekh Jay	ADD with visual impairment	125
2	Adesara Manthan	ADD/ADHD – Severe	75
3	Bhatt Dhairya	Autism with LD	65
4	Suchak Flora	Severe Dyslexia	55
5	Balchandani Shagun	Auditory & Speech issues	92
6	Agrawat Ridham	Autism with severe Dyslexia	72

7	Ghanghal Jasmine	Developmental Delay	45
8	Vanjani Samarth	Dyslexia - Dysgraphia	48
9	Kular Jash	Speech with severe LD	150
10	Vasdevani Kunsh	ADD/ADHD	21
11	Trawadi Ali Abbas	Speech and Memory	12
12	Makda Zainab	Severe Dyslexic	6

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 Vaghasiya
2. Balchandani Shagun
3. Bhatt Dhairya
4. Suchak Flora
5. Vanjani Samarth
6. Aashar Jagrav
7. Bhalodia Rushi
8. Rathod Ruhaan

9. Vadavia Nisarg
10. Vadavia Krisha
11. Harsh Nathwani:- Junagadh
12. Sahel Palasara:- Gandhidham
13. Raj Pujara:- Ahmedabad
14. Netra Parekh:- Mumbai
15. Parth Pandya:- Gondal
16. Rohan chandarana:- Baroda
17. Abbasali Trawadi
18. Zainab Makda
19. Samarth Vanjani
20. Dev Buddhdev
21. Jasmine Ganghal

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. Counseling the 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. Vasdevani Kunsh
2. Ghanghal Jasmine
3. Balchandani Shagun
4. Bhatt Dhairya
5. Suchak Flora
6. Vanjani Samarth

List of students screened during this period

1. Makda Zainab
2. Trawadi Ali Abbas
3. Vaghasiya Prasham

Ashramshala Visit

(Visit on 19th July)

In India, education is still a luxury for a large number of people. 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 Boghravadar village situated in Rajkot 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 **152** 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), Ms. Sneha Sanghvi (BA in Psychology) and Ms Palak Babaria (Pursuing 12th Grade). 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 34 children of students ranging from 1st – 4th Grade, which was headed by Mrs.Parita, Mrs. Rina and Ms. Palak.

Second Group included 46 students from grade 5 & 6 handled by Ms Sneha and Ms. Dharini under the guidance of Dr. Deepa Raja.

Third Group included 32 children of 7th grade examined by Mrs. Nafisa.

Forth Group comprised 40 students of 8th grade taken care by Mrs. Shilpa.

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

The sessions in each group started with ***building the rapport***. This initial step made them more comfortable and open to different and innovative things they were told to do.

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***.

Observation – Most of the students in *Group 1* had ***left – right confusion***. The lower grade had ***severe problems in concept clarity*** and needed assistance from teachers almost all the time. Students of grade 1 had ***severe problems in reading and writing***. Constant instructions were required to be given. The students showed a positive response to the new and innovative resources provided to them.

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 equipments* 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 and *finding words* paper was also given.

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.

Group 3 and 4 were combined during the screening session. It 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*. Being in a higher grade, we observed that they had more clarity with their concepts.

Observation– Almost all the students were able to solve the paper given to them. But there were 3-4 students who weren't able to solve the papers, indicating severe levels of Dyslexia. They were *struggling with number concepts*. Their level of concentration was very strong.

Out of the following 152 students we found out **76 students who need help.**

	Mild	Moderate	Severe
Grade 1		1. Devda Akash 1. Babariya Mehul	1. Buharia Vinod
Grade 2	1. Bavadia Hemakshi 2. Devadia Aarti 3. Khushi	1. Devadiya Pooja	1. Sanjuni 2. Aashika
Grade 3			1. Toofan 2. Solanki Sneha 3. Bavaria Chirag 4. Sorani Shilpa 5. Ukadia Ravi 6. Manshi Jograjiya

Grade 4			1. Katara Vijay 2. Sosa Bhavin 3. Baraiya Kishan 4. Dharajiya Vishal 5. Chavda Rohit 6. Palaas Vasant 7. Babariya Vikram 8. Katara Vishal 9. Bhuriya Vijay 10. Ganava Hasa 11. Naranka Rekha 12. Slonki Sandeep 13. Godharka Varsha
Grade 5		1. Goswami Neha 2. Kumrakhniya Shital 3. Sorani Mansi 4. Tavya Kishan	1. Dabhi Kiran 2. Sorani Shubham 3. Kobiya Bhavesh 4. Makhvana Vivek 5. Chavda Anil 6. Minama Qismat

Grade 6		1. Ganava Rajesh	1. Mado Vikram 2. Payal Mukeshbhai 3. Dhoraiya Karan 4. Parmar Payal 5. Sakaria Bhavesh 6. Uydala Sunil 7. Many Hardeep 8. Mer Nitin 9. Rojasara Nemish
Grade 7	1. Chavda Alpesh 2. Bhagani Daxita 3. Bhagani Daxita	1. Gohel Hardik	1. Chauhan Satish 2. Dudhrejiya Priyas 3. Gabu Jagruti 4. Sarvaiya Sejal 5. Naranka Ratu
Grade 8	1. Mer Rahul 2. Bariya Ankit 3. Jhaparia Hetal 4. Makwana Asmita 5. Parmar Trisha 6. Jograjiya Tushar	1. Makwana Jadeep 2. Rajpara Bhagwan 3. Kareliya Jaydeep 4. Sharma Ravi	1. Kunkhaniya Harji 2. Gabu Anand 3. Rojha Sara Kishore

Unknown Std		1. Bhejani Akshay	1. Dudhrejia Ankita 2. Valani Vijay
Total	12	13	47

We are planning a weekly visit to the Ashramshala so that the students can benefit from the services provided. 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 individualized 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. We also focus on social and emotional competence of the children.*

Mata Sammelan

(Conducted on 5th July and 20th July)

As always said, mothers are the first teachers of every child, it is really important to make them aware about the development milestones of their child and how learning can be affected. This awareness was provided by Dr. Deepa Raja at Mata Sammelan, organised by Sister Nivedita School for almost 60 mothers of Grade 1 students.

The session was commenced by asking the mothers about the developmental milestones related to their child. For e.g. when did your child started to sit properly, crawl, developed proper speech and many more. To make them clearly understand these points of development she narrated the difficulties faced by her son. Connecting our lives with the events in a movie aids the understanding of that particular concept. Likewise, she gave the example of movie Taare Zameen Par to clarify the concept of dyslexia and conveyed that with hard work and support the difficulties are curable.

It is really important for the parents to understand the importance of learning skills and so Dr Deepa divided this area into 4 crucial skills.

Attentive listening - Learning skills starts with attentively listening to what is being told.

Attentive listening means to listen and understand every part of the speech.

Perceiving - After attentively listening the individual perceives the message according to his/her understanding. Proper understanding of message is followed by appropriate perception of the same.

Memory - The perceived information is then stored. There are 3 types of memory -

- Short term memory
- Long term memory
- Working memory

If at all the information is properly stored in the memory then its retrieval will be easy and perfect.

Expression - The final step comes where the individual has to express the information which was processed and learned. Sometimes an individual may not be expressing properly even though the above skills are used perfectly.

Pidilite Visit

(7th September, 2019)

The Chairman of the Pidilite Industries, Mr Madhukar Parekh visited the IQE Center on 7th September, 2019. The organization is one of the leading adhesive manufacturing companies in the country. They observed the work being done and were thoroughly impressed by the commitment and contribution by the team. They suggested a collaborative venture to join them for screening students at their schools in the Saurashtra region. They work with almost 600 schools and were keenly interested to do the same for their schools as well. They also shared a common goal of creating awareness regarding the importance of Special Educational Needs for students across schools.

Mr Ayaz Khan Visit

(26th September, 2019)

Mr Ayaz Khan, an eminent educator, who has been working in the field of education for more than 50 years now, visited our center on 26th September 2019. He was very impressed after interacting with our students at the center and by the answers given by them. He not only praised the students and the center, but also spoke about the work being done here at one of his conferences at Marwadi University, Rajkot. We have received such a positive response post the talk where people reached out to us and acknowledged the work being done by us.

These last 3 months have been a great learning experience for all of us with respect to expanding our services not only to parents in terms of creating awareness, but also reaching out to students in remote areas. With the help and support of various individuals and dedication of the team, we have taken a step towards a bigger goal and we hope that we are able to continue doing the same in future as well.

Warm Regards,

Dr Deepa Raja

Project Head

Construct Center for Autistic & Dyslexic Children (39579)

Ashramshala Visit (19th July, 2019)



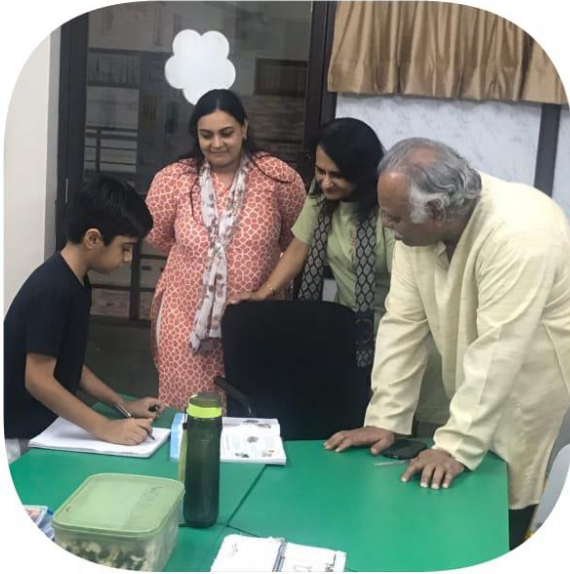
Mata Sammelan (20th July, 2019)



Pidilite Visit (7th September)



Mr Ayaz Khan's Center Visit (26th September, 2019)



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