

## AASHA JYOTHI WELFARE ASSOCIATION FOR DISABLED ANNUAL REPORT FOR THE ACADEMIC YEAR 2020-2021

**10-04-2020** : The Staff of Aasha Jyothi distributed food, fruits and mask to all the  
**to** migrant workers who were on the way back home by walk after  
**18-04-2020** the declaration of the lockdown in India. These were the daily wage  
labours working in rice mill and other factories in cities who had to return  
back to their native places. As there was no transportation, they had to go  
back by walk.



**13-04-2020** : Aasha Jyothi staff made masks by themselves for 3 days [1500 +/-] and distributed it to children and parents (total 5 masks for each family). They explained about the right ways of washing hands. Distributed rice and vegetables to poor families in the community.

**12-04-2020** : The parents were explained through phone calls about the precautions to be taken for COVID 19, like wearing a mask when moving out of the house, washing hands frequently after touching objects and maintaining social distance when out of the house. They were asked not to neglect any health issues and take necessary precautions when needed. Before approaching them, they were asked for permission and only then the groceries were distributed to them and to nearby poor families too. They expressed gratitude for helping out.

**15-04-2020** : As lockdown was extended and the virus spread had increased, awareness was created about the means of spread of the virus, importance of personal hygiene, contact tracing and importance of isolation among the parents. The concept of STAY HOME STAY SAFE and its need was explained. Parents were informed about government dividing areas into zone like green, orange, and red zones. Groceries, vegetables, masks were distributed to 40 families.

- 09-05-2020** : Information about UDID cards were given to the staff through meetings and audio conferences and they were explained the benefits too. Gave information about UDID cards and their benefits to parents (National Database of PWD) for smooth physical and financial progress and implementation. This card can be used at village level, district level, state level, and national level. Through this card the children get all the benefits whichever state they maybe. Instead of carrying multiple documents of their children parents will be able to use this card easily as all details are shared in this.
- 11-05-2020** : Registration of UDID cards was done. This was not limited just to the school children but also for the ex-students of the special school and  
**To**  
**21-05-2020.** also the other children residing nearby with different types of disabilities. The Card details including the application process and procedure for obtaining the card for the benefit of special children dwas explained to them and they were motivated to apply.
- 18-05-2020** : Parents were suggested to download the *pschool.in* app. The link for  
**To**  
**24-05-2020** downloading the app was sent to them on WhatsApp. They were explained how to use it. This app proved to be very useful for children with mild and moderate intellectual disability. Children could perform activities like reading, writing, colouring etc . Parents shared the activities performed by the children on a daily basis through WhatsApp
- 19-05-2020** : Conducted zoom meeting with the staff and discussed and explained to them about COVID-19 pandemic and precautions to be taken. The staff were asked to be in contact with the parents and children through phone calls from their home and were asked to find out the problems faced by the parents and provide them with necessary support through phone calls.
- 20.05.2020** : Conducted audio conference with the staff and discussed about Health emergency programme being conducted by WHO on COVID Awareness programme for one week from 20th May and the information was being shared with parents.
- 04-06-2020** : Due to the commencement of the unlock phase in this month the parents were explained about UDID cards its importance and the procedure for its registration
- 08-06-2020.** : Started video calls for the parents and children. Online sessions commenced.

- 09-06-2020** : The opinion of the parents was sort regarding online sessions for the children (1:1). Out of the 75 students only 43 student's parents  
**To**  
**18-06-2020.** agreed for online sessions for their children. Teachers came to school on alternate days. It was planned to take one child at a time at the school in each class. The children residing close by who were interested were invited to come to school. This was conveyed through a staff meeting. School/classroom setup was changed accordingly (maintaining COVID protocol). Time table, birthday calendars, TLMs were prepared accordingly. Sanitizer stands were installed. Each class had a sanitizer. Classroom management and plan for the children were discussed with the parents. Few of the parents came to school to check the environment. Those who could not attend the school were provided programs trough video and audio calls.
- 15.08.2020** : Celebrated Independence Day with minimum attendance due to COVID situation
- 18.08.2020** : Teachers are in touch with parents regularly and guiding them to help the children at home.
- 05.09.2020** : Celebrated Teacher's Day with available staff in the Asha Campus.
- 28.09.2020** : Ashajyothi proposal for the FY 2020-21 was submitted to DWO, Nalgonda for further processing of Grant-in-Aid.
- 06-10-2020.** : With the support of Dr. Reddy's Lab's team members groceries were distributed to 10 poor families.
- 13-10-2020** : An inspection was conducted District Welfare Officer Smt C. Subhadra Madam visited the special school and discussed with staff members about COVID-19 services and work of staff. They checked all the registers, records, activity photos. Information was provided to them about the IEP program, weekly plans and its implementation. The procedure was explained and they were informed about the counselling to parents through video and audio calls. They were also informed about the awareness being created on COVID-19, handwash programs, relief programmes, mask distribution etc. Parents too were being provided information regarding maintenance of COVID protocol through phone calls.



- 23-10-2020** : Dussehra holidays.  
to  
**27-10-2020.**
- 02-11-2020** : As suggested by the District Welfare Officer, Mrs C Subhadra, application for the Teaching Learning Material kits was put up. Application was put up for 75 TLM kits and the same information was shared with parents.
- 13-11-2020** : R. Rohith Singh (Regional Division Officer) - Miryalaguda visited and checked the records of our school. Enquired about school activities and suggested to maintain COVID-19 precautions, give proper guidelines and suggestions to parents and suggested to communicate daily with parents and teachers work and ensure that therapies being given continue. Sir said “We will support in all aspects.” Inspection report was forwarded to Nalgonda collector office.
- 17-11-2020** : *Pschool.in* link was shared and explained to parents. This was Communicated with children through video calls, and children felt very happy.
- 18-11-2020** : On orders of District collector, National Trust legal guardianship online registration was done. This copy was submitted to the District Welfare Officer.
- 19-11-2020** : File work was done. Certificates were sorted out. Communicated with parents and explained about behaviour modification for their children.
- 21-11-2020** : By the order of District collector and through DWO Mrs C. Subhadra as a team member of local level community went to Damaracharla inspection. Applied for G. Vamshi (S/o Late Saidaiah and Koteswari,), checked their details, their house, observed surroundings, and enquired about their information. This program was attended by team C. Subhadra (DWO), CDPO Miriyalaguda Mrs Mamatha and school special educator. A Final report has been submitted to district collector.
- 21-11-2020** : On the word of DWO & District Collector, Asha Jyothi Welfare Association for Disabled has been selected as a 'Nodal Agency' for the National Trust. Ms. T. Divya Teja, Treasure along with the local level committee attended Nalgonda. Visited and verified a family who applied for the Legal Guardianship in Damarcharla Village, Nalgonda.



- 03-12-2020** : Attended zoom meeting on the "International Day of persons with Disabilities". There was an online celebrations by Government of Telangana - Department for Welfare of Disabled and Senior Citizens. (Theme: Building Back Better, Towards and Inclusive , Accessible and Sustainable Post-COVID-19 world by, for, and with persons with disabilities.)
- 03-12-2020** : Due to COVID-19, a competition of painting was organized where children were asked to make a painting or drawing and colouring and parents were requested to send it on WhatsApp. Parents got actively involved and participated in the program happily . They distributed participation prizes to children. Parents felt very happy and thanked management for the event.
- 11-12-2020** : On the occasion of Dr. Frank Vishwanath Sir's birthday, distributed groceries to nearly 20 poor children. The families of the children thanked sir for helping them always. Spread awareness about second wave.
- 15-12-2020** : **Sri G. Rajagopal**, Assistant Director, Department of Disabled WD and SL Hyderabad visited the school and interacted with the school staff. He visited classrooms, Physiotherapy room, speech room and checked equipment's. Explained about TLM kits. He checked records and registers and enquired about the COVID -19 activities and checked photos too.



- 17-12-2020** : Submitted all the Aadhar cards and SADAREM xerox copies of 75 students to the director.
- 24-12-2020** : On the occasion of Christmas distributed groceries and masks to 30 poor families.
- 13-01-2021** : Due to Sankranti holidays, communicated with children through phone calls and greeted them and asked parents to celebrate festival at home maintaining COVID protocols. Greeted all teachers, parents, children through video calls and group calls and explained about wearing mask, hand wash, social distance, etc.  
**To**  
**18-01-2021**

**26-01-2021** : On the occasion of Republic Day, flag hosting was done only with staff members. For children at home, they were given task related to Republic day like colouring picture of a flag, drawing, pasting of flags etc as a part of a competition held on the occasion. Fruits were distributed among a few children who participated.

**12-02-2021** : G. Venu DLSA (District Legal Services Authority) Nalgonda visited the special school for observation. There were only 10 students so teachers took 1:1 session for the children maintaining all COVID-19 protocols while giving training, implementing behavioural programs, and therapies. They enquired with parents about school management and their support and also interacted with children. They appreciated the organization for their services and gave suggestions to parents and staff.



**19-02-2021** : In the memory (Death Anniversary) of Dr. Ranjan Babu sir distributed groceries to 20 poor family members of special school.

**20-02-2021** : Parents were motivated and suggested to strictly followed COVID  
**To** Protocols. They were suggested to get vaccinated. Information  
**28-02-2021** regarding vaccine was provided through phone calls.

**08-03-2021** : On the occasion of woman's day, all the staff members praised, appreciated and felicitated Ms Mary -Director of CARDS organization. Staff members were given gifts. The staff members were appreciated for all the efforts made by them in this pandemic by participating actively in relief programmes, in spreading COVID awareness, distributing masks, hand wash programme, helping out migrated labours by supplying food etc, awareness program about COVID vaccine etc

**23-03-2021** : **Ms. Haritha** from Ministry of Social Justice and Empowerment, New Delhi, In-charge of Telangana State visited our special school for inspection. She saw the school, hostel, kitchen, classrooms and met the management and interacted with school staff and asked about activities taken during COVID-19 times and observed the work of teachers. She checked the school records, student's IEPs, daily diaries, daily reporting books etc. She enquired about how we deal with parents and what tasks are given for Home Based Programs. She appreciated the staff for their service. She interacted with parents and asked about school services and support.

**24-03-2021** On the occasion of the birthday of Dr. M. Swarnalatha Devi and with her support distributed groceries and daily need things to 15 family members of school children, poor people in the neighbourhood, senior citizens etc. Masks, fruits, vegetables, etc. were also distributed and they were explained about COVID precautions and the importance of vaccination. Management thanked mam.

-oOo-



## **AASHA JYOTHI WELFARE ASSOCIATION FOR DISABLED**

### **PROGRESS REPORT – 2020-2021**

Aasha Jyothi Welfare Association for Disabled has been working for over two decades for the empowerment of children with disability. It has been offering qualitative rehabilitation services for children with developmental, intellectual and multiple disability to equip them with skills to make them independent members in this technology-oriented society. For the past two years it has been facing the most challenging times since its inception. With the pandemic striking the world it has created an imbalance in all fields and the most impacted is the field of education. Schools have been shut down since the lockdown which was imposed in the entire nation. Since then all the schools be it regular or special have adopted the online mode for imparting education. Online education has not been easy for the regular students. Situation is even worse when it comes to special schools. Offering rehabilitation services online is challenging.

Aasha Jyothi Special School faced a lot of problems with providing online special educational and therapeutic services. Based on the situation in the state with regards to the number of cases and its spread the teachers came either on alternate days, or attending school on alternate weeks. Keeping in mind the situation either online class was taken, home based training was offered to parents and even home visits were made if required. The institute tried all possible ways to ensure that the children are offered the services they needed. Feedback was taken from parents regarding the reopening of schools when the government were gradually opening up the regular schools in a phased manner starting with high school. Many of the parents of the special school were willing to send their children to school for availing therapeutic and special educational services. They were requesting the school authorities to take sessions for the children. On the other hand there were many parents who refused to send their children to school till the virus was gone. They did not want to take risk.

As for online classes many parents were blatantly refused as they felt that their children would not be able to focus on the screen. Parents were required to be seated along with such children for which they said they had no time. While some parents preferred using the phone for the online classes for their children studying in regular schools and colleges. However many parents did agree for online classes but timings were a major challenge for the teachers. As parents requested most of the teachers to take classes in the evening when they were back from work. Some parents were very cooperative and followed the home-based training programs given by the teachers. Teachers ensured to monitor the development by making home visits atleast once a week.



The rehabilitation program provided was a collaborative effort of the teachers, professionals and parents. It was real challenging task for all. Every effort was made to help children get an access to the services . Learning was tailored to address each child's unique combination of needs.

The organization strongly believes in capacity building of its staff to improve the quality of services offered. Over the years Aasha Jyothi has been strengthening its services with the cooperation of government and non-government organizations. This year most of our staff attended webinars to equip themselves and update themselves with the latest in the field. The teachers were provided information as and when it was obtained to make their work easier. The teachers were suggested to give parents the suggestion of using apps for teaching the children a few concepts. The pschool.in website was used by many parents to engage their children in different activities at home. Parents found it very useful.

The children enrolled in the school were placed into different sections based on their chronological age and functional level. Currently there are 8 sections in the school. Teachers were handed over the list of the children. They got in touch with the parents and ensured that online rehabilitation Services are provided to the children. Functional Curriculum is emphasized at the school utilizing behavioral approach for teaching the children. The children are trained to be independent in their respective environments. Equal attention is placed both on curricular and co-curricular activities. Teachers predominantly followed Individualized programs through Online sessions. Group sessions also were taken on a zoom call or through Google meet. Only with the approval of the parents the online classes were taken. Many parents did not agree for online sessions. Home visits were made and home-based training programs were given for such children. This year parents played a crucial in the training of the children. The programme of each child was well documented. Feedback from parents was regularly taken. Teacher use a standardized Scale for assessing the children which include:

1. BASIC-MR-Part A and B (Behavioral Assessment Scale for Indian Children with Mental Retardation)

Behavioral Approach was utilized for teaching the children different skills. The focus of the teachers was to plan to increase desirable behaviors, decrease undesirable behaviors and maintain the achieved desirable behaviors. Concentration is paid on the overall behavior of the child in varied setting which includes home, school and community. The school has a strength of 75 students. The skill development in children was regularly monitored by the teachers by either making home visits of through WhatsApp calls made to parents.

Teachers work hand in hand with parents towards the achievement of the goals. Periodic evaluation by teachers and regular feedback from parents help in the Individualized Education/Training program of the children. Home based program were provided for most of the children at the school.

Teachers made regular home visits to study the environment of each child and base their program accordingly. This year the school focused on primarily helping the children deal with the pandemic. They were first trained and provided information on the importance of wearing a mask, washing their hands regularly in the right way and maintaining proper social distancing when moving out of the house. They were encourages to maintain proper hygiene at home like washing hands and legs after coming back from home, taking steam they have gone out of the house , warm water gargling etc. They were encouraged to follow a proper balanced diet to build their immunity.

The school usually provides the following services:

- ❖ Individualized as well as group training programs by specially qualified teachers.
- ❖ Yoga therapy
- ❖ Music Therapy
- ❖ Speech Therapy
- ❖ Psychological Assessments and Intervention
- ❖ Physiotherapy and Occupational Therapy Services.
- ❖ Pre-vocational and Vocational Training
- ❖ Early Intervention Services
- ❖ Home based and Center Based Training.
- ❖ Recreation Facilities.
- ❖ Andhra Pradesh Open School Examinations.
- ❖ Parent Counseling and Guidance.
- ❖ Family Counseling Intervention Services.
- ❖ Community Based Rehabilitation program.
- ❖ Day care and Residential facility.

However, this year a lot of adaptations had to me made. Mode of providing rehabilitation services was predominantly online. It was an entirely different experience for our staff.

The data below shows a profile of the total strength of the students at Aasha Jyothi Special School with respect to the type of disability.

INTELLECTUAL DISABILITY			MULTIPLE DISABILITY		
Mild	Moderate	Severe	Intellectual Disability with Hearing Impairment	Intellectual Disability with Visual Impairment	Intellectual Disability with Cerebral Palsy
25	11	09	02	01	27
Total: <b>45</b>			Total : <b>30</b>		
TOTAL STRENGTH OF THE SCHOOL: <b>75</b>					

The data below shows the class wise strength at Aasha Jyothi School with respect to the sex of the child.

No of Classes	Class	Males	Females	Total
1	Pre-Primary	03	05	08
2	Primary I 'A'	02	06	08
3	Primary I 'B'	04	04	08
5	Secondary I (A)	04	08	12
6	Secondary I (B)	04	07	11
7	Pre-Vocational I (A)	09	05	14
8	Pre-Vocational I (B)	09	05	14
8 Sections	TOTAL :	35	40	75

### **DEPARTMENT OF SPECIAL EDUCATION**

The students in the school were grouped into different classes based on their chronological age and functional level. Information regarding the current level of the children was taken either from their files or collected from the previous class teacher and also by directly interacting with the parents and children through WhatsApp calls. For some children home visits were made to collect information. The tool used for the children was the below given tool.

- BASIC – MR ( Behavioral Assessment Scale for Indian Children with Mental Retardation)

Goals were developed for the children based on the skills specified by the parents. This year our ultimate aim was to ensure that the child is well adapted and adjusted to his/her home environment due to the restrictions imposed on the children due to the virus. Many children were finding it difficult to stay at home. Teachers and parents had to jointly work to help them cope with the stress imposed due to the pandemic. Regular meetings with parents were held. The IEP meetings organized was through a zoom call. Children enjoyed group sessions as they had an opportunity to see their classmates and friends. The entire programming for each child is well documented. Feedback was obtained from the parents in the form of pictures and videos.

### **PRE PRIMARY**

The age group of children in the Pre- primary section was 3-6 years. The total strength of this class was 7 including 2 males and 5 females, out of which 4 children had Multiple Disabilities and 3 had Intellectual Disabilities. To improve the skills BASIC-MR Part (A) checklist has been used and for behavior modification BASIC-MR part B checklist was used. There is a lot of improvement that has been observed in three children. The training was provided in areas like motor skills, Self Help skills, language, reading and writing, number and time, domestic and social skills, pre-vocational – money, recreational skills and games (Indoor and outdoor).

This year due to COVID all the schools were declared closed. Due to the pandemic the teachers communicated with parents and children through video calls, voice calls and by making home visits to know the current level of skills. Information regarding behavior problems in children was known and appropriate behavior Management program given. Initially teachers continued with the previous years goal as children forgot a lot of academic activities. The students of this class needed training in Self-Help skills. During home visits the materials related to the goals and were provided to parents and they were explained how to use TLM and how to train the children in the skills and practice the behaviour management program given to them.

Weekly plans were provided to parents and they were explained step-by-step about program through video calls able to communicate parents and children and able to train in taken goals. \

**Motor Skills:** In this class, there are 4 children with Cerebral palsy and out of them 2 children have shown improvement in fine motor and gross motor activities. By practicing regular physiotherapy these children have shown improvement in Activities of Daily Living. There is no sitting tolerance in these children and are were not able to cooperate during tasks, but now the children are cooperating in activities at home, and staying at home. They are able to sit for about 1 to 30 minutes for completing a task. They can climb 5-19 steps, bend on knees in standing position, able to kick a ball, catch and throw, do simple exercises, able to clap, walk, run, jump, sit and stand

without support and are also able to put objects into containers, pick up small objects using thumb and index finger, thread beads, do peg board activity, ring tower activity, thumb print using colors in scrap book and do hand print and are also able to walk on a straight line.

This year due to COVID situation the teachers communicated by either video calls or normal calls with parents and children and trained the children in motor activities . Children were able to perform simple exercise and practice yoga with the help of parents. During home visits parents were provided the teaching and learning material related to the goals selected for the children and were explained the process of teaching the skill. There is a lot of improvement in motor skills. In the beginning, parents did not respond well and parents struggled to train the children, but now parents are reporting well.

**Activities of Daily Living: – Eating:** The children of this class can fetch their own plates, wash hands and legs before eating and eat food by themselves, if food is mixed and given. While drinking water from the bottle they can open and close the bottle lid independently, chew food and eat without spilling. They are able to eat all kind of food items, drink liquids like milk, juice, cool drinks etc. independently. Two children with motor problems eat independently but with adaptation of spoon and glasses. The rest of the children eat and drink independently. The parents were suggested to allow children to eat independently and to make them mix food on their own at home. They were suggested to give children an opportunity to drink all types of liquids and foods and also allow them to wash hands before eating. The children have showed a lot of improvement in this task.

**Toileting:** - As children are young at age, initially they did not go to toilet independently. They were not able to indicate toilet needs but by 2 months children have learned to indicate their toilet needs. The children with motor problem need assistance to be taken to the toilet. The rest of children go independently. The children have learnt to go to the toilet, flush water after use and are able to remove and wear their pants and also can unbutton and button by themselves. Parents were suggested to provide help only when needed.

**Brushing:** In this class, children can identify brush and paste, but are not able to brush properly. They need help to finish brushing. Few children swallow paste and were not able to spit out. But now these children have learned few brushing skills like applying paste on brush and are able to brush but not very neatly. This year parents were asked to train children in brushing independently.

**Bathing:** The children of this class can identify soap, bucket and towel and are able to pour water by themselves, but cannot apply soap and rinse. They need parents help to perform the skill.

**Dressing and Grooming:** Children can wear buttonless shirts and T-Shirts. They can wear a loose dress with no buttoning required. They wear elastic pants and shorts and are able to button and unbutton using big buttons but skips out a few buttons at times. To some extent they are able to dress by themselves, able to apply powder on face, apply oil to hair. Now they are learning to comb. Initially, they use to get confused to wear slippers , but now they are able to wear correctly. This year the previous year goals were taken up initially and parents were explained in detail step-by-step process of teaching at home and communicated this regularly with parents and children through video calls and normal calls. Children were very cooperative and learned activities very well.

**Language:** These children of this class have speech problems. They do communicate mostly with signs language. They are able to respond to verbal and gestural commands, follows simple steps, can identify four or five body parts like eyes, nose, hands, legs, lips, etc. They can identify few familiar objects and know their uses, can identify few fruits, vegetables, vehicles, etc., Many children can follow one-step direction, can imitate to make sounds of cat, dog, train, etc. They can identify actions like eating, playing, sleeping, brushing etc. This year these were some of the goals taken for the children which were taught through video calls and voice calls and with parents help using different flash cards, picture charts and by using written slips. Parents were able to teach children to identify and name fruits, vegetables, and body parts and so on. During home visits necessary materials were provided and the usage was explained to parents. They were asked to concentrate on the speech by saying daily use words, relation names and to communicate regularly. Children have shown good improvement.

**Reading and Writing:** The children of this class have shown improvement in skills like coloring, matching pictures, numbers, alphabets, joining dots, coloring with adapted writing tools, identifying the primary colors, coloring within a diagram and also have improved in their written skills. This year the parents were asked to teach pictures, matching colours , numbers, alphabets etc. The required materials were provided to parents during home visits and they were explained the use of materials and the method of teaching activities.

**Numbers and Time:** In this class few of the children can count numbers from 1-10 by using fingers or on peg board or on a number board. They can identify and arrange them. They comprehend the concept of today and tomorrow, breakfast and lunch time, school time, bed time, etc. They can match numbers with objects, follow the concept of now and later.

This year the above goals were taken up and followed up through video calls by using flash cards, picture charts, objects, matching, counting, etc. During home visits materials were provided related to the goals and parents were explained how to use and teach children concepts like time concept

by linking situation with time. Step by step process was explained in detail to parents. This way children showed much improvement.

**Domestic Social:** The children of this class share snacks and toys with others and enjoy together. They can fold handkerchief, participate in group activities, identify their class teacher and classmates, collect waste papers and put away in a dustbin, can identify family members in photos, while a few can say their parents' name. They know how to behaves appropriately with the guests at home, can perform simple domestic activities, respond to greetings like hello, tata, bye-bye, flying kisses, etc. greet other when required, and enjoy dancing on music. Parents were suggested to make the children do small activities to keep them busy at home, to engage in simple household works. They were made to identify their relations by seeing photos. They were explained through demonstrations as to how to respond to guests at home and how to wish and respect elders, share food and toys with other. Parents were in detail through video calls and normal calls and by home visits. Parents reported a good response and good improvement in children.

**Pre-Vocational - Money:** The children pass messages from one person to another and are able to perform activities like thumb painting, multiple paints and hand prints, paste pictures in books and scrap book, identify shapes, sizes and colors, identify 1- and 2-rupee coins but do not know the value of money. They are able to place things at proper place after use, can follow simple steps and cooperates well. Children are able to imitate others.

BASIC-MR Part (B) checklist was used to identify problem behaviors. Behavior problems were identified and noted down and a behavior management program was planned and explained to the parents as to how to be implemented. This year children were at home, so children had developed many problems behaviors. Different techniques were suggested to be used by parents to manage their behaviors through video calls, normal calls and by making home visit. Materials were provided to keep the children engaged in activities to keep them busy and control their problem behaviors.

All the children did show some improvement in almost all areas and they were promoted to next class.

At home parents and family members like brother, sister, mother and father were all involved in the programming of the child and its implementation. Parents are following the time table given. Few parents are calling by themselves and asking to take class and reporting about progress by themselves.

Seven children in this class have been promoted to the next section.

## PRIMARY 1-A

The age group of Primary -1 (A) children ranged from 6-12 years. This group children are mostly having Mild Intellectual Disability. The class strength was is 9 (Males-3, Females-6). There were children both with Intellectual Disability and multiple disability in the class. Primarily the children are trained in motor skills, activities of daily living, language, reading and writing, numbers-time, pre-vocational, money concept and domestic skills. To train in the above skills BASIC-(MR) Part-A checklist was used and for behavior modification BASIC (MR) PART-B.

This year due to COVID all the schools were declared closed. Due to the pandemic the teachers communicated with parents and children through video calls, voice calls and by making home visits to know the current level of skills. Information regarding behavior problems in children was known and appropriate behavior Management program given. Initially teachers continued with the previous years goal as children forgot a lot of academic activities. The previous skills were taught and maintenance and generalization of the skills was ensured. Weekly plan was made for children. And parents were explained the procedure for implementing it. Children were suggested to follow COVID protocols like wearing a mask, washing hand frequently, maintaining social distance etc.

**MOTOR:** - In this class Primary 1 there is only one child having motor problems while the others have functionally adequate skills for their age. The child having motor problems walk with support of a walker. The rest of the children can walk upstairs, move roundabout, jump, sit, stand, close and open doors, perform simple physical exercises etc. They can string beads and perform pegboard activities. The children participate actively in simple activities. With simple instructions they are able to complete simple tasks. They can run, walk on straight line, clap, catch a ball, able to throw a ball in required direction, climb chairs, clean blackboard, play running games, complete task on time, pour water from one glass to another, stand on one foot, able to fold paper, pick objects using thumb and index finger and play simple games. They can turn pages of a book, cut a straight-line using scissors etc.

This year due to COVID-19, during home visits parents were explained how to train or teach activities and were provided materials for usage. For the child with motor problems and for rest of the children explained exercises like walking and yoga during home visit. Physiotherapy and speech therapy activities were also explained during home visit. Through video calls, continuous follow up was done. There is a definitely some improvement seen in the children.

**Activities of Daily Living:** - This class children can drink water through glass and bottle independently. Most of the children can eat food independently with hand/spoon, a few can eat when food is mixed and given with spoon, some can peel and eat banana and orange. Some can use



a straw for drinking liquids, some can indicate need to go to toilet, 2 students need help for washing self after toileting.

Explained to the children how to brush and the importance of brushing. A few can identify paste and brush and brush independently. Some can apply soap on the body and clean themselves with water and use towel for wiping. 6 children can dress independently, few can do buttoning and unbuttoning. Boys can wear T-Shirt and shorts and able to wear slippers. All are well trained in grooming skills like applying oil and powder, combing etc.

Explained all the goals through video calls and normal calls using flash cards, written slips, picture chats and with the help of parents it was possible to teach children. Explained goals in detail to parents. Counseled parents of children with motor problems to train or provide opportunity to do activities independently based on their ability. Explained how to teach goals using teaching-learning materials. Explained about the importance of hand wash, wearing a mask and maintaining social distance etc. through video calls and home visits. The teachers were able to communicate and do regular follow-ups. There is a lot of improvement in children.

**LANGUAGE:** This class children are able to understand and follow simple instructions. A few few can identify fruits, vegetables, vehicles and animals and some can identify atleast 3 Fruits and vegetables. A Few can differentiate between Big and Small and Boys and Girls. They know that Girls wear Frocks and boys wear shirt and shorts or pants. They can identify body parts and a few familiar objects, are able to imitate vocal sounds, answer in Yes & No, able to respond or tell their names, identify classroom, imitate animal sounds, identify their books and arrange cards to form a story. Few children can express their toilet needs, hunger and thirst. During home visits and during video calls explained the goals and how to train/teach the children skills to maintain the goals. Due to daily repetition, there is an improvement in the children.

**READING & WRITING:** - In this class, few children can do coloring, joining dots, tracing, and copying independently. A few need physical prompt. They are able to match fruits, vegetables, colors, shapes, pictures etc. and are able to trace a straight line, copy alphabets and name shapes like circle, square etc. They can identify animals, vehicles, colors and are able to say names of family members, school and friend's name. Parents were given the program through home visit and video calls wherein they were explained the teaching strategies to teach concepts to the children. Parents utilized teaching-material like flash cards, they were given written steps to teach skills to children like names of public places, community helpers etc. During home visit goal related teaching materials were provided to parents and they were explained how to use, how to organize activities and how to complete activities. Based on speech therapy, they were explained how to teach functional words like names of family members, fruits, vegetables, animals, birds, etc.

Teaching was done by communicating, oral reading etc. This way children have shown improvement and parents have also seen improvement.

**NUMBER-TIME (NT):** - In this class, few children can trace, join dots, copy, and do oral reading of numbers from 1-10, follow directions to fill upto half glass, they are able to pick up specified numbers, can understand the concept of time like devotion time, lunch time and games time. They are able to identify numbers in the clock and are able to understand concept of time like today, tomorrow and yesterday. Oral drill of weekdays and month names was done. They are able to identify day and night, count numbers from 1-5 using fingers and also are able to read numbers from a calendar. This year also taught children through video calls using flash cards for matching and identifying numbers and do meaningful counting. During home visit, goal related materials were provided to parents and they were explained how to use and how to execute activities and complete the task. Weekdays, months name, numbers were practiced daily. Daily morning, lunch, and dinner time was explained by video calls, normal calls and home visit .

**DOMESTIC-SOCIAL(DS):-** The children of this class are able to keep things at their respective place when asked, throw waste paper in dustbin, dust table and chairs, wash few clothes, water plants, fold own clothes, sweep and mop the floor , cut vegetables, respond with correct gesture for greetings like TATA-Bye-Bye. Etc. They respond to own name by turning head, identify teachers, by their names, sharing toys with other children, greeting others and seek permission to go out of the house, sing and dance, etc. They can help family members. A few children know the duties of a postman, milkman, newspaper boy, policeman, doctor and nurse. They are able to wait for their turn with 4-5 other children and play cooperatively with them. They are able to use words like Please and Thank you. They are able to introduce themselves to others when asked like mentioning their name, village name, father, mother, school name and are able to play group games.

Through video calls, we discussed about the goals taken with parents. During home visit parents were provided with necessary materials based on their goals and explained the step-by-step usage to parents. Explained the parents to involve the children in a lot of household activities and give the opportunity to shop or buy a few items from grocery stores giving them money. The students were described the present situation and the importance of wearing mask, using sanitizers or washing their hands and maintaining social distance. Through video calls they were explained how to wash their hands and explained why it is important. Parents were suggested to use prompts if required.

**PRE-VOCATIONAL MONEY:** - All the children in the class are able to do brush painting. The children with motor problems need help. Children in this class are able to pass messages, are able to use pencil and sharpener, they are able to paste picture using gum, put away things in appropriate

place after use, stacks objects into groups, able to cut shapes, use punching machine and are able to hang a calendar on a nail. National festival like Republic Day (Jan-26<sup>th</sup>), Independence Day (Aug-15<sup>th</sup>), Teachers Day (Sep-5<sup>th</sup>), Gandhi Jayanthi (Oct-2<sup>nd</sup>), Children's Day (Nov-14<sup>th</sup>) are known to them. 80 children in the school were aware of these special National festivals. Children are aware that by using money we can buy eatable things from a shop but they are not aware of the value of the item. They know that money is something valuable and need to be kept safely. Counseled parents about teaching money skills. Step by step procedure was explained like first using coins like Rs/1/-, 2/-, 5/-, 10/- and then notes like Rs.10/-, 50/-, 100/-,500/- notes etc. First, they were taught to identify currency notes and coins followed by giving change, demonstrating how to buy using money and teaching the value of money. Children with motor problems required help of parents in doing activities like coloring and brush painting. To motivate the children in reading and writing children were made to paint fruits, vegetables, shapes, so that they remember names easily and learn quickly. This was explained to parents when home visit was made.

Through video calls and home visits children's behavior problems were monitored. Activities followed at home were suggested. Parents claimed that most of the children's behaviors have been under control due to teachers suggestions. Weekly plan, tasks, and activities were followed by parents. Almost all the areas children showed improvement. This year, all children are continued in the same class.

### **PRIMARY 1-B**

Primary -1(B) class children's age range was from 6- 12 years. The total strength of class is 8 including 4 girls and 4 boys having Intellectual disability and multiple disability. The class comprises of children having moderate level of intellectual disability. To improve the skills of children we use BASIC-MR (PART –A) and for Behavior modification we use BASIC-MR (PART-B) checklist.

This year due to COVID -19 situation schools were closed, so we communicated with parents through normal calls and Video calls and made home visits. We enquired about last year goals and also about existing behavior problems in children. All the doubts of parents were clarified during the home visits. They were provided with weekly plans and explained them how to execute it. Through video calls we communicated with parents and children and explained the precautions to be taken like frequent hand wash, wearing mask, social distance etc.

**MOTOR:** - In this class 2 children have fine and gross motor problems. Both are children having Cerebral Palsy. Activities related to fine and gross motor are given daily. One child has learnt to walk with the assistance of a walker. The rest of children can walk, climb stairs, make round about

turns, can open and close doors, do simple physical exercises, perform pegboard activities can thread beads, participate in the classroom activities, clean blackboard, play running games, can fold papers, can turn pages, can do cutting and pasting. The children are able to clap, catch the ball, throw the ball in required directions and play ring games. Children with motor problems also can clap, throw ball, turn pages, walk upstairs, clean board with occasional prompts and simple instructions.

This year due to lockdown, we had home visit and we provided required materials to parents and explained the usage of materials and methods to teach children including children with cerebral palsy. The children were explained how to do exercises, practice yoga and walk regularly. They were given physiotherapy and speech therapy during home visit. By providing different activities and with the help of parents, there is much improvement in the children.

Activities of Daily Living: In this class, the children are able to indicate hunger and thirst gesturally. Two children can mix rice with curry and eat on their own. Children eat with spoon when the food is mixed and given. A few children with motor difficulties need physical prompts while eating. Some children can peel and eat banana and orange. The children can eat and drink all types of foods and liquids. The children share food and snacks with each other and can drink water from bottle independently. The children with Cerebral Palsy can indicate hunger and thirst through gestures or sign language. Before going to toilet, the children ask for permission. They are able to undress and wear pants and shorts, and even wash themselves after using toilet. Few children are able to unbutton and even brush independently. A few can identify paste and brush, while some need physical prompt for brushing and some can split out paste.

The children are able to comb, apply oil, apply powder on face and can wear slippers correctly. A few can pick up water with mug from bucket.

This year training was provided through video calls and audio calls using flash cards, written slips, picture charts and with the help of parents. The teachers explained each goal step-by-step to parents through a demo. During home visit parents were suggested to allow the children to perform tasks on their own within their capacity. Parents were explained how to use teaching learning material. They were suggested to teach children to wash hands after playing, coming from outside, before eating and to wear mask when going out and maintain social distance. Using the above strategies or methods, making video calls and home visit teachers are in contact with children and there is a lot of improvement in them.

LANGUAGE:- A few of the children have speech problem but they are able to understand what teacher speak, they follows simple instructions, use sign language and gestures to communicate.

Some of them can speak and ask for required things. Few can name the body parts while a few can point out to body parts. All the children are able to identify and know the use of familiar objects in their environment. Few are able to differentiate between big-small and up-down. They can identify the concept of left and right. 3 children can differentiate gender (boy-girl), few can speak using single words like amma, nanna, atta, thata. Training was provided to children who could not speak. Few of them can say their name, and names of animals, fruits, vegetables and can imitate animal sounds. Besides this they can respond to their names by turning their heads, follow 2 steps directions, make vowel sounds like A, E, I O,U and able to express Yes/No by nodding head.

**READING & WRITING:** In this class only few can read and write while some can join dots, copy and do coloring. Most of the children including the children with cerebral palsy need prompt for tracing alphabets, and naming colour. A few can identify fruits, vegetables, animals, family members names. The children with Cerebral palsy can identify by pointing finger and the object asked. They can join dots and make a straight line. Two children can write upto 5 numbers, color the shapes, match and can trace straight lines. 2 other children can copy alphabets, simple shapes like circle, square, triangle and are able to say school name and friends name.

To improve speech parents were suggested to make the children use names of objects, family member names, fruits, vegetables, animals, birds name etc. Parents contributed a lot towards the development of the children.

**NUMBER-TIME:-** The children in this class can match 1-5 numbers. They can join dots, and do oral reading. Some can copy numbers, can do meaningful counting and can fill a glass up to half on directions given. They understand the concept of breakfast, lunch and dinner time. They know that Saturday and Sunday is a holiday. They can identify a wall clock but do not read time. They understand the concept of now, later, next, day and night, morning and evening and also concept like play time, study time, etc. Children can count using fingers upto 10. Numbers, weekdays, months names are practiced daily. Children were explained the use of calendar like month and date. With the cooperation of parents there was a lot of improvement.

**DOMESTIC & SOCIAL:-** The children of this class throw the waste materials in dustbin and are also able to water the plants. The students of this class help their classmates who have motor problems. They greet elders, respect elders, and are able to respond to a bye. They respond to their names when called by turning their head. They identify their teacher with name, share food and toys with their friends and are able to wish other class students. They enjoy music and dance. They can use words like please and thank you. The social and communication skills of the children improved. Children know the mode of transport they use like going with parents in an auto or bus, scooter or car. Through video calls and by using flash cards and teaching and learning material the

teachers could give a demo to parents for teaching the task at home. During home visits necessary teaching and learning materials were provided to parents and they were explained the usage of them in systematic step-by-step manner. Parents were suggested to involve children in house hold work. They were involved in helping their father at home and greeting guests when they arrive. This way they were able to improve communication skills. Keeping the current situation in mind they were explained about the importance of wearing mask, sanitization, hand wash and maintaining social distance.

**PRE-VOCATIONAL-MONEY:-** Few children can pass message when needed. They can do brush painting. Children can use pencil and sharpener, paste with glue, cut a straight-line using scissors, place the things in their respective places, sort objects at home like spoons, plates, glasses, vegetables, fruits etc. They know the use of familiar objects, can use a stapler, can hang a calendar. Children celebrate all National festivals like Independence Day, Republic Day, Teachers Day, Gandhi Jayanthi, Children's Day etc Children are aware that we can buy provisions from a shop and also some eatables but are not aware of the denominations.

Parents were explained the process of teaching the children money concept step-by-step by first using coins Rs.1/-,2/-,5/-10/- and then notes Rs.10/-,50/-,20/-, 100/-, 500/- notes. Children were taught to buy things from a nearby shop. They were taught coloring and brush painting. Brush painting was used as a tool to teach children concepts like fruits, vegetables, shapes and familiar household articles so that they could identify and name them. Children enjoyed and learnt through this colorful activity. The pschool.in app was suggested for the parents to teach the children different concepts.

This year, total all children in the class are continued in the same class for further improvement.

## **SECONDARY I A**

Secondary 1-A children age ranges from 11-14 years. Most of the children have Mild Intellectual Disability. The total strength was 12 out of which 4 were males and 8 were females. 6 children have Intellectual Disability and other 6 children have multiple disability. The areas covered mostly are motor , activities of daily living, language, reading and writing, numbers and time, pre-vocational money, domestic skills. To improve these skills we use BASIC-MR PART-A checklist and for behavior modification we use BASIC – MR PART-B checklist.

Due to COVID-19 situation, there were no schools. Communication with parents and children was through video calls and audio calls. Home visits were made to determine the current level of the children. Initially previous year goals were taken up as parents reported that children had lost in touch with them. Parents were explained and suggested activities to be followed at home.

During home visit the goal related activity materials were given to the parents. They were explained the procedure of using the materials. Weekly plans were explained step-by-step to the parents through video calls.

**MOTOR:-** In this class 3 students had motor problems. They needed support in sitting and walking. Activities suggested by the Physiotherapist helped them a lot due to which improvement was seen in them. The rest of the children have no problem in motor area. They can walk without support, claps, walk 5-10 steps, bend knees in standing position, sit properly, put small objects in a container, throw or kick ball in any direction, run, climb up chair, stairs, use alternative feet while using stairs, pours liquid from one glass to other, climbs down the stair, turns pages of a book, jump of the ground 1-4 times, open the door, do simple physical exercise, throw and catch the ball, wipe blackboard can play ring games, can climb at least 8-10 steps of a slide, can stand on one foot for minimum 30 seconds, can jump 2 feet height, can fold paper and insert in to an envelope, can walk on a straight line for 5-10 steps, can play marble game, can throw ball into a basket, cut along straight line using scissor, can cut simple shapes, can play carom board, indoor and outdoor game, Musical chair etc. This class children have improved in motor area.

This year due to COVID-19 lockdown, for children with Cerebral Palsy fine and gross motor activity related materials were provided to parents during home visit and they were explained and counseled as to how to train or teach children with the materials provided. Both the Physiotherapist and speech therapist suggested activities to be followed at home. Due to the above programme, there was a lot of improvement in the children.

**ADL:-** By using Backward and Forward chaining method, the ADL activities were taught to the children.

**EATING:-** The children of this class can swallow liquid or semi-solid food, drink from cup and glass, discriminate between edible and non-edible objects, mix rice with dal or a curry and eat with hand or spoon. They can suck through straw liquids like butter milk, cool drink and water. They can peel banana and orange skin, wash their hands when required, wash plates and glass by themselves after use. One girl has a problem with her hands so she eats with spoon using her leg.

**TOILETING:-** All the children are independent in toileting. Children can indicate toilet needs reach the toilet, remove underwear and pants before sitting, wash self after using toilet, flush toilet after use, and wash their hands and feet with soap and water.

**BRUSHING:-** All the children are independent in brushing. They can identify brush, paste, mug, basket and are able to brush properly, clean their tongue after brushing and wash their face, hands and legs and followed by wiping with a towel.

**BATHING:-** Few of the children can bathe independently. They are able to wash clothes with soap independently and also arrange for water in the bathroom for a bath. They can apply soap on body and face and can rinse and clean with water, and wipes with a towel. One girl is dependent on her parent for this skill.

**DRESSING:-** Few children in this class can dress-undress independently. They can even unbutton and button wear elastic shorts and pants, can wear shirt and T-Shirt, can wear slippers with the right correspondence , can wash and fold clothes. One girl is dependent for this skill on her parents.

**GROOMING:-** All the children are independent in grooming skills. They can apply face powder and oil their hairs. They can even comb their hair by themselves and put on a wrist watch, Girls love to decorate their hair with flowers. They can even cuts nails with a nail cutter.

The above goals were taught through video calls, normal calls and by making home visits. The parents were taught how to train the children using step-by-step procedure. Through video calls teachers were able to teach grooming skills and children were co-operative and learned very well.

**LANGUAGE:-** This class children have good communication skills. They follows simple instructions, look at a person when called, respond verbally or gesturally, can follow words like come, go, look, etc. They can give simple commands to others. Some can identify body parts, point to familiar objects, know the usage of objects, follows 2-4 steps directions, follows which questions, words like up and down etc. They understand concepts of order like first, middle and last, identify left and right, follow sight words like danger, exit and also arranges pictures after listening to a simple story . They can follow few traffic signals like red (to stop) , green ( to go) etc. They can imitate vocal sounds, nod their head for yes and no, can indicate basic needs are able to use words like Amma, Nanna meaningfully. They are able to tell their own name and parents name, They can use two word phrases and can tell the use of familiar objects . They can describe action pictures like eating, playing, sleeping, combing and can differentiate between male and female. Many children can identify and name vehicles fruits, vegetables, and animals and can recite 3-4 lines simple rhymes. They know the use of adjectives like Long-Short, clean and dirty. Some can carry out a simple conversation.

**READING AND WRITING :-** This class children improved in reading and writing. They can alphabets in English, can match similar objects, match objects to pictures and also name colors. They know their names and can read names of fruits, vegetables, vehicles and animals. match and identify and point to words like bat, mat, ball, tube,etc. They can read and write sight words, can identify and name family members and friends name, can read and write sign boards, functional words and helper names and their duties. A few can copy 5-10 lines paragraph, can draw simple



shapes like circle, square, triangle etc., They can write school name and address, can fill biodata details like name, gender, age, address, parents name and phone number. A few children can fill in missing letters and write dictation words. Many children can identify public places like bus stop, schools etc. and can read and write weekdays and months name.

**NUMBER-TIME:-** All the children can write 1-100 numbers, 1-20 in words and 1-5 tables. They can use fingers or lines to do meaningful counting. A few do counting by using objects. Children need support for addition and subtraction. A few can do one-digit addition and subtraction . Children can identify a watch or a clock, but can tell time in hours. They can follow words like wait, now, later etc. They understand the concept of day and night, morning and evening, today and tomorrow. Some can tell their age, can say names of days and months and also tell the current year. They know that there are 7 days in a week and 12 months in a year.

**DOMESTIC-SOCIAL:-** These children participate in group activities, wish elders, wait for their turn while playing and even help out their friends when required.

Children enjoy attending family functions, parties, and friend houses and they like to meet new people. However due to COVID restrictions socialization was limited to group video calls this year. The children can keep things in their respective place when asked and perform tasks like throwing waste in dustbins, dusting tables, folding clothes, sweeping and moping floor and serving eatables to all. Children enjoy music and dance. They help their parents at home in household work. They can use words like please and thank you. They can play with 4-5 children. They can even introduce themselves to others and even water plants.

Parents were suggested to involve children in kitchen and household work. They were asked to send children to nearby shops for purchasing a few items keeping all necessary COVID protocols in mind like wearing a mask, sanitizing hands and materials purchased before using them and maintain proper social distance when out.

**PRE- VOCATIONAL MONEY:-** The class children can carry messages when required. They can do brush painting, can use pencil sharpener, stick pictures using gum, cut simple shapes, can clip using stapler, punch holes, stack objects into groups, puts things at place after use and assembles objects. In school we celebrate every year Independence Day, children day, republic day, Gandhi Jayanthi, so children are familiar with the occasion. This year the teachers celebrated by giving the children the occasion related activities to be done at home and submit on the WhatsApp group.

A few children can make a garland of flowers using thread, apply medicine on a cut, can plant sapling and can gift wrap. They have idea about money. They know that things can be purchased

with money and its something valuable which needs to be kept safe. They can identify Rs.1/-, 2/-, 5/-,10/-,50/-,100/- notes and can arrange them in order of their value. They can make purchase upto Rs.20/- and can get change back. They understand the concept of kilograms and Liters and can maintain Piggy bank .

Three children in this class have been promoted to the next class. Remaining 9 children are continued in the same class.

## **SECONDARY I-B**

The age range of Secondary IB class children was from 11-14 years. Most of the children are either having Mild or Moderate Intellectual disability. The total strength of the class was 11 children, out of which 4 were males and 7 females. The class had children both with intellectual and multiple disability. The areas focussed in this class were motor, activities of daily living, language, reading and writing, numbers and time, pre-vocational money and domestic skills. To improve skills Basic MR (Part-A) checklist was used and for behaviour modification Basic MR (Part-B) was used.

This year, due to COVID situation, schools were closed. The teachers communicated with parents and children through video calls and voice calls. The progress of the children was monitored through home visits made once in a fortnight. Parents were trained to teach the children to be independent in different skills which were selected as goals for them. They were also taught to deal with the problem behaviours of the children. Through video calls teachers were able to communicate with parents and children .

**Motor:** In this class, 4 children have Cerebral Palsy. These children walk with the help of a walker. The rest of the children have functionally adequate motor skills. They can walk up and down stairs, can clap, can stand without support, place small objects into a container, pick objects using thumb and index finger, throw or even kick a ball in any direction, walk for minimum 5-10 steps, run and jump, pour water from one glass to another glass without splitting, can do simple physical exercises, and are able to stand on one-foot for 30 seconds too. They can fold paper and inserts into an envelope, can walk on straight line for 5-10 steps throw a ball into a basket, cut along a straight-line using scissor and are also able to play ring games.

This year, due to lockdown and schools being closed the children with Cerebral Palsy were provided materials related to gross and fine motor activities during home visit and parents were explained how to use materials and how to train children. They even trained the parents to give exercise to the children on a regular basis. Both Physiotherapy and speech therapy exercises were given.

**ACTIVITIES OF DAILY LIVING:** The children of this class can eat all types of food, swallow both solid and semi-solid foods. All the children eat food independently except for the children with cerebral palsy who need help during eating. The children can drink from a cup and glass and also if required from a water bottle. They can discriminate between edible and non-edible objects, and are able to mix and eat food on their own, peel banana and orange skin, suck water through straw, mix rice with dal or curry and eat with hand and spoon.

Takes permission to go toilet, reach out to the toilet on their own, remove underwear and pant before sitting, flush toilet after use, and wash their hands and legs and wipe with a towel. All can brush themselves, clean their tongue, can wash face, can arrange for water in the bathroom, can apply soap and also remove soap with water. They are able to button and unbutton, wear slippers correctly and can tie shoe laces. They can apply powder on face, oil and comb their hair, girls can braid their hair and also cut nails with nail cutter.

**LANGUAGE :** This class children can locate person on command by looking at them, able to use words like come and go, identify body parts and point to familiar objects in the environment. They can point to pictures in a book, follow two steps directions, can differentiate size (between big and small, long-short), gender (boy-girl), left and right, arrange or can say story by seeing pictures. They can identify vehicles, animals, fruits and vegetables and name them and recite rhymes. Some children who do not speak use gesture and sign language. They understand the concept of clean - dirty etc., Through video calls and home visits goals related teaching materials were provided to parents like flash cards, written slips, picture charts etc and the procedure of teaching and training to children was explained to them.

**READING-WRITING:** These children can read and write. Few children can trace and copy, can identify and name fruits, vegetables, vehicles, animals and also identify colours, can copy circles, shapes, alphabets, squares and triangles.

Parents were suggested to make the children use words, names of family relations, familiar objects etc.

**NUMBER - TIME:** This class children can write 1-20 numbers. Few can write only numbers from 1 to 5, do counting by using fingers and objects and can do meaningful counting upto 10. Children understand the concept of time in terms of morning, evening and night, today and tomorrow, They can identify a wall Clock, but cannot read time on it.

**DOMESTIC - SOCIAL :** The children of this class keep their surroundings neat and clean. They throw waste in dustbin, water plants and do cleaning work at home. They can fold clothes, share

food and play materials with others, wash utensils, can wash napkins and towels and sort vegetables.

They respond with correct gestures like tata and bye-bye, respond to others by smiling, wish elders seeks permission to go out and like dancing very much. They offer help to teachers at school and to parents at home, participate in group activities at home, play cooperatively with other children, say please and thank you according to situation and play with children for nearly 20 minutes.

Parents were suggested to include children in household activities and in the kitchen. They were asked to take children out for shopping and allow them to buy things on their own however they were asked to ensure that child should wear mask, use sanitizers after coming back and sanitize the purchased items too.

**PRE-VOCATIONAL MONEY :** In this class, the children are able to pass message when required. They keeps things in proper place after use, can use a pencil sharpener, cut simple shapes, and can identify 1,2,5, 10 rupee coin. They can perform simple transactions. They know transactional value for items in rupees and paise and can get change back. They know the value and use of money. They can apply medicine to wounds and can tie a bandage too.

Two children in this class have been promoted to the next section, other children are remain the same class in this year for further improvement.

### **PRE-VOCATIONAL - 1A**

The age group of students of Pre-vocational -1A is 14-18 years. The students were trained in work basic skills, academic skills, occupational skills, domestic –social skills. Total strength of the class was 14 including 9 Males and 5 females. The class has children with Mild Intellectual Disability and also has children with multiple disability. To improve skills BASIC-MR PART-A checklist is used. The class has 12 children with Intellectual Disability and 2 children with Multiple Disability.

**MOTOR:-** In this class, there were 2 children with cerebral palsy who had fine and gross motor problems. Physiotherapy activities were suggested for these children to be followed by the parents at home. Most of the children in this section have functionally adequate motor skills. They are independent in walking, running, climbing up and down stairs, walk for 10-20 minutes, are able to drink water with the straw and also with a bottle without spilling and turn pages of a book. They are able to perform simple physical exercise, wipes blackboard, can jump, cuts shapes, play ring games, can do yoga and even thread a needle. Girls can do skipping, make a garland with flowers, and boys enjoy playing games like kho-kho and kabaddi.

**ACTIVITIES OF DAILY LIVING:** This children like home made food very much . They are able to use a straw for having cool drinks. The children with cerebral palsy in this class need help for toileting and rest of the children are independent in toileting skill. They can reach out to the toilet on their own, clean themselves and flush after use. They can brush independently and clean their tongue, They can bathe independently including filling the bucket with water, arranging for soap and shampoo, keeping their clothes ready, etc., They can dress independently including buttoning and unbuttoning and wear slippers correctly. 2 boys can shave on their own. The girls can maintain menstrual hygiene by themselves. All the children are independent in grooming skills like applying oil to hair, face powder, combing hair, nail cutting, get ready according to the occasions etc.

**LANGUAGE:** The children of this class can answer “where” and “whose” questions- Ex. Whose bag in this? . They can read and follow sight words like LADIES . GENTS, TOILETS... etc. They know the difference of boys and girls, can identify vehicles, fruits, vegetables, animals, birds, recite rhymes and can differentiate between big small, long and short, clean and dirty

The students of this class confidently read and write their names . They can name primary colors, names of family members and friends and also read sight words like hospital, school, police station, bank etc. They can read simple words and also can write words on dictation, Some can tell their address. A few of the children can write names of vegetables, fruits, public places, community helpers on their own. Few of them can only trace straight line, shapes and their name .

**NUMBERS-TIME:-** In this class few children can write 1-20 numbers. Some can do meaningful counting upto 50 while some can write number names from 1-50 . They can do simple addition and subtraction, can identify and tell time from a clock. A few can read a calendar and tell the current date . The children can identify weekdays and months name while some can write 1-10 tables.

**DOMESTIC-SOCIAL:-** The children in this class can use and place the objects at their respective place, dust furniture, water plants, can cut grass, wash their clothes and fold them too. They can sweep and mop floor, serve others food, wash dishes, cut vegetables and can prepare tea. Some can sew buttons. They can roam around and get back home within the neighborhood. They communicate with the neighbors and also share snacks with others. They can wish guests . They like to listen to music and also dance. The children can identify helpers. They are able to communicate with their age group children, play outside their homes in the neighborhood and go to the nearby park.

Parents were suggested to involve the children in kitchen activities like cutting vegetables, preparing tea , making snacks like idli and dosa, making chappathis, omelet, and other simple

snacks like sandwich . The children were taken outside for shopping maintaining all COVID protocols like wearing a mask sanitizing themselves after getting back home.

### **PRE-VOCATIONAL MONEY:**

This class children are able to use a stapler and a punching machine. They can use a sharpener, glue, scissors etc. They use things at home and place things back in the proper place after usage. These children have an idea about national festival like Independence day, republic day etc., They can apply a band aid and also apply medicine when wounded. They are able to identify coins and notes up to Rs.100/-. The children are trained to purchase for an amount of upto Rs.50/- and get back proper change.

This year too money concept was taken up for a few students. The entire training was through video calls and home visit made by the teachers. Parents were explained how to teach money concept to the children using coins Rs.1/-, 2/-,5/-,10/-, and then notes Rs.10/-,50/-,100/-, 200/-, 500/- 2000/- Initially they started with combinations followed by transactions.

Only one children had been promoted to next class and 4 children were successfully joined in T.G.Open SSC and the remaining 9 children will remain in the same class.

### **PRE-VOCATIONAL – IB**

The age group of pre-vocational children was from 14-18 years. The Students of this class were trained mostly in work basis skills, academic skills, occupational skills and domestic social skills. There are 14 members in the class including 10 males and 4 females. The students included children with both Mild Intellectual Disability and Multiple disability. To improve the skills BASIC MR (Part-A) has been used and for behavior modification Part-B checklist was used. There were 4 children in this class having Intellectual Disability and 10 having Multiple disability.

**Motor Skills :** The children can walk, run, climb steps, hold objects, move about freely withing the neighborhood. There are 5 children in this class with cerebral Palsy. These children were provided Physiotherapy at home by parents as per the suggestions by the therapist during the home visits. They were suggested activities to improve fine and gross motor skills, Now the children have improved a little. The rest of the children can run, climb, walk, use thumb and index finger to hold small objects, turn pages, can open door, throw ball in the basket, play ring game, can walk 10-20 minutes and with instructions can through ball in any directions They can climb a chair and are able to drink water and cool drinks through a bottle. They know the usage of black board, they write alphabets, numbers, fruits and vegetable names. They can stand on one foot for 30 seconds. A few

children can jump 2 ft, walk on a straight line for 5-10 steps and are able to cut a paper or cloth using scissors. They can thread a medium sized needle too. Girls can do skipping.

**ACTIVITIES OF DAILY LIVING: Eating skills :** All the children eat independently and take light food, drink water from glass or bottle .They are able to eat with hand. They can peel orange and banana skin and are able to wash hands before and after eating. All the students were trained exclusively through video calls.

**TOILETING:** Children are independent in toileting. They can reach out to the toilet, wash themselves and flush after the use. They are able to remove and wear under pants and can wash hands with soap after use.

**BRUSHING :** The children can wipe hands with a towel and are able to wash hands with soap and water. They can brush their teeth with paste. They can clean their tongue after brushing and also are able to wash their face with soap .

**BATHING :** Children can arrange for a bucket and water in bathroom, apply soap, rinse and clean with water, wipes with towel and they can fold their clothes on their own.

**DRESSING SKILLS :** All the children can dress by themselves. A few can button by themselves. Those who do not have a good hand function take support of parents. They can wear shorts or pants with elastic . They are able to wear slippers correctly. A few wear shoes and sandals.

**GROOMING SKILLS :** The children of this class can wash face and wipe with a towel. They apply a face cream, powder on their face, oil to their hair and cut nails with a nail cutter. They are able to comb by looking at themselves in a mirror .Girls can braid their hair. Those children with motor problems require support from parents for performing the skills. A few girls can maintain menstrual hygiene while boys can shaves themselves and follows simple instructions.

**LANGUAGE :** The students responds well when called by name. They responds well to commands like come, go, get the ball, get the book, close the door,etc. They can identify body parts and common household objects like chair, fan, light, TV, Pen, pictures etc. They can comprehend and answer to “whose” questions like whose questions like “whose bag is this? whose books is this? Whose pencil is this? etc. Few can follow post position like up and down, in and out, left and right, long and short, etc. Through verbal prompt they can identify traffic signals while few can say their names, use two-word phrases, identify household objects, differentiate sex (male and female), and can identify vehicles, fruits, vegetables, birds name, etc. They can recollect and recite 3 to 4 lines rhymes and also differentiate between clean and dirty.

**READING AND WRITING :** The students can do picture matching, match colors red, blue, yellow and green colors while some can identify colors and name them too. Some can read pictures and name them. They can identify sight words like hospital, bank, school, police station, etc.. A few can copy circle, straight lines, etc., Some children can say their own address and few can write too.

**NUMBER TIME :** The children in this class are able to read and write numbers, do meaningful counting from 1-100, can do simple addition and subtraction and can read and write numbers in order. They can identify a wall clock but cannot read time though many children can identify the numbers on the clock and point to the long and short arm. They follow the concept of day and night, read a calendar and tell the day, date, month and year. Only few students can say or write 1-10 tables. Some can differentiate size and shape.

**DOMESTIC – SOCIAL :** The children in this class can keep things at proper place after use. They throw waste in dustbin, dust furniture, water plants, remove weeds near plants and trees, fold clothes and keep them neatly in an order. The girls sweep and mop floor. They can serve food to others, wash dishes and clothes and also cut vegetables.. Some are trained in preparing tea and coffee. They can identify and also know the duties of teacher, doctor, police man, postman, etc., They are able to wait for their turn while playing, can play with their age group children and are able to say please and thank you when required. They are able to behave respectfully with others.

**PRE-VOCATIONAL MONEY :** Children can use of a pencil sharpener. They can stick pictures with gum, cut shapes with scissors and keep things at an proper place. They have a knowledge about National and Religious festivals. They can apply a bandaid if required. They keep money safely. They can identify Rs.1 - Rs.100 including coins and notes. They can purchase items up to Rs. 50/- and get the change back correctly.

Out of 14 members in the class, 4 members were drop out due to health issue, and other 10 children are continuing in the same class.

### **DEPARTMENT OF PHYSIOTHERAPY AND OCCUPATIONAL THERAPY**

During the academic year 2020-2021, out of 75 cases, 32 cases were referred to the physiotherapy and Occupational therapy department for their motor problems. This year exclusively online therapy sessions were provided and also services were provided by making home visits once or twice a month.



The group of students attending therapy included children with Cerebral Palsy and children with Developmental Delays. Each Student was allotted 45 minutes to one hour per session. A therapist could limit only 3-4 children per day. Many parents could not take the sessions as they did not have a phone. The therapist could make a home visit once a twice a month for those residing close by. However unlike the usual time it was big challenge for offering services this way. Some parents were of the opinion that survival was more important that therapy. Such parents were given information on improving their diet to build their immunity.

Parents had to play a crucial role this year as the entire program was given to them. The therapist noted down the programs and picture were drawn for the parents so that they could understand each instructions given. The therapy of the students focused on:

- ❖ Reducing Spasm.
- ❖ Increasing muscle power.
- ❖ Increasing range of joints.
- ❖ Improving Gross and Fine Motor Coordination.
- ❖ Correction of Gait pattern
- ❖ Correcting Postures.

Parents were suggested to utilize the existing material available at home . The services provided to the children included exercise therapy for children with cerebral palsy (Spastic, Ataxic and Athetoid type). Exercise Therapy was used to improve the muscle tone, reduce spasticity, increase the range of motion, increases, muscle, power, and improve coordination. Focus was on correcting the abnormal postures of the children, provide simple gait training, improving fine motor skills, and improving grasps etc., Regular online meetings with parents and home visits form an integral part of the departmental activities. It was a very difficult task .

### **Improvement:**

There was definitely improvement seen in children. Infact parents were happy that they could do something which they felt was not possible. They got motivated and interested in taking up further sessions. When compared to the previous times the pandemic definitely saw an impact on the rehabilitation services being provided. Many of the parents could not avail the services as they did not have mobile phones. Home Based Training programme proved to be useful for the parents.

Multi-Sensory training was suggested for many children. Visual, auditory, tactile, olfactory and kinesthetic stimulation was suggested at home with the materials available with them. Usage of Multi-sensory approaches has always been very effective for the children. Parents were sent videos depicting the usage of various senses in activities. Age wise activities were sent. Soothing music

videos were also suggested to be played. Parents sent us videos and pictures of children performing activities at home. The use of tactile, olfactory and kinesthetic sense was utilized to teach various concepts to children. Attempts are made to stimulate visual reasoning and learning.

### **SPEECH THERAPY DEPARTMENT**

In the academic year 2020-2021 there were 38 students who were registered for speech and language intervention. This year therapy was given predominantly through online mode or through based training. Parents were explained the techniques to help children improve in their communication skills. Teachers showed parents the materials which were used by the teachers. Many parents made it at home and utilized it. Parents were suggested to give maximum number of opportunities for children to communicate.

Parents were given the programs and the therapist ensured to follow up to monitor the development in the children. It was very difficult to make parents follow the program. Many parents felt that it would be difficult for them to practice at home as the children do not cooperate with them. Occasionally children were made to participate in group calls. They enjoyed interacting with their friends. Efforts were made to improve both comprehension and expression level of the children. The children coming provided therapy in the included children with Autism, Delayed speech and language (DSL), Articulation disorders, fluency disorders, language disorders, etc.

Positive feedback from the parents helped in further programs and development of language in the students. However, there are few students whose parents did not cooperate a lot in the training program.

### **Recreation and Leisure Activities for the Students**

Children were suggested to be involved in both indoor games and outdoor games. They were suggested to play board games at home with family members to strengthen the bond with them. Television time for the children was asked to be fixed. Excess screen time was asked to be avoided. Parents were suggested to take the children out for morning or evening walks. Yoga was asked to be made a routine for the children. Many children were encouraged to be involved in painting, dancing and singing. Children celebrated both National and Religious festivals. During festival times teachers encouraged them to collect and paste pictures related to the festivals and children were encouraged to speak about the festival. Zoom meet was conducted on festive occasions so that children can get a chance to interact.

### **Department of Social Work:**

Management meetings were conducted regularly through either WhatsApp call or Zoom call. Attempts were made to create awareness among the parents regarding ways of keeping the virus away by wearing a mask when going out of the house, washing hands regularly and frequently at home and maintaining social distance while going out. Videos were circulated among parents regarding the misconception about the virus and its vaccination.

This year the teachers worked hard towards helping the parents make UDID CARDS as per the instructions issued by the Ministry of Social Justice and Impairment. Some of the parents could apply online by themselves while some who couldn't were suggested to bring all the documents to school so that the school staff could complete the application process.

There were a lot of COVID Relief Activities taken over by the organization. Right from free distribution of masks, soaps and sanitizers, monthly provisions were distributed among poor families. The staff assisted the people in the community have an access to various government benefits and concessions.

### **Psychology Department**

The department of Psychology usually provides the following services at Aasha Jyothi School Developmental Assessment.

- ❖ Intellectual Assessment
- ❖ Guidance and Counselling
- ❖ Behavior Modification
- ❖ Family Counselling

This year due to the pandemic all schools were closed. However, several parents contacted the psychologist regarding behavior problems in children. Counselling was provided on call. They were provided skills to enable them to cope up with the stress due to the virus. Many family members were psychologically affected.

Based on the age and functional level of the child the children were placed in different classes. Counseling in regular interval and provided to the parents to help them cope up with the special needs of the children. Counseling was provided not only to the person but also to other family members who form an integral part of the child's world.

***Counseling was providing to children and parents:***

1. Parents of children with Autism, Epilepsy, Down's syndrome, Microcephalsy, Hydrocephaly and Hyperactivity and Multiple disabilities.
2. Children with Mild Mental Retardation having emotional problems.
3. Children having sibling rivalry
4. Parents of children with hearing impairment
5. Parents encountering problems with adolescent children
6. Vocational Counseling
7. Marital Counseling
8. Referrals for Genetic Counseling.

**Challenges Encountered during the Pandemic by the teachers and Strategies adopted to overcome them:**

Aasha Jyothi Welfare Association for the Disabled is continuing to achieve its objective of rehabilitating the children with disability. In these times of pandemic, it faced a lot of challenges. The staff worked hard to overcome all the challenges faced by the children and their families.

1. The teachers were regularly in touch with the children and parents through online sessions. They faced a lot of internet issues and also problem with the parents. Some did not have a smart phone while some while those who had wanted the phones for their siblings who were either in school or college. Hence time allotted for these children was a major problem with the teachers. Some parents refused form online classes stating that too much of screen time would not be good for their children, while some complained that the children hardly sat in front of the phone for online sessions. There were a few parents who said that they couldn't sit with the children throughout as they had work.
2. The teachers explained the teaching strategies to the parents in simple ways that could be easily understood by them and implemented at home.
3. Involvement of all the family members in the program was encouraged.
4. Teachers made videos of steps of teaching a strategy to the parents and circulated among parent WhatsApp groups.
5. Group calls were made in which the teachers, director, children and their parents participated. Children enjoyed the group calls with their teachers and friends. Many times when the children did not cooperate with the parents at home the parents called up the teachers and the children followed the instructions given by the teachers. Sometimes there were group parent meetings too organized where group counselling was provided.
6. Parents were complaining about not having teaching and learning material to teach the children at home. The parents were suggested to pick up the kits offered by the NIEPID for

which they went along with required documents for the age group pertaining to their children. This made it even easier for the parents to implement the programs at home.

7. There were many parents who did not mention that they or their family members were COVID Positive with a fear that they may be isolated. The Management came to know about this and counseled them on the phone and provided them the needed strength. They were provided monthly groceries and other medicines they required.
8. There were many children who attended group sessions and enjoyed interacting with their teachers and friends but as soon as classes were commenced, they disappeared or disconnected the call.
9. Initially communication with parents was exclusively through voice calls. In the beginning the aim was to gather information from parents regarding the problems faced by them at home with the children during the lockdown time. Gradually video calls started. During festival times group calls were conducted wherein two teachers and their students were included .
10. Parents were suggested to download the Pschool.in app for the activities to be performed at home with the children.
11. The sessions conducted at school were exclusively for the children residing close by. All COVID protocols were followed during the sessions like using face mask and face shields, washing hands regularly, checking temperature at the school entrance, not allowing children to come to school if they or their families were unwell.
12. Parents were trained how to teach children at home to follow the COVID protocol.
13. Children were made to feel special on their birthdays. Parents were requested to inform if they were celebrating at home so that their classmates could participate in their celebrations online.
14. Overall, it was great year for bot the staff and management. A lot of learning took place for all.

We home to continue our work and enable the children to lead a happy and healthy life ahead.

-oOo-