



Annual Reporting for the year 2018-19

ANNUAL REPORT	
Name of Implementing Organization with Address	Ashray Akruti
Name of Contact Person with Mobile Number	Devaki Kumar
Name of Donor	Asha for Education
Complete Address of Programme Location(s)	H No 65/B Beside Bachapan School S R Nagar Hyderabad
Name & Details of Projects Supported by Grant	Early Intervention for children with hearing loss
Number of Beneficiaries Covered	23
Cause Supported	Disability
Reporting Period	1 st April'2018 to 31 st March'2019

About Ashray Akruti :

Ashray Akruti is a registered non-profit, non-religious organization; working since 1996, to improve the lives of people with disability and marginalized sections of society. The organization strongly believes in the potential of persons with disability and envisions a society where people with disability lead a life of dignity as equal citizens with equitable access to opportunities and services.

Ashray Akruti is an accredited organization certified by “**Credibility Alliance**”, and **GuideStar India** following norms of **accountability, transparency and good governance**. The organization is empaneled with the **National CSR hub of Tata Institute of Social Sciences**.

Ashray Akruti has in-house expertise comprising Development professionals, Special Educators Speech Therapist, Audiologist and dedicated Volunteers who can implement the projects with defined goals and measurable outcomes.

The organizational growth in the past 23 years has been impressive, from providing education to five hearing impaired children the organization is now implementing projects across health, education and skill development with a focus on Disability.

About The Project Supported Through The Grant:

Early Intervention for children with hearing loss

Through the grant received from Asha for Education we supported the educational needs of 30 hearing impaired children studying at our Early Intervention at S.R.Nagar location in Hyderabad.

Goal of the Project

To Develop expressive speech among children with hearing loss and mainstreaming them into formal schools

Project Activities

- To provide suitable amplification
- To develop Auditory skills among hearing impaired babies
- To develop Speech-language skills among hearing impaired babies
- To provide family support and education
- To identify and refer children for Cochlear Implant
- To mainstream children with hearing impairment into appropriate school

The children at the centre are provided appropriate hearing aids. The program creates favorable auditory environment for the children, allowing them to acquire spoken language through daily activities. It also offers intensive individual training through Speech and language therapists to capitalize on the residual hearing abilities and to improve listening skills.

From the outset, the speech therapists encourage children to speak. The program strives to provide one to one therapy for the students to enable each student to get the individual attention they deserve. This is supplemented by parent engagement, guiding parents so that they can better integrate listening and spoken language into all aspects of child's life. The program also administers on going formal and informal diagnostic assessments to monitor progress and to develop individualized program for the child and the family.

Activities Conducted Through The Grants:

The grant helped 30 children from the Early Intervention center. Our early intervention is a multi-disciplinary approach with emphasis on assisting the child to reach their full potential. The services are individualized to each child's need and integrate many disciplines such as Audiologist, Speech Pathologists, Special Educator.

We emphasize on the consistent use of Hearing Aids. Natural communication through listening is woven into every activity, every interaction.

23 children from Early Intervention center were provided the following services

Auditory Skills Development

Intensive therapy was provided by qualified professionals to help them use their amplified residual hearing with the help of Hearing Aid to gain meaning of sounds and words.

The auditory program for the students included

- a. Detection: The process of determining whether sound is present or absent.
- b. Discrimination: The process of perceiving the differences between sounds, especially speech sounds.
- c. Identification: The process of learning the labels or names for what has been heard.
- d. Comprehension: The process of understanding the meaning of words, phrases and sentences

Speech and Language Development

The children were helped with speech and language development by our speech and language therapists and special educators. The training was imparted through activities, storytelling and guided play.

The professionals worked along with parents to improve children's

- Receptive Language
- Expressive language

Motor Development

The special educators also worked on the gross and fine motor skills of the children so that they can participate in age appropriate physical activities and classroom activities that require body control.

Pre Reading Skills

The children are provided pre reading skills by special educators. The skills are imparted through activities which include

- Games
- Puzzle solving
- and Art
- Reading out stories
- Role Plays

Family Support and Counseling Services

Counselling and guidance are ongoing activities at the center .It is mandatory for the mothers to attend the sessions so that the same can be reinforced at home . Group sessions are conducted on two Saturdays in a month to address their concerns.

The sessions included

- How to use a Hearing Aid
- Hearing Aid Trouble shooting
- Sessions on Cochlear Implant –Pros and Cons
- How to reinforce the lessons at home
- How to address the behavioral problems in children

Outcome of the Programme Activities

The project is structured in a manner to demonstrate meaningful outcomes in a timeframe of one year. The regular inputs by the Speech Therapist, Audiologist and Special Educators leads to number of students progressing in speech, language and academics.

The goals are set for every three months ,once they are achieved the child is moved to the next set of goals.

The students are assessed on standard scales available as per the Early Childhood Education to measure the development of children in various areas of Auditory ,Speech ,Language and Pre School skills.

The students are assessed on a scale of 0.1 to 2.1

- **12 Children were placed in 2.1 Level**
- **4 Children were placed in 1.2 Level**
- **7 Children were placed in 1.1 Level**

The following table explains the milestones achieved in each of the levels

Levels	Environmental Information	Auditory Development	Receptive Language	Expressive Language	Motor Development
.0.1	<p>1. eye contact</p> <p>2. Joint attention</p> <p>3. Accept the teacher</p> <p>4. Accept the other children</p> <p>5. Children are able to match object to object, picture with object.</p>	<p>1. Accept the hearing aid</p> <p>2. Enjoy playing with rattles and noise making toys</p>	<p>1. Playing with toys</p> <p>2. Peek a boo</p> <p>3. Action rhymes</p>	<p>1. Encourage babbling</p> <p>2. Vocalization</p>	<p>1. Able to pick and drop things in a container</p> <p>2. Sits with support</p>
1.1	<p>1. Children are able to match object to object, picture with object.</p> <p>2. Able to play</p> <p>3. Copying games.</p>	<p>1. Accept the hearing aids</p> <p>2. Able to identify gross sounds</p>	<p>1. Enjoys playing with toys</p> <p>2. Able to match animal sounds</p> <p>3. Enjoy sand play</p> <p>4. Enjoys water play</p>	<p>1. Vocalization (a..)</p>	<p>1. Able to play with pulling toys</p> <p>2. Able to play rings in a peg</p> <p>3. Able to throw ball.</p> <p>4. Able to scribble</p>
1.2	<p>1. Able to comprehend when teacher talks about numbers while looking at a book.</p> <p>2. Able to count objects during activities.</p> <p>3. Able to</p>	<p>1. Able to identify own name.</p> <p>2. Able to identify the names of other children/people.</p> <p>3. Able to objects of vocabulary book.</p>	<p>1. Enjoys action rhymes by copying some actions.</p> <p>2. Enjoys sand play, water play, clay play.</p>	<p>Able to repeat simple phrases like "bye-bye"</p>	<p>1. Enjoys finger painting</p> <p>2. Able to play with pulling toys</p> <p>3. Able to build tower and peg with rings</p> <p>4. Able to fill outline</p> <p>5. Able to run and jump.</p>

	repeat some words in number rhymes 4. Able to match colors and shapes				
2.1	1.Able to play with puzzles 2.Understands concepts like big and small 3.Number work 4.Able to comprehend comparative values using objects 5.Able to play outline filling games	1.Able to identify words called out in listening charts 2.Able to identify the words called out in vocabulary book	1.able to arrange flash card games 2.able to arrange word games 3.able to understand and show comprehension chart without sentences 4.comprehension of who and what questions	1.Able to name few objects 2.Able to say few common words like no, come etc. 3.Able to repeat routine sentences word by word.	1.able to stick the pictures 2.Able to do pattern overwriting 3.Turn pages of book one at a time.

Achievements through Project Activities:

- **Listening Skills** improved among 30 Hearing Impaired Children
- **Speech skills improved among 30 children**
- **Improved fine and gross motor skills** among 30 hearing impaired children
- **Hearing Impaired children** were referred for Cochlear Implant Surgery
- **Parents are able manage** their children better
- **One child had undergone Cochlear Implant Surgery**
- **Three children have been approved for Cochlear Implant Surgery**

Project related Success Story



Making a difference in Madiha's life

4 year old Madiha is able to recognize her parent's voices and respond. She is able to recognize fruits, objects. She is able to speak in small words. She hopes to join a formal school soon and study along with other hearing children. Her parents are extremely happy to see this transformation in their child. She has been referred for Cochlear Implant surgery and is awaiting reply from the sponsors.

Madiha hails from a very poor family in Hyderabad. Her father works as an auto driver and her mother is a housewife. She has an elder sister who too is deaf.

Madiha's parents realized she was deaf when she turned two years. It was a moment of extreme shock and agony for the family as they already had a child whose world was completely silent. The parents felt helpless and did not know what to do. The family found it very difficult to support two children with disability with limited resources at their disposal. They felt a sense of hopelessness at her condition and worried endlessly for her future. It was through some acquaintances that they heard about Ashray Akruiti's early intervention centre at SR Nagar. They were very happy when they met the centre head who convinced them that the child can indeed improve with the teaching methodology and techniques followed at the center. Suddenly they saw a ray of hope for their child. They enrolled Madiha at the early intervention center in January 2018.

At the centre she was provided with hearing aids. Our qualified speech and language therapists and special educators helped her improve her listening and speech skills. She responded well to the teaching methodology at the centre and soon started making steady progress.

From Ashray Akruti Desk:

Ashray Akruti sincerely thanks **Asha for Education** for helping us make a difference in the lives of children with hearing loss. We are humbled by your expression of support to our work. Support of donors like You encourages our continued commitment to our vision of providing a life of dignity to people with Disability.

Picture Gallery



