

Programme providing rehabilitative services to children with intellectual disabilities

Samerth Talim Kendra - Day care center

Activity report from January 2023 – Jun 2023

Submitted to Asha for Education

Introduction

This report is for the activities undertaken in the first two quarters of the year 2023. The daycare center now reaches out to 104 children with intellectual and multiple disabilities by providing need-based rehabilitative services like physiotherapy, sensory therapy, speech therapy, animal assisted therapy, special education, and vocational training. We have a team of 1 speech therapist, 2 physiotherapists, 1 clinical psychologist, 1 special educator, and 3 educators to manage our program.

The base program, where all the therapies and special education activities for all 104 children are supported by Asha for Education, The unwavering support has helped us develop our center from a small space within the community providing therapy services once a week to a full-fledged center with special teachers and therapists working with children daily and a vocational center training children in 30 families.

Number of children –

Sr. No.	Disability	Girls	Boys	Total
1.	Intellectual Disability	15	41	56
2.	CP / MR	3	1	4
3.	Cerebral Palsy	6	12	18
4.	Visually Impaired (Low vision)	-	1	1
5.	Autism	1	-	1
6.	Hearing Impairment	2	2	4
7.	Down Syndrome	3	-	3
8.	Delay Development	3	6	9
9.	Deaf	1	-	1
10.	Microcephaly	2	3	6
11.	Physically Handicap	1	-	1
	Total	37	67	104

Activities from January to June in 2023 –

- **Special education**

All 104 children undergo special education. The classes within the special education program are organized according to both the children's abilities and their age groups. This division ensures that children are grouped with peers who are at similar developmental stages and have comparable learning needs. The focus of special education is for children to become self-reliant and integrate into society. Our educational program is designed to enhance their independence, social skills, and overall functioning. Our special educators and teachers work in four classes to equip children with the necessary tools and skills to navigate daily life and contribute positively to their communities. They employ specialized teaching techniques, strategies, and interventions to address each child's individual challenges and promote their growth and development.

We have a dedicated vocational training and sensory room for our children. This room is set up with a safe and proper space and is accessible to all. This special education program follows a structured timetable. There are predetermined schedules for each class, indicating specific times for different activities and lessons. This fixed timetable from 11 a.m. to 5 p.m. on Monday to Friday helps to provide a consistent and organized learning environment. This inclusive approach ensures that every child has access to education tailored to their specific needs.

Our team welcomes the children in the new term with the innovative TLM (Teaching Learning Material) . We set up this TLM in the classrooms with the help of children. We did the training sessions on 'Bad touch and Good Touch', menstrual hygiene, and physical change according to age. We also set up the practice session with a demo for our children. With the individual plan (IP), we are also working on monitoring and goal setting for all children in our center. This is to make them as independent as possible. Later, we also did the home visits to address the specific issue of the children.

- **Physiotherapy –**

Total 57 children received physio therapy. Each child receives physiotherapy at least twice a week throughout the entire year. This regularity ensures that the children receive consistent and ongoing support to address their physical needs and challenges. A quarterly goal is made for every child along with their caregivers, educators and therapists. These are meaningful and achievable goals for the children. Periodic evaluations are conducted to assess the progress made towards these goals. There are two physiotherapists at the centre currently, they prepare a daily report for every child, documenting their progress, challenges, and any changes observed during the therapy sessions. Additionally, the physiotherapists collaborate to plan the activities and interventions for the upcoming week. Children are divided amongst the two, so This division ensures that each child has dedicated attention and allows for minute changes to be captured and addressed. By dividing the children, the therapists can closely monitor the progress and make any necessary adjustments to the therapy plans.

We focus on the physiotherapy exercise like One leg standing, parallel bar walking, support standing, cycling, Trampoline, bolster big and small, physio ball, vibrator, weight cuff ,small chair steps, stairs, parallel bar, step up activities, Vibrator, Prone extension on physio ball And wedge, Flexion for neck control, Bridge for core strength, Stretching for particular

muscle tightness, Positioning Sit, Standing activities, Balance and coordination exercises, Strengthening, heel raise ,one line & circle walk, marching, clay activity, smiley ball activity, vegetables peeling and knee exercise.

The main changes observed in children are –

1. Improved muscle strength and endurance: Our physiotherapy sessions help to strengthen muscles and improve overall endurance. There is increase in muscle strength, enabling them to engage in activities that were previously challenging of children. They also experience the better stamina and the ability to sustain physical activity for longer durations.
2. Enhanced posture and alignment: Our session help children to develop better posture and alignment, which can positively impact their overall physical well-being. They also showing improvements in maintaining an upright position, sitting with proper alignment, or achieving a more balanced posture during activities.
3. Improved motor skills: Our session help children to improve their motor skills, such as balance, coordination, and strength. Over time, they also showing the progress in their ability to walk, run, jump, or perform other physical activities with more control and stability.

Girls	Boys	Total
18	39	57





- Speech and sensory therapy –

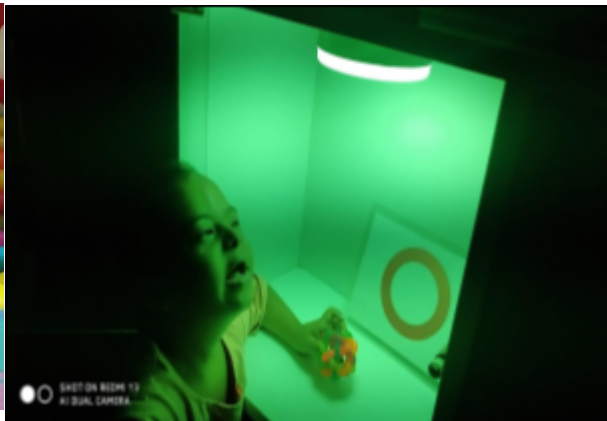
64 children in our center received speech therapy, and 54 children received sensor therapy. Each child receives therapy at least twice a week over the course of the year. This consistent schedule ensures that the children benefit from regular and ongoing therapeutic interventions. We have oromotor therapy for children in early education. For the other children, we have communication and pro-communication therapy strategies. These younger children are brought to the center by their mothers, indicating a proactive approach to addressing potential sensory and speech delays at an early age. By intervening early, the center aims to prevent or mitigate any delays in sensory and speech development.

	Girls	Boys	Total
Speech	24	40	64
Sensory	18	36	54
	42	76	118

The specialized environment and interventions provided in the dedicated space have been effective in addressing the sensory-related challenges faced by the children. The center has been able to establish focused goals for the therapy sessions. This goal is like working with receptive and expressive language skills; children participate well in improvements in social skills, self-confidence when making sounds and words, swallowing patterns, and total communication strategies like signs, gestures, written language, and speech. Additionally, with some children, we also look for patterns in them like articulation errors, phonological patterns, and inconsistent speech and work on them. These goals are likely tailored to address the specific sensory needs of each child. Having clear goals helps guide the therapy process and enables the therapists to track progress and make adjustments as necessary.

Sensory therapy –





Speech therapy –



- Animal assisted & outdoor activities –

Qi to Happiness Foundation ([Qi To Happiness Foundation | Home](#)) supports a total of 40 children in two batches of 20 each. The foundation provides various outdoor therapies that target specific areas such as impulse control, individual behavioural issues, attention deficit, and communication skills with the external world. These therapies take place once a week at the Qi to Happiness premises, which is located approximately 17 kilometers away from the center where the children receive support. Children enjoy their time at the Qi to Happiness centre. It gives them an opportunity to enter a new world, an outdoor space with the unconditional love of animals. The animals are well trained, are accompanied by their trainers at all times as well as a special educator and psychologist. Quarterly goals are developed for each child and diligently followed through.

- **ABT (Art Based Therapy)**

- ☐ Draw Hand
- ☐ Balloon partner game with facilitator
- ☐ Step by step walk with board
- ☐ Balancing with board
- ☐ Draw with natural prompts

- **AAT (Animal Assisted Therapy)**

- ☐ Grooming
- ☐ Walking
- ☐ Zik Zac mode walk
- ☐ Acting like therapy dog like drinking action
- ☐ Random walk with therapy dog
- ☐ Snake and ladder game

- **Music**

- ☐ Pahadi rhythm
- ☐ Vocal Exercise
- ☐ Meditation
- ☐ Talking with monkey
- ☐ Random instrument music

- **Sports**

- ☐ Egg and spoon
- ☐ Badminton
- ☐ Aiming to stumps
- ☐ Aim the ball to basket
- ☐ Pass the ball through target

The focus of these activities is likely to provide a holistic approach to the children's development, targeting their behavioral issues, attention deficits, impulse control, and communication skills. By engaging in outdoor activities, the children have opportunities to interact with their surroundings, develop social skills, improve their attention span, and learn to manage their impulses and behavior in different settings.



- Community based rehabilitation –

13 children and adults with severe disability, those who cannot visit the centre are provided home based services by Special educator and teachers those are trained in physio and speech interventions. Those visited home of these children twice a week. Quarterly goals of these children are developed based on their needs which are then assessed.

In which we cover these activities exercise with Squeezer, Fruits identification in the brain gym tray, ABCD puzzle (A to Z identification), Animal and their houses puzzle, Eye Hand coordination Activity, putting marbles in the tray, command following, Body parts puzzle Activity. Transfer vegetables from one basket to another, hand finger exercise, drawing activity, eye hand coordination Activity. Trace and draw Activity, pre writing Activity and put marbles in the brain gym tray.



- Vocational centre and other activities –

We identified three specific vocations that align with the skills of the children they support. These vocations are paper plate making, beadwork, and photocopying services. Each vocation offers opportunities for the children to utilize their abilities and contribute to the production of valuable products. It has provided support to 30 families. The financial support gained from the sale of products has allowed families to better prioritize their health and food needs. With increased income, families can allocate resources to ensure proper nutrition and access to healthcare, enhancing the overall well-being of their members. The vocational activities have instilled confidence among the children involved. By creating products that are valued in society, the children gain a sense of accomplishment and self-worth. This boosts their confidence and self-esteem, knowing that their skills and efforts are appreciated.

As mentioned in the last report, we are also in the ongoing process of placing our students in various industrial companies and enterprises for their better livelihood. We sent five children's resumes and detailed information to them. There is a need for a shadow teacher to complete this process. In the upcoming months, we will figure out the shadow teacher and the other processes.





- Participation of activities –

Like every year, our children enthusiastically participated in a diverse range of sports, arts, and performing arts events. In addition to that, they actively took part in the cultural program by SWMR group, where they showcased their exceptional talents. Furthermore, we wholeheartedly celebrated festivals like Utrayan, Eid and Dhuleti, fostering a sense of inclusivity among our children. Additionally, we joyfully commemorated Independence Day and Yoga Day, promoting unity and well-being within our community.



This year, we prioritized regular team training to enhance their capacity building, provide them with career growth opportunities, and foster emotional resilience. This training played a

crucial role in expanding their knowledge of disabilities and child psychology. In line with this, our team actively participated in an online session on Global Accessibility Awareness Day organized by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India. The session was hosted by the National Institute for the Empowerment of Persons with Intellectual Disabilities (Divyangjan).

Furthermore, the team underwent a 6-month Child Development, Special Needs, and Learning Course in June, organized by the Eklavya Foundation. This course aimed to enhance our understanding and expertise in these areas. To boost the sales of our vocational materials, such as paper plates and beadwork, our team received training on using WhatsApp Business from the WIN Foundation. We also became part of a residential workshop on the topic of the wheelchair service training package by the World Health Organization (WHO). Additionally, we actively participated in a learning disability session as part of an inclusive workshop series organized by the Ekam Foundation. There is a team-building two-day workshop by Your HR Buddy, which was conducted by Sumeet Varghese.



The weather has been unpredictable and we have not been able to plan the awareness camps in the area. It has been raining on and off since March and since our communities reside in low lying areas, organising camps have been difficult. But we have already discussed it with in the teams and community on the camps and their themes. We hope to conduct the four camps in coming months to spread awareness and provide support to individuals and families suffering from disabilities. We have a goal of reaching 500 families through these camps. We plan to conduct one camp in our Juhapura center with experts such as doctors, therapists, and community leaders. Other two camps in Sanand and Lambha area to raise awareness about the disability. Fourth camp in the Fatewadi for the parents and caregivers of children with special needs.

- **Benefits from government programmes –**

It's an ongoing process for entitlements through leveraging schemes and support from Government and Non-government organizations for the disabled family. We support them by insuring their disability certificate, Aadhar card, Bus pass, Railway pass, Nimya policy, and Ayushyman card. We also helped the children get their bona fide certificates, which also required them to open bank accounts. We've already reached some families; the final goal is to reach all 104 families.

Nutritive snack –



Conclusion –

The activities conducted from January to June 2023 focused on providing holistic support and development for children with disabilities. Through special education, physiotherapy, speech and sensory therapy, and participation in various activities, the children received personalized attention and interventions to enhance their skills and overall well-being. The team also underwent capacity building training to expand their knowledge and expertise. Efforts were made to reach out to families in remote areas, while also ensuring access to government programs and providing nutritious meals. The vocational center provided opportunities for the children to contribute and gain confidence, while community-based rehabilitation extended support to those unable to visit the center. Overall, these activities aimed to empower children with disabilities and promote inclusivity within the community.