

Srividhya Site Visit Report 2012

AKRAM

Son of Imtiaz Paasha and Aneez Begum came to our school 5 years back when he was 8 years of age. When he came he was very hyperactive. He had attention seeking behavior. He was very aggressive. He would beat children, bite and express his anger by hitting. He would use gestures. He would hit on the hand and show the object that he wanted.

The speech program was made such as to be incorporated in all the areas of special education.

He was taught to indentify and articulate items used for self- help eg. Paste, Brush Comb etc. First he was told and taught the word and then he was asked to ask for it. Similarly all items in the bathroom required for a bath. He is now able to communicate very well items in Activities of Daily living. When he is asked to close his eyes for face washing he can co - relate the body part eyes to the task of washing Similarly in Domestic skills he can tell the steps of Chapathi Making, how water is used to mix the dough and all the utensils used for cooking.

In social skills he can Greet his relatives tell others who has come eg uncle Auyu, ask them to sit. During outings he can shop especially for chocolates which he likes very much. In the classroom he has learnt to go to the cupboard and bring to the teacher

Correctly the puzzle, or Register or calendar or Teaching material like beads etc.

Even though as an autistic child there will be limitations yet in all areas he has shown remarkable improvement. His ability to express has reduced his aggressive behavior and his whole family and visitors are a very satisfied and happy with his progress.

HARISH

Harish son of C. Krishna Rao & Sarojini has been with Sri Vidhya for 7 years now. Initially he was very moody and most uncommunicative. He would not mingle with any one at all and would answer in low tone, in mono- syllable to any question only after it was repeated at least 5 times.

Very gradually he started interaction with the Teacher answering to

What did you eat - Dosa

How did come - Bus

Slowly he became friendly and familiar with his classmates. He would observe others in the group, listen to how they answered and communicated and would imitate and repeat only those words. Now he can use those words appropriately and relevantly. He has learnt the Days, the Dates his address and Phone No. and Greetings. His talk has become spontaneous now, his observation is sharp and he even expresses an emotion of concern towards his classmates. He likes to be spoken to and has himself come out of his shell.

The speech Program for the children is incorporated with their school curriculum.

The program is not restricted only to the speech class with the therapist but spills over to all areas. It is a work related and work oriented therapy applicable during self Help, during Academic in the class room, during social outings and other gatherings.

The final objective is to make the communication relevant and applicable and age related to the maximum extent possible.

In the case of Harish also his communication has shown remarkable improvement in his out of school activities with the initial inhibition now erased, he is showing great interest in the Pooja sessions and even sings with the songs in the cassette to easy words like Gopala Narayana devima etc in tune with the song.

So also in the Yoga class he can say names of some Aasanas, some instructions like 'slowly' 'hands up' 'Both hands' and the slokas and 'om' It is a great joy to the parents as they can now enjoy with him all their outings and this joy of curricular and hobby activities reflects in the classroom the following day when he is eager, alert and responds well to the teachers, the visitors and with his classmates and friends.

SHEEBA

She is the daughter of B. David and Meena David. She joined Sri Vidhya 1 Year back. She has severe behavior problems of hiding shouting and running very fast from place to place. She will hit anyone at the slightest provocation.

Initially when she came she was a moody child. Her speech was full of only echolalia and only repetitive. She would say only "Kaavali Kaavali" at least 5 times and call out "Teacher, Teacher" half a dozen times without indicating further what she wanted or what was the matter. If she was to be taught the house address or Numbers she would only say those specific words and not as a sentence.

Gradually she learnt to sit consistently in her place in the class and that paved the way to meaningful sentences. The repetition also decreased. In social situations she can relate to the event and say "Cake cut cheyendi", ask "candle yedi? The situational talk has become relevant.

She asks for home work and can answer when she runs that she is going to get the Drawing Book to take to the Art Class. When going home she knows the way to the Bus and name of the Driver. She tells her Daddy has come to leave her in the school and mummy has gone to the office.

Thus now she can tell her address as "this is my house" and similarly all items for grooming.

The parents and family are very happy that she behaves well when they all go out for functions. An outing to the Hotel too is more fulfilling as she can now give her own "Order". The school & family are overjoyed with this dramatic change in Sheeba

Uzma

Daughter of B. Sazeemuddin and B. Umrana was 9 years of age when she joined the school.

She had been going to a speech therapist for over 2 years showing very little improvement. She had only words and some phrases within her command and some grave omissions in her speech. She is a child with mild Down syndrome and where ever there were gaps in words she would use sign language to communicate.

Now with rigorous interaction and exposure to language she can say her address and words like miryalguda with the R and D in its correct place and pronunciation. When learning Time concept she used to gesture and show eg: No.9 for time, now she can say the number and also minutes 'thirty' and 'forty'. She can introduce herself and tell the activities in the class and school.

She likes to talk to the Teachers and often there is no need even for a Dairy as she can communicate the given home work and message to the parents without any mistakes. All the details of a circular are communicated exactly and correctly also. In all areas of work she has learnt to be very articulate be it in art class stitching class or in general. It is very obvious that all her inner language has come to the surface. Her emotions are given a let- out and she is a cheerful child, a quick and good learner and a pleasure to have around in the home, within the family and in the school.