



All it takes is a helping hand

**DR. ANJALI MORRIS EDUCATION &
HEALTH FOUNDATION**



ANNUAL REPORT 2018-19

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OUR TEAM:

Dr. Anjali Morris Education and Health Foundation has a skilled team of staff members and consultants with expertise in Specific Learning Disabilities.

Dr. Uma Kulkarni

Special Executive Officer

Dr. Sushama Nagarkar

Technical Consultant

Ms. Medha Pathak

Manager (Training, Collaborations)

Ms. Tanima Sarkar

Administrator

OUR
FOUNDERS



Dr. Anjali Morris

MBBS, DCH, MD, FAAP, MPH



Late Mr. Umakant Joshi

CA

Message from the Chairperson



The second decade of Dr. Anjali Morris Education and Health Foundation (AMF) started off with new challenges. For the earlier eleven years, AMF had been fully financially supported by the Morris Family Fund. Now, from the FY 2019-20, AMF had to shift from a single donor to a multi donor set up. AMF is fortunate to have received financial support for 2019-20 from some reputed companies like Bajaj Allianz Life Insurance Co. Ltd, Forbes Marshall Foundation and Sir Dorabji Tata Trusts under CSR for the different projects undertaken by it for the cause of learning disabilities. AMF is grateful to these new donors for their generous support and also thanks the Morris Family Fund for extending partial support for 2019-20.

Children with learning difficulties require a great deal of individual attention. With the small number of trained staff, a 'reach out' to children requiring special help is limited. To overcome this problem, AMF has introduced Technically Assisted Projects in 16 schools.

Capacity building is an important component of AMF. In the last five years, Dr. Sushama Nagarkar, Technical Consultant, an expert in SLD, has been successful in upgrading AMF's programme. Today, AMF has all the tests used globally for

assessing children. Besides, as suggested by Dr. Anjali Morris and Dr. Anita Morris, some staff members were sponsored for training in Jump Maths and Reading, by sending them to Canada. On their return they have been conducting programmes for teachers in Pune and other parts of Maharashtra. The previous five years saw the launch of many new programmes and activities. AMF has achieved a very important milestone during this year. Dr. Elaine Cheesman, an Expert from the International Dyslexia Association (IDA), USA, visited AMF to assess its work. On her recommendation, the IDA Board of Directors approved the Global Partner Committees motion to recommend the AMF for full IDA Institutional Accreditation. This is a formal recognition that the AMF institution meets professional standards of operational integrity and quality related to services within local cultural contexts. AMF is the first institution in India to get this recognition. It is a proud moment in the history of AMF, the credit for which goes to the entire team of dedicated, sincere staff, ably motivated and guided by Dr. Uma Kulkarni, CEO. This has been possible only with the strong financial support of the Morris Family towards the development of AMF. AMF continues to do some significant research work under the guidance of Dr. Roland Good, from the University of Oregon USA, in the development of Oral Reading Fluency Measure for Marathi speaking children from Grades One to Six.

The Board of Directors (BOD) appreciates the efforts of the CEO and the staff, and also likes to place on record the great contribution of the Morris Family. It was the vision of Dr. Anjali Morris to start AMF and house the same in four flats belonging to her.

The Morris Family, for the last eleven years, has fully financed the entire working of AMF. Besides, Dr. Anjali Morris and Dr. Anita Morris have been instrumental in identifying programmes abroad which have strengthened the work of AMF. They have financed the training of staff which has helped in making our programmes at AMF effective.

My good wishes for a more glorious next decade.

Freny Tarapore

From the desk of SEO



Dear Friends,

Completed yet another year which was filled with challenges and yet ended on a very positive note.

AMF crossed another important milestone by becoming the first organization in India to receive institutional accreditation by the International Dyslexia Association, USA in July 2019. The team effort, support from the Board of Directors and the Morris Family Fund made it possible to achieve this feat. AMF is now geared up to further build on and maintain the quality assurance of its services at all times. The year has also been very good for the Technically Assisted Projects (TAP) which needed immense efforts by all to expand AMF's work. This strategy, conceptualised some years ago, has worked very well and AMF has slowly & steadily made progress in this direction. The faith placed by the school managements in AMF is encouraging and motivating.

The Empower™ Reading Program by SickKids, Toronto, is galloping ahead with more and more children benefitting from it. The parents have supported the program wholeheartedly. It is highly gratifying to see children who have struggled to read able to imbibe reading skills after completing the Empower™ Reading Program. The program is

becoming a popular choice in the TAP projects too. The trainers from SickKids, Toronto are now slowly grooming the mentors from AMF to become trainers. AMF is thankful to Dr. Maureen Lovett, Maria De Palma and the entire team at SickKids Toronto for extending their support to AMF at a time when AMF needed it most.

The Marathi research project for developing curriculum based measures has entered its third year with encouraging results. AMF has some great future plans. Securing a place of its own and focusing on becoming a state-of-the-art training centre is on the cards. I take this opportunity to appeal to CSR Heads/Committees of companies to collaborate with us for this worthy cause. I look forward to also collaborate with the State and Local Education Boards.

To conclude, I would like to state that the unflagging support of the Board of Directors and a dedicated staff who believes in teamwork, has kept AMF going even in the most challenging situations.

I would like to express my heartfelt gratitude to all the donors, supporters, stakeholders, Directors, advisory committee members, current & past employees, for helping AMF achieve what it has today. Last but not the least, I salute the parents who accept the challenges in their children and stand firmly in supporting them.

Dr. Uma Kulkarni



Board of Directors



Mrs. Freny Tarapore
B.Sc., M.S



Mrs. Malati Kalmadi
Post Graduate (English), PG Diploma
(Communication Media for children),
PG Diploma (School Psychology)



Mrs. Harsheela Mansukhani
Post Graduate, TISS
(Medical Social Work)



Mrs. Katayun Currawalla
B.A., PG Diploma
(Mass Communication)



Sonali Rao
B.E. (Computer Engineering),
M.S. (Computer Science),
MBA (International Marketing)



Jyotsna Yargop
B.Sc, PG DIP(Computers), M.PM



To make available to students, in India, with Specific Learning Disabilities (SLDs), specialized support and interventions so they become effective learners and productive members of society.



To enable academic success in students with Specific Learning Disabilities (SLDs) by teaching them strategies and skills using evidence-based instruction in individual and group settings; educating and supporting parents of children with SLDs; training teachers to identify students with SLDs and to provide evidence-based interventions; supporting efforts of schools and other organizations to replicate our program; conduct research in developing tools that will further the cause of SLD.



Our Programs

1. Bridging Over Learning Disabilities (BOLD)

In the BOLD program, students struggling in academics are assessed for various academic achievement skills besides testing their cognitive abilities and behavior. Students are assessed to identify the risk of Specific Learning Disabilities (SLD) and Attention Deficit Hyperactivity Disorders (ADHD). Based on the evaluation, an Individualized Education Plan (IEP) is prepared for each student and intervention services (individually or in small groups) are provided. These sessions are conducted at resource centres and schools. Students' progress is regularly monitored and shared with parents and school teachers.

Activities:



Work load of students:

SUMMARY FOR ASSESSMENTS AND INTERVENTIONS	
Name of the activity	Number of students
Assessments	241
Interventions	153

Assessments

AMF has the following assessment tools. These tests assess each student's academic skills in the areas of reading, writing, spelling, language and math.

LIST OF ASSESSMENT TOOLS	
Particulars	Abbreviations
Developmental assessments:	
Developmental Indicators of Assessment in Learning 4	DIAL 4
Curriculum Based Assessment - Pre academic	CBA – Pre Skills
Cognitive assessments:	
Raven's Standard Progressive Matrices	RSPM
Raven's Colored Progressive Matrices	RCPM
Indian Child Intelligence Test	ICIT
Universal Nonverbal Intelligence Test	UNIT
Woodcock - Johnson IV Tests of Cognitive abilities	WJ IV COG
Academic assessments:	
Wide Range Achievement Test - 4	WRAT 4
Curriculum Based Measurements - Reading and Writing	CBMs
Woodcock - Johnson IV Tests of Achievement	WJ IV ACH
Test of Word Reading Efficiency - 2	TOWRE - 2
Comprehensive test of Phonological Processing - 2	CTOPP - 2
Gray Oral Reading Test- Fifth Edition	GORT - 5
Test of Silent Contextual Reading Fluency – 2	TOSCRF-2
Curriculum Based Assessment - English	CBA - English
Curriculum Based Assessment - Marathi	CBA - Marathi
Learning Disability Research Programme test for Empower™ Reading Program	LDRP
Language assessments:	
WIDA - Access Placement Test	W-APT
Kindergarten - WIDA - Access Placement Test	K-WAPT
Woodcock - Johnson IV Tests of Oral Language	WJ IV OL
Behavioral Assessments:	
Vanderbilt ADHD Parent and Teacher Assessment Scale	
Conner's 3rd Edition	

Interventions

Providing interventions to students to attain academic success is a part of our mission statement. As AMF has evolved, we continue to recognize the importance of providing evidence-based interventions to students. Interventions are provided either in a small group or on a one-to-one basis as per the student's need. In terms of assessments to determine intervention effectiveness, AMF uses a combination of norm and criterion-referenced tests, curriculum-based measures and curriculum-based assessments in addition to anecdotal data such as parent reports etc.

Intervention programs at AMF:

1. Standard Protocol Treatment Based

a) Empower™ Reading Program

- Empower™ Reading Program: Decoding and Spelling - Grade 2 to 5
- Empower™ Reading Program: Comprehension and Vocabulary - Grade 2 to 5

b) Self-Regulated Strategy Development for writing difficulty

c) Jump Math for Math difficulty

2. Evidence based interventions strategies based on multi sensory techniques

3. Study Skills (Learning Strategies) for secondary school children

For Reading, AMF uses Empower™ Reading Program: Decoding and Spelling and Empower™ Reading Program: Comprehension and Vocabulary developed by The Hospital for Sick Children, Toronto, Canada.

Decoding and Spelling program consists of 110 scripted lessons that specifically address decoding and spelling difficulties in students. The intervention is delivered in a small group format; between five and eight students with similar reading levels consist of a group. This program teaches five strategies namely Sounding Out, Rhyming, Peeling Off, Vowel Alert and Spy.

Comprehension and Vocabulary teaches students about text structure and concurrently introduces five reading comprehension strategies. The five comprehension

strategies, Predicting, Activating Prior Knowledge, Clarifying, Evaluating through Questioning, and Summarizing (PACES), are organized using a Comprehension Game Plan that prompts students to self-monitor and evaluate their application of the strategies using specific dialogue.

For Math, AMF uses Jump Math. It is evidence based, structured and scripted program. There are four principles behind the Jump Math Program such as motivating the child for better improvement, scaffolding the skills, continuous assessment for checking his or her progress or understanding of the taught concepts and cognitive science.

Other individualized interventions are provided using the problem-solving approach. Using findings from a comprehensive evaluation that includes tests and other assessments, a year-long Individualized Education Plan (IEP) that includes long term goals and short-term objectives is developed. Interventions are provided based on each individual student's areas of deficit or weakness in reading, writing or math.

Self-Regulated Strategy Development (SRSD):

SRSD is both a set of strategies for students and a method for delivering instruction for teachers that develops student ownership and confidence and allows them to take responsibility for their own learning. It includes six stages within the SRSD instructional method.

The six stages are:

- Stage 1: Develop and Activate Background Knowledge,
- Stage 2: Discuss It
- Stage 3: Model It
- Stage 4: Memorize It
- Stage 5: Support It
- Stage 6: Independent Performance

The six stages guide the teacher through the approach to help students develop mastery before moving forward. In each stage, teachers work with students to learn and practice the SRSD strategies. All six stages are based on an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self-regulation to strategy instruction for writing.

This SRSD Online course is based upon years of SRSD training workshops and in-school professional development. It uses text, video presentations and advice from the experts to

deliver a base knowledge of the SRSD strategies and stages of instruction.

The course contains specific tools, materials, fidelity checklists and sample lesson plans address all students in grades K-8 and When they are advancing beyond this, they have a set of strategies that can be used for 6-12+.

Study Skills:

The Study Skills program is designed for secondary and high secondary school students who are able to read, write and comprehend at an average level. AMF adopted some evidence based strategies and structure from HOPS (Homework, Organization and Planning Skills) which is evidence based program developed in US. The students are provided with the strategies and techniques like time management, organizing, note taking etc. which can be used by them in their studies and they can make the most efficient use of time, resources, and academic potential. Mastering these skills will allow them to manage a rigorous curriculum with greater efficacy and efficiency.

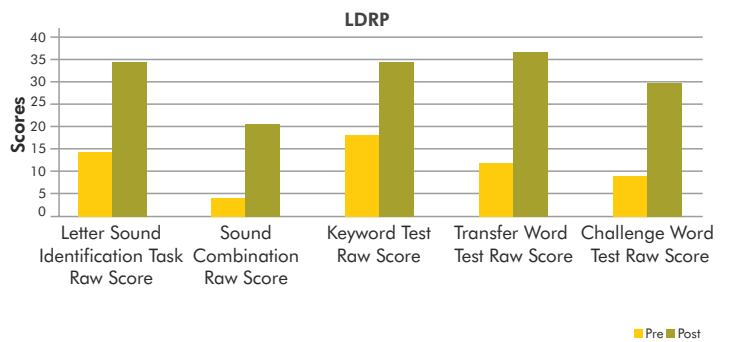
Outcome of Interventions

During the 2018-19 academic year, AMF provided structured interventions to 153 students: of these, 131 students attended schools where English was the language of instruction (English-medium) and 22 were from schools where Marathi was the language of instruction (Marathi-medium). These students came from varied sociol-economic backgrounds and English was not their primary or native language. Out of 153 students, 44 students were provided the Empower™ Reading Program: Decoding and Spelling, 10 students were provided Empower™ Reading Program: Comprehension and Vocabulary, two students were provided with Jump Math and 89 students were provided individualized interventions [English medium 67+ Marathi medium 22] . Eight students underwent a group intervention for study skills. Detailed below are the findings of intervention effectiveness for the school year:

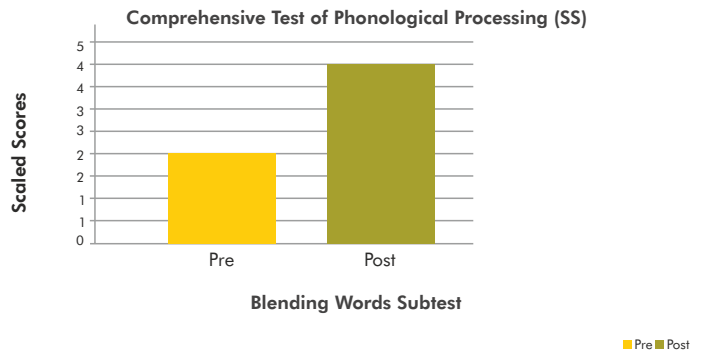
a) Empower™ Reading Program: Decoding and Spelling Grade 2 to 5:

Out of 44 students who began availing of Empower, 27 completed the program. One school, with 15 students enrolled in Empower, had scheduling difficulties and opted

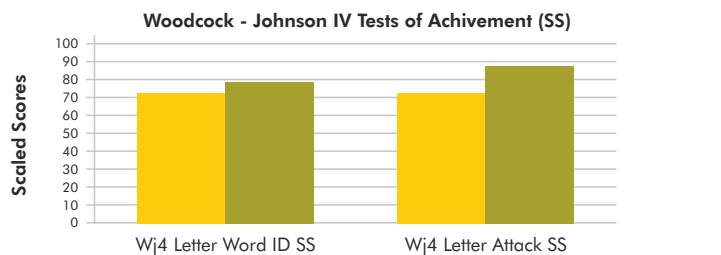
out in the middle of the year. These students thus could not complete the entire program. Data for two students who were not able to be tested post-intervention is not included in this analysis. Presented here is the pre and post intervention data for 27 students using the Learning Disabilities Research Program (LDRP) test that has also been developed by The Hospital for Sick Children, a selected subtest of the Comprehensive Test of Phonological Processing (CTOPP, 2nd edition), and selected subtests of the Woodcock Johnson Tests of Achievement, 4th Edition (WJ-IV).



Subtests of LDRP



Blending Words Subtest



Subtests of Woodcock - Johnson IV

b) Individualized Interventions:

During the 2018-19 school year, a total of 89 students enrolled for individualized interventions. This report includes the data of 87 students who availed interventions on a regular basis. Of the 87 students, 67 (77.01%) students were from English-medium schools and 20 (22.99%) students were from Marathi-medium schools.

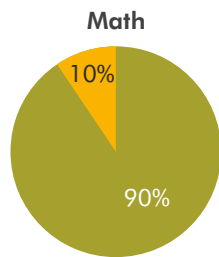
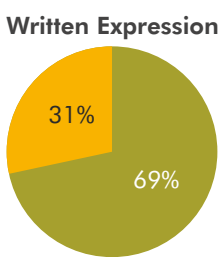
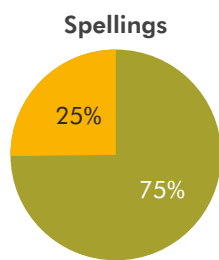
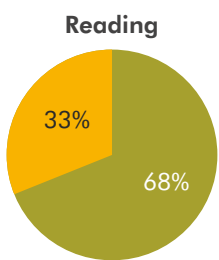
In the table below, students have been assigned to one of two categories: Adequate rate of improvement (ROI) and inadequate ROI. Adequate ROI was defined as per criteria that has been set in the research literature for Curriculum Based Measures or as advancement in required skills as defined by Curriculum Based Assessments. Students in the inadequate ROI category are those who are showing improvement at a markedly slower rate.

• English-medium students:

In reading, spellings, written expression and Math, student progress during intervention was measured using either CBMs or CBAs.

Outcome:

Description	Reading	Spellings	Written Expression	Math
Adequate rate of improvement	68 %	75 %	69 %	90 %
Inadequate rate of improvement	33 %	25 %	31 %	10 %



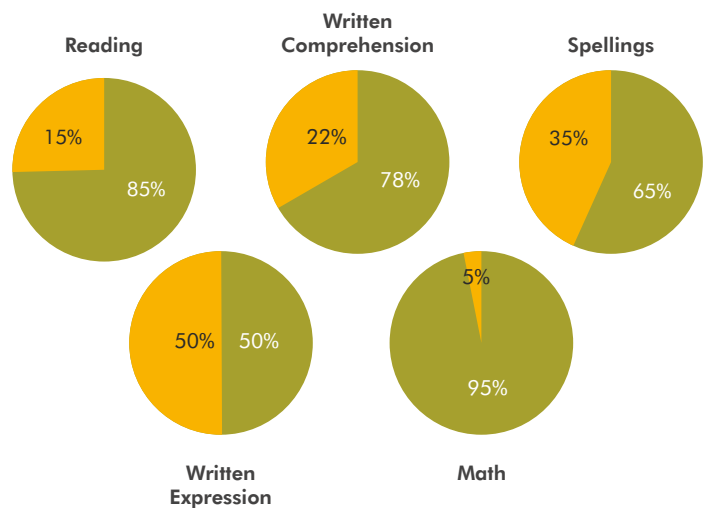
■ Adequate rate of improvement
■ Inadequate rate of improvement

• Marathi medium students:

Across all the schools and centres, 22 students received interventions in Marathi. Report includes the data of 20 students who availed interventions on regular basis. CBAs designed to measure skill acquisition were used to measure progress.

Outcome:

Description	Reading	Reading Comprehension	Spellings	Written Expression	Math
Adequate rate of improvement	85 %	78 %	65 %	50 %	95 %
Inadequate rate of improvement	15 %	22 %	35 %	50 %	5 %



■ Adequate rate of improvement
■ Inadequate rate of improvement

While AMF consistently uses data-driven practices to assess and deliver interventions to struggling students, at times extraneous factors act as barriers to student progress. One of these is inconsistent attendance for sessions. Usually parents bring their children to sessions at the various centres run by AMF. At times, parents are unable to provide transportation for various reasons and the sessions are missed. Students enrolled in the outreach program at schools, while more regular, are at times absent because of extra activities within the school premises. Additionally, some students are from low social backgrounds where parents are often semi-literate. These parents work very long hours and their children are left unsupervised for long periods. There are no literacy experiences in these homes. Another important factor is the low level of English language proficiency amongst all students and the adults in the home and school environments: for example, often times, educators revert to the native language to explain a concept or interact with students and thereby fluency in English is hampered. Large student teacher-ratios preclude the classroom teacher from helping struggling students in the classroom.

Therefore, strategies taught during intervention sessions remain 'stand-alone'. During parent meetings, AMF interventionists emphasize the importance of consistent attendance, scheduling practice at home and provide suggestions for building literacy experiences at home. It is very evident that families who take these messages to heart are the ones whose children show improvement on a consistent basis.

Parent Support Group (PSG)

The PSG named 'Nischay' is formed for parents to learn different strategies to help and cope with the challenges faced by their children who are at risk of SLD. The group meets once in three months. 8 PSG meetings were held in this year at PRC & CRC and 162 parents attended the same.

This is what one of the parents shared:



Special Activities for Students

Diwali Mela:



Christmas Party:





2. Training Programs

To overcome the limitation of reaching out to students directly, training teachers from schools helps AMF to expand the reach indirectly. AMF helps students, schools and the community by sensitizing and training them through various programs.

Activities:



Technically Assisted Projects (TAP)

The concept of TAP was first conceived in mid-2013 with the aim to equip schools with their own resource set up to help students at risk of SLD. AMF offers technical expertise to schools to set up their own resource centre through this project. In a TAP, AMF collaborates with a school for a minimum of 3 years. In the 3 years, AMF first helps the school identify a core team which will be dedicated to the resource centre. Trainers from AMF then train this core team on all the processes of dealing with students who may be at risk of SLD. The processes include conducting assessments, interventions, parent counselling offering accommodations in exams and subjects provided by the government to certified cases of SLD.

AMF launched its pilot project with Priyadarshini School, Indiranagar, Bhosari in Pimpri Chinchwad area of Pune district in November 2013. The success of this pilot encouraged an expansion of the TAPs. The TAPs have helped AMF to reach out to more and more students indirectly. AMF works with partner schools' to train their teachers for screening, informal assessments, interventions and help students at risk of Specific Learning Disability indirectly.

AMF is happy to share that the response and feedback from school managements, teachers and parents from schools in TAP has been positive and full of satisfaction. The post test results measured show an encouraging improvement in the skill set of the students in areas of reading, writing and math.

Till date AMF has collaborated with 16 schools/organizations to set up their own resource centre of which 4 projects are completed and running independently now and the rest have extended their collaboration as they subscribed to new intervention programs of AMF.

Ongoing projects

- Priyadarshani School, Indrayani Nagar, Bhosari
- Sindphana Public School, Majalgaon
- KHS Aundh/Banner, Pune
- Dr. Erin N. Nagarwala School, Pune
- Jai Hind Primary School, Pimpri

- Vidya Valley School (Sus Road), Pune
- Vidya Valley School (North Point), Pune
- Tomoae School, Amaravati
- Sri Sri Ravishankar Vidya Mandir, Bhugaon, Pune
- Shiva Valley School, Pune
- Vatsalya Hospital, Pimpri
- Priyadarshani School, Chakan

Completed Projects till 2018-19

- Disha Learning Centre, Ichalkaranji
- KHS Primary Section, Erandwane
- KHS Secondary School, Ganeshnagar
- Umang Learning Centre, Panvel

In the year 2018-19, AMF provided technical assistance to 12 schools. Across all schools, 41 teachers were provided technical knowhow in conducting screenings and providing various interventions by the technical team of AMF. Interventions were provided to a total of 202 students. The Empower™ Reading Program - Decoding & Spelling – Grade 2 to 5 was provided to 126 students, other evidence based academic interventions were provided to 55 students. A study skills intervention was provided to 21 students from higher grades.

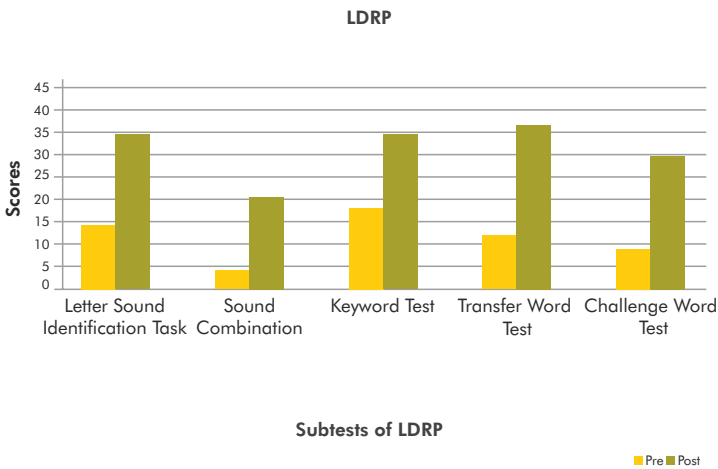
Summary for 2018-19:

• Ongoing number of schools under TAP	12
• No. of teachers trained from schools under TAP	41
• No. of assessments done by AMF teachers	198
• No. of assessment done by teachers trained from schools under TAP	41
• No. of students who received interventions	202

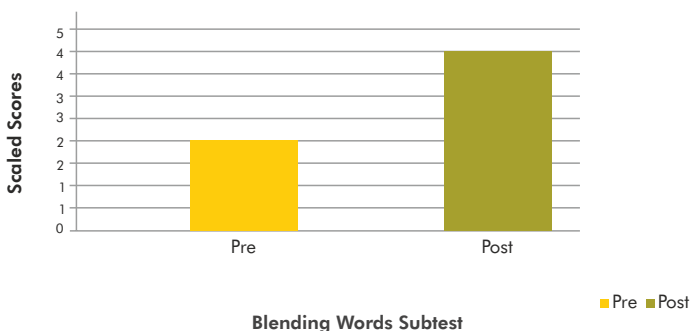
Outcome of Interventions at TAP

a) Empower Reading: Grades 2 to 5, Decoding and Spelling program:

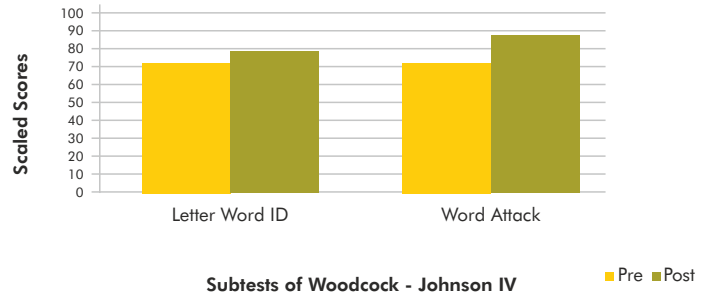
In the year 2018-19, Total 126 students began availing of Empower, 67 completed the program. 20 students, enrolled in Empower, had some difficulties and opted out in the middle of the year. These students thus could not complete the entire program. Data for 39 students who were not able to be tested post-intervention is not included in this analysis. Presented here is the pre and post intervention data for 67 students using the Learning Disabilities Research Program (LDRP) test that has also been developed by The Hospital for Sick Children, a selected subtest of the Comprehensive Test of Phonological Processing (CTOPP, 2nd edition), and selected subtests of the Woodcock Johnson Tests of Achievement, 4th Edition (WJ-IV).



Comprehensive Test of Phonological Processing (SS)



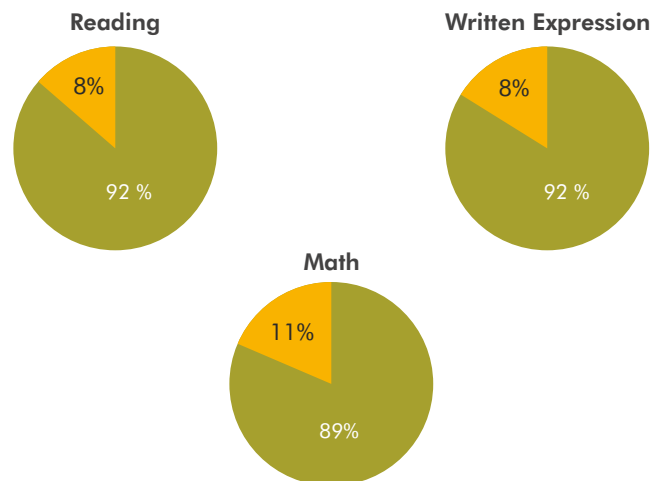
Woodcock - Johnson IV Tests of Achievement (SS)



b) Individualized Interventions:

During the 2018-19 school year, a total of 55 students enrolled for individualized interventions in different TAP schools or centers. This report includes the data of 44 students who availed interventions on a regular basis. In the table below, students have been assigned to one of two categories: Adequate rate of improvement (ROI) and inadequate ROI. Adequate ROI was defined as per criteria that has been set in the research literature for CBMs or as advancement in required skills as defined by CBAs. Students in the inadequate ROI category are those who are showing improvement at a markedly slower rate. The details of intervention outcome are detailed below:

Description	Reading	Spellings	Written Expression	Math
Adequate rate of improvement	92 %	100 %	92 %	89 %
Inadequate rate of improvement	8 %	0 %	8 %	11 %



■ Adequate rate of improvement
 ■ Inadequate rate of improvement

• **Priyadarshani School, Indrayani Nagar:**



Priyadarshani School is the first project undertaken by AMF with a vision to set an independent assessment and intervention centre. This association would help parents, teachers and students in and around Bhosari area where the school is located. After attending the training / orientation program Priyadarshani School approached Dr. Anjali Morris Education and Health Foundation (AMF) for technical guidance in October, 2013 and the journey started.

Parents and teachers were sensitized through awareness programs and workshops. To foster smooth functioning, a core team was formed which undergoes regular trainings on teaching and learning process. Till date 8 teachers have been trained. Now this team has an insight into problems faced by children with special needs. During the span of three years, the core team members provided intervention services to more than 60 children from primary and secondary section. The teachers reported a considerable improvement in the academic performance of the students. The teachers are able to mark the reflections in their yearly progress. Now the intervention room, 'Steps' and library is ready and being used for intervention. In the third year the core team of Steps Intervention Centre is trained to conduct assessments as well as interventions. The core team members are able to address to the needs of the students from identification till the execution of the intervention plan. Besides, the team is motivated to learn new strategies and be updated with the current scenario in the field of SLD.

AMF is looking forward to the core team being able to function independently in executing the Empower Reading Program (Decoding and Spelling) developed by The Learning Disabilities Reading Program (LDRP), SickKids, Toronto, Canada. The LDRP Empower trainer and mentors, aim to equip and provide the teachers advanced training in using more evidence-based intervention strategies.

Testimonial:

In the year of 2013 we took steps to start intervention centre in collaboration with Anjali Morris Foundation. We learned different techniques and also inculcated various skills to help the kids with learning disability. AMF also trained us for one of their program - Empower Reading- Decoding & Spelling for kids of grade 2 to 5. Learning to make Individual Educational Plan (IEP) and Progress Monitoring proved to be very helpful for daily application. We are planning to set up our own Intervention centre. We also experienced a lot of improvement after intervention. It is helping our kids in improving their skills and also increasing confidence. It has helped in developing their vocabulary as well.

- **Intervention team, Priyadarshani School, Indrayani Nagar, Pune.**

• **Sindaphana Public School, Majalgaon, Beed:**



Sindphana Public School (SPS) is a residential cum day school with 700 students. Their urge to provide specialised support for their students with learning disabilities led them to the Anjali Morris Foundation. This was the first attempt to spread our work outside Pune. It was undertaken by AMF with a vision to set an independent assessment and intervention centre in Majalgaon, Beed. This association would help parents, teachers and students in and around Beed district.

The association started in April 2014. Both the parties collaboratively worked to establish a full-fledged Resource Centre to help identifying the students having difficulties in academics. AMF supports the school in all the aspects of the Resource Centre which includes setting up the class room, staff selection, material, assessment and intervention processes, documentation. Awareness programs, workshops and poster exhibitions for parents and teachers, were conducted by AMF during the years of association.

A core team of eight mainstream teachers was formed. They undergo regular training on teaching and learning processes for children with specific learning disorders. In order to enhance their learning and to initiate the process detailed training was provided on regular basis. Along with the one on one intervention, Empower reading program has been conducted successfully by 2 teachers. 2 teachers were trained and executed SRSD (Self-Regulated Strategy Development), an evidence based program to enhance written expression.

The students from secondary who showed expected improvements in the academics were taught study skills. During the span of five years more than 60 children from primary and secondary section were benefited. AMF will continue to provide need based assistance to Sindaphana Public School to ensure smooth functioning in near future.

Testimonial:

Pleasure of teaching...

It gives me immense pleasure to share that the children attending intervention and specifically, empower™ Reading Program are showing improvement in reading and writing in English. Some of the students scored good marks in the exams, which is an amazing experience for me and the school. I have learnt different techniques from Anjali Morris Foundation. AMF trainers are a source of inspiration for me. Students are showing interest in EMPOWER Reading Session, too. Really it is a wonderful and valuable experience to work with AMF. **Mrs. Gayatri Ghawalkar (Resource teacher, Sindaphana Public School)**

• Dr. (Mrs.) Erin N. Nagarvala School , Pune:



AMF had a long association with Dr. (Mrs.) Erin N. Nagarvala School in the form of an outreach program. We started the Technically Assisted Project in 2016.

The school is committed towards developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become personally fulfilled, interdependent, socially responsible adults. The School has a dedicated staff of two teachers who were provided intensive training for identification, assessments, intervention and documentation.

In 2018 one teacher was trained for the Empower™ Reading Program by which children with difficulties in decoding and spelling benefited. Both the teachers from Dr. (Mrs.) Erin N. Nagarvala School are sensitive about student's needs and work diligently with children. More than 40 students were benefited with the support in the form of intervention in reading, writing and mathematics. e pleasure to share that the children attending intervention and specifically, Empower™ Reading Program are showing improvement in reading and writing in English.

Some of the students scored good marks in the exams, which is an amazing experience for me and the school. I have learnt different techniques from Anjali Morris Foundation. AMF trainers are a source of inspiration for me. Students are showing interest in empower Reading Session, too. Really it is a wonderful and valuable experience to work with AMF.

Testimonial:

The Dr. (Mrs.) Erin N. Nagarvala School has been associated with the Morris Foundation; TAP program for 3 years.

This being a boarding school it has been a gratifying to be able to provide in-house intervention for students who would normally struggle to cope in a mainstream classroom. The teachers find that most of the students who have been a part of this program have shown a marked improvement in their reading and writing skills, which in turn has made them more confident and willing to take on challenges in the classroom. Obviously, greater benefits have been observed in those children for whom intervention was initiated in Std. 3 or Std. 4. Our intervention teachers have been well trained, effectively supported and mentored over this period of time by the Morris Foundation Supervisor.

-Ms. Jasmin Dalal, (Dr. (Mrs.) E.N. Nagarvala School

• **Umang Learning Centre, Panvel:**



Dr. Neelima Bhandarkar, a practicing pediatrician in Panvel had come across many children facing difficulties in studies who had no help and guidance. She took an initiative to establish Umang Learning Centre in the collaboration with AMF. AMF is providing technical guidance to the teachers and volunteers at the centre. AMF identified the need to spread awareness and enhance the quality of special education services. Hence, various awareness programs for parents and teachers from different schools in Panvel were conducted.

At Umang Learning Centre they have a core team of three teachers and one pediatrician. The team undergoes regular training on teaching and learning process. Now they are functioning independently and executing the assessments and intervention at their centre. Umang learning center's core team members have provided intervention services to more than 20 children from primary and secondary section in the two year span.



Certificate Course for Skill Development in Special Education

This was the second year of the Certificate Course for Skill Development in Special Education (Specific Learning Disabilities, Autism, Intellectual Disability). This one year course helps mainstream teachers, special educators, and professionals enhance their skills for inclusive education. The students found the practicum structure & school visits very informative. Seven students successfully completed the course in this second year. We are looking forward to get more students in the upcoming academic year which will serve our purpose of reaching students indirectly.



Teacher Training Programs (TTP)

To reach out to maximum number of students, AMF periodically conducts Teacher Training Programs for mainstream teachers. TTP comprises of 6 days of theory and 8 sessions of practicum spread over 4 months. Due to insufficient number of participants, the Marathi TTP could not be conducted in the year 2018-19. After the Certificate Course was started, TTPs in English were discontinued.



Awareness Programs

AMF conducts Awareness Programs to heighten awareness in the community by sensitizing participants about SLD and ADHD. This year, 543 participants were sensitized through 18 awareness programs.



Workshops

AMF is also focussing on training teachers and other professionals who work with children by conducting one day workshops. AMF teaches them strategies to help students facing difficulties in reading, writing and math. 134 teachers and professionals were educated through five workshops during this year.

SUMMARY OF TRAINING PROGRAMS

Activities	No. of Programs	No. of beneficiaries
Awareness Programs	18	543
Workshops	5	134
One Year Certificate Course for Skill Development in Special Education (Specific Learning Disabilities, Autism and Intellectual Disability)	-	07

Staff Training: Continuous Quality Improvement

AMF understands the value of ongoing development for every individual and organization. Training its staff and keeping their skills and knowledge up to date is necessary to remain relevant in this fast-paced and evolving world. The staff is trained for all technical processes specific to AMF in order to upgrade technical knowledge about current practices in the field. Training sessions were conducted on administrating standardized assessments such as Woodcock - Johnson IV Tests of Achievement and Developmental Indicators for the Assessment of Learning (DIAL – 4th Editions). The staff was also given training in using the test results to formulate further action plans for the student. Some of the staff members attended the international conference “READ” organized by Maharashtra Dyslexia Association (MDA) on Literacy Instructions. The international conference on Inclusive Education organized by SNDT College, Dept. of Special Education was also attended by one of the teachers. It focused on the need for changes in the present education system and how to develop an action plan to promote equality and equity in education. Non-technical Session: A session on systemic investment planning was delivered by C.A. Ashutosh Dabake, for the AMF staff. He explained the importance of saving money rightly and apprised the audience about the various investment schemes, including mutual funds.

3. Research

The pilot project to develop standardized Curriculum-Based Measures (CBMs) in Oral Reading Fluency (ORF) for students from the Marathi medium was launched in 2017-18. Primary data analysis of CBMs 1st grade was done by Dr. Roland Good, President, Acadience Learning Inc., Eugene, the results of which were promising. Phase two of the project was rolled out in year 2018-19. Data was collected from a total of 373 students from grades 1 and 2. Students who were part of the 2017-18 cohorts were also tested in 2018-19 on Oral Reading Fluency (ORF) grade 2 passages once they went to the next grade. This data was gathered to explore predictive validity of the measures. The data has been sent to Dr. Roland Good for further analysis. The statistical analysis is awaited.

In the upcoming academic year, AMF will receive from "Aapanach" organization the 3rd grade ORF passages developed on set criterion. AMF plans to assess students from 1st, 2nd and 3rd grade at PMC and private schools during 2019-2020.



Accomplishments

a) Institutional accreditation by International Dyslexia Association (IDA): First in India



AMF has been a Global Partner of the IDA since November 2015. When IDA launched its institutional accreditation process AMF volunteered to undergo the process. The aim of the exercise was to invite an external validation and build on the continuous quality improvement in a pursuit to take AMF at par internationally. AMF submitted its application in Dec 2018 which included a rigorous process of meeting the stringent norms, producing evidences and extensive documentation. Finally, in March 2019 Dr. Elaine Cheesman visited AMF for inspecting the actual work done of IDA accreditation. In the week-long visit, Dr. Elaine observed the work conducted at different locations, interacted with all stakeholders including the school management, teachers, students, parents and AMF staff. Besides, she examined all the documents in detail and confirmed its authenticity and validity. Dr. Elaine gave valuable inputs on resources available online and phonological awareness. She highly appreciated the hard work and team spirit. Her suggestions to further improve the processes at AMF were welcomed wholeheartedly. The Executive Board of the IDA awarded full accreditation for AMF based on Dr. Elaine's report, endorsed by the Global Partners committee. The entire exercise of preparing for the Institutional Accreditation, which went on for a year, benefitted the staff in many ways. It helped AMF become more professional, technically competent and quality conscious. The process has helped AMF further build

on good practices. Once the recommended accreditation is formally approved by the Global Partners Committee, AMF will be considered as being at par with other global organizations dealing with SLD.

b) Association for Reading and Writing in Asia (ARWA)



The 3rd annual conference of the Association for Reading and Writing in Asia (ARWA 2019) was held at the Birla Institute of Technology and Science (BITS), Goa. AMF staff members presented papers on literacy acquisition and literacy development in children with multilingual backgrounds. Ms. Medha Pathak and Ms. Harshada Kallurkar presented a paper on 'Developing Curriculum-Based Measures (CBM) in Marathi: a promising first phase' and Ms. Mugdha Safai and Ms. Manjusha Kulkarni presented a paper on 'Implementation of research-based literacy program for children with learning disabilities and at risk of learning disabilities'. Both the papers were appreciated by the experts. An overwhelming interaction took place after the presentations. Many of the dignitaries showed keen interest in our work of developing CBMs.



c) READ Conference



The sixth edition of READ was organized by Maharashtra Dyslexia Association (MDA) on 4th and 5th March 2019 in Worli, Mumbai. This two-day International Conference focused on literacy instructions. The speakers threw light on the importance of early literacy and how it helps to build success in students. Throughout the two days various topics were discussed: detecting writing difficulties and solutions for this, developing curriculum for early literacy skills, role of assistive technology in learning, influence of cultural dialects in reading, magic of spellings, etc. Dr. Sushama Nagarkar and Ms. Medha Pathak presented a research paper on Developing Curriculum-Based Measures in Marathi: A Promising First Phase. All the sessions were very interactive and full of information about literacy which indeed was an enriching experience.

Financial Statement

Particulars	Current year (Rs.)	Previous Year (Rs.)
Income	1,29,18,257.46	98,40,438.90
Expenditure	1,31,79,617.13	1,21,79,946.55
Excess of expenditure over Income	2,61,359.67	23,39,507.65
Excess of Income over Expenditure	—	—
Opening balance carried forward from previous year	92,28,965.70	1,15,68,473.73
Closing balance carried over to the Balance sheet	89,67,606.03	92,28,965.70

Gratitude...

AMF is thankful to the parents, school management and teachers, members of the AMF general body, donors, well-wishers who have helped us to assist children with SLD and ADHD.

We would not have been able to reach this far without the support of donors.

We are thankful to:

- **Morris Family Fund**
- **Bajaj Allianz Insurance Co. Ltd.**
- **Sir Dorabji Tata Trust**
- **Forbes Marshall Foundation**
- **Sleepwell Foundation**
- **Dharmendra Mulji Daiya Foundation**
- **The Hospital for Sick Children (SickKids)**
- **Mrs. Freny Tarapore**
- **Ms. Sayali Deo**
- **Mrs. Jyotsna Yargop**



ANNEXURE – A

Number of students assessed by AMF at all locations – 439 (241 in BOLD and 198 in TAP)

INTERVENTIONS PROVIDED BY AMF

Sr. No.	Location	Empower: Decoding and Spelling (D&S)	Empower: Comprehension and Vocabulary (C&V)	Study Skills	JUMP Maths	Individualized interventions	Total
1	Pune Resource Centre (PRC)	3	3	8	2	19	35
2	Chinchwad Resource Centre (CRC)	4	7	0	0	29	40
3	KEM Hospital	2	0	0	0	4	6
4	Don Bosco School	7	0	0	0	7	14
5	St. Clares Girls High School	3	0	0	0	5	8
6	Abhinava English Medium School	10	0	0	0	11	21
7	New India School	15	0	0	0	0	15
8	Sharada Vidya Mandir	0	0	0	0	3	3
9	Darode Marathi School	0	0	0	0	11	11
Grand total		44	10	8	2	89	153

PERIODIC ACTIVITIES AT AMF RESOURCE CENTRES

Sr. No.	Date	Activity	Students
1	21/04/2018	Summer Camp (PRC & CRC)	62
2	30/06/2018	Healthy Habits (PRC)	05
3	25/07/2018	Origami (CRC)	22
4	28/07/2018	Origami (PRC)	15
5	22/08/2019	Know Your Emotions (CRC)	26
6	31/08/2019	Know Your Emotions (PRC)	10
7	20/09/2019	Flower Rangoli (CRC)	28
8	22/09/2018	Ganapati Decoration (PRC)	12
9	03/11/2018	Diwali Mela (PRC)	30
10	03/11/2018	Diwali Mela (CRC)	31
11	24/11/2018	Best From Waste (CRC)	22
12	30/11/2018	Fancy Dress Competition (PRC)	05
13	22/12/2018	Christmas Party (PRC)	29
14	22/12/2018	Christmas Party (CRC)	30
15	13/02/2019	Painting Using Finger Printing (CRC)	25
16	16/02/2019	Painting Using Finger Printing (PRC)	16

PARENT SUPPORT GROUP

Sr. No.	Date	Topic	Participants
1	28/07/2018	Parenting Styles (PRC)	14
2	30/07/2018	Parenting Styles (CRC)	32
3	25/09/2018	Vocational guidance (CRC)	28
4	17/11/2018	Specific Learning Disorders (PRC)	22
5	24/11/2018	Mom and Me (CRC)	15
6	06/03/2019	Positive Experiences Sharing (CRC)	26

ANNEXURE – B

AWARENESS

Sr. No.	Date	Name of the School / Centre	No. of Participants
1	07/07/2018	St. Arnold School, Pune	32
2	04/07/2018	Tomoae School, Amravati	50
3	04/08/2018	D. Y. Patil College (Dept. of Education) M.Ed. 2 nd yr students, Pune	25
4	29/09/2018	St. Sebastian High school, Daund	34
5	04/10/2018	Rotary Club, Pune	22
6	06/10/2018	M.S.S High School, Chinchwad	29
7	13/10/2018	M.S.S High School, Chinchwad	36
8	01/12/2018	Saraswati Vishwa Vidyalaya, Talawade	24
9	06/12/2018	MIT World Peace University (Kothrud), Pune	26
10	31/01/2019	Ramrajya Marathi Madhyam school, Pune	11
11	31/01/2019	SNDT B.Ed. College, Pune	23
12	31/01/2019	Innovera School, Pune	20
13	02/02/2019	Karve Institute of Social Services, Pune	30
14	25/02/2019	SNDT Human Development Dept., Pune	25
15	08/03/2019	Tomoae School, Amaravati	33
16	23/03/2019	Sanskriti School, Undri	56
17	23/03/2019	Sanskriti School, Wagholi	56
18	23/03/2019	KHS Primary Section, Erandwane	11
Total			543

WORKSHOPS

Sr. No.	Date	Name of the Topic	Participants
1	12/04/2018	Writing Strategy - Part 1 - Sindphana Public School	30
2	13/04/2018	Writing Strategy - Part 2 - Sindphana Public School	30
3	01/04/2018	Classroom Accommodations Technique – Chetan Dattaji Gayakwad English Medium School	29
4	04/04/2018	Classroom Accommodations and modifications – Chetan Dattaji Gayakwad English Medium School	17
5	16/02/2019	Reading and Writing Skills - for parents - Prism Foundation	28
Total			134

INTERVENTIONS AT TAP

Sr. No.	Location	Empower: Decoding and Spelling (D&S)	Empower: Comprehension and Vocabulary (C&V)	Study Skills	Regular Intervention	Total
1	Priyadarshani School, Indrayani Nagar	23	0	0	15	38
2	Sindphana Public School, Majalgaon	18	0	21	14	53
3	Umang Learning Centre, Panvel	0	0	0	8	8
4	KHS (Aundh), Pune	4	0	0	6	10
5	Erin N. Nagarwala School, Pune	14	0	0	6	20
6	Jai Hind Primary School, Pimpri	9	0	0	0	9
7	Vidya Valley School, Sus	7	0	0	0	7
8	Vidya Valley School, Nigdi	4	0	0	0	4
9	Tomoae School, Amaravati	10	0	0	7	17
10	SSRYM, Bhugaon, Pune	8	0	0	0	8
11	Shiva Valley School, Pune	12	0	0	5	17
12	Vatsalya Hospital, Pune	0	0	0	2	2
13	Priyadarshani School, Chakan	10	0	0	0	10
Total		119	0	21	63	203



All it takes is a helping hand

REGISTRATIONS:

- Section 8 under the Companies Act 2013
- Certificate of Incorporation:
U73100PNL2008NPL13150
- Foreign Contribution (Regulations) Act:
083930583
- Tax Deduction & Collection Account No.:
PNED07264F
- Permanent Account No.:
AACCD9110B
- Professional Tax Registration Certificate:
27025223969P
- Profession Tax Enrollment Certificate:
99161752141P
- Provident Fund: PUPUN0304748000
- Shops & Establishment Act:
163100031060562
- Rights for Persons with Disability Act, 2016:
A - 1084

REGISTERED OFFICE:

301, 2nd Floor, Gopur Apartment,
Ghole Road, Shivaji Nagar,
Pune 411005, Maharashtra, India

LOCATIONS:

Pune and Chinchwad
Web.: www.morrisfoundation.in

AUDITORS:

SNJ & Co. Chartered Accountants
Web.: <http://snjca.in/index.html>