

Annual Report 2019-20

All it takes, is a helping hand

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www.morrisfoundation.in

MORRIS FOUNDATION 

Anjali Morris Foundation

Dr. Anjali Morris Education and Health Foundation (Anjali Morris Foundation / AMF), was founded by Dr. Anjali Morris and the Late Mr. Umakant Joshi in Pune, Maharashtra, in 2008.

The Foundation is a non-profit organization which seeks to help students at risk of and/or with Specific Learning Disabilities (SLDs) by offering interventions, educational assistance and by training teachers to work with such children. More details are available on www.morrisfoundation.in

Board of Directors

Professionals from the fields of education, social work and business serve on our Board of Directors. Their expertise strengthens the Anjali Morris Foundation's strategic planning and operations.

Mrs. Freny Tarapore,
Chairperson, 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, Tata Institute of Social Sciences

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

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

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

Team

The Anjali Morris 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, Manager (Operations)

Registered Office

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

Locations

Pune, Chinchwad

Auditors

Kalyaniwalla & Mistry LLP, www.km.co.in/

CIN

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Team





Annual
Report
2019-20

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1. Message from the Founder

I thank Dr. Uma Kulkarni, AMF's departing Special Executive Officer (SEO), for her leadership in this regard, and her years of service.

AMF is incredibly fortunate to have a phenomenal Board of Directors - their oversight and guidance are key to the organization's continued success.

AMF continues to improve its outcome-based direct interventions with students, strengthen its teacher training programs, and work on developing Marathi reading assessment tools. Schools and organizations in the education sector who generously share their knowledge and experience are instrumental to these endeavours.

I am confident that AMF will forge forward, innovating and expanding its reach in the education sector to help students learn.

DR. ANJALI MORRIS

Students need the core skills of reading, writing, and mathematics to learn and attain school success.

When they struggle with these basic skills, they deserve to get help. I thank the many parents who have sought support for their children with learning disabilities and have trusted AMF to provide the help they need.

I am immensely proud of the Staff of the Dr. Anjali Morris Education and Health Foundation (AMF). Towards the end of this year, we have had to adapt to an online format because of the tremendous challenges posed by the COVID-19 pandemic. The Staff has shown tremendous tenacity and creativity in adapting to the new scenario.



I am confident that AMF will forge forward, innovating and expanding its reach in the education sector to help students learn.



The much awaited confirmation of Institutional Accreditation was received from the International Dyslexia Association (IDA).

It was a formal recognition that Dr. Anjali Morris Education and Health Foundation had met the professional standards of operational integrity and quality related services within the local cultural context and consistent with IDA values and definition of Dyslexia. It is a matter of pride and honour to be the first institution in India to receive this recognition.

AMF has all along strived to establish quality standards in the field of Specific Learning Disabilities (SLD). Two technical audits were initiated by the Morris Family which helped to bridge the gaps in the programs. AMF decided to apply for Accreditation to International Dyslexia Association (IDA). Dr Uma Kulkarni, SEO, provided the strategic leadership and coordinated the whole process. Her team of dedicated Staff worked tirelessly to compile all documents for Accreditation. Congratulations to the whole team for their achievement. The recognition has motivated the Staff to work more vigorously, smartly and efficiently to take AMF to new heights.

2019 was the first year of AMF working with reducing financial support from Morris Family



2. Message from the Chairperson

Fund which had earlier, for eleven years, fully supported all the activities. Considering the various programs, range of activities, quality of work and research, donors like Bajaj Alliance Life Insurance Company, the Sir Dorabji Tata Trust, Forbes Marshall, Sleepwell Foundation and other well-wishers came forward to support AMF in its activities. Besides, the partner organisations and individuals who had been helping AMF

The Board of Directors is very grateful and sincerely thank the Companies, Foundations and Trusts for their generous support.

to initiate new programs, continued to strengthen and upgrade existing activities and guide research.

The Board of Directors is very grateful and sincerely thank the Companies, Foundations and Trusts for their generous support.

Special thanks to Dr. Roland H. Good and Dr. Ruth Kaminski from Acadience Learning, Oregon who have reduced their fees, and to Maria De Palma and Karen Steinbach from The Hospital for Sick Children, Toronto, who have waived off the fees as well as their share of travel and stay cost in India. We appreciate and thank each one of them along with Aapanach, a Pune-based NGO.

MRS. FRENY TARAPORE

3. From the Desk of the Chief Technical Officer

This past year has whizzed by with a whirlwind of activities and growth. AMF is indeed poised to be a leader in this sector.

Our crowning glory for the year has been achieving Institutional Accreditation by the IDA. We are the only entity in India that has received this accreditation thus far. The process took several months starting with completing the online application and then weeks of document and data collection under the expert guidance of Dr. Uma Kulkarni, our SEO. The site visit by Dr. Elaine Cheesman took place between 5th and 8th March 2019. She did a thorough job, interviewing all stakeholders, reviewing files and processes, and conducting multiple observations across a representative cross-section of settings in which AMF delivers services.

The IDA accreditation has validated what we have, over the years, strived so hard to achieve: good data-based decision-making processes for all the students and families that we have been charged to serve. This is not an easy task, given the enormous challenges that exist. Challenges like those associated with garnering adequate resources to run a non-profit and retaining good quality interventionists and psychologists on Staff for the long haul are the two topmost ones. However, it is gratifying to note that with on-going training, all new Staff are also becoming more and more competent in providing good quality service delivery.



This past year has been the third year of conducting the Certificate Course for Skill Development in Special Education in association with Sunderji's Global Academia Pvt. Ltd. at the Tilak Maharashtra Vidyapeeth (TMV). Every year that the course is conducted, we get better at delivering the content, and providing practical experiences. Reviews from students who have completed the Course are very favourable.

Over the years we have realized that by providing more training to school-based teams, we are able to reach more at-risk students than we are able to do at the AMF resource centres. With the goal of being able to reach more students, the BOLD - Technically Assisted Projects (TAP) vertical of AMF was established a few years ago. We have continued to expand and train additional teams in effective assessment and intervention practices.

Our crowning glory for the year has been achieving Institutional Accreditation by the IDA. We are the only entity in India that has received this accreditation thus far.

There has been a lacuna of technically adequate screening and testing materials in Marathi and to this end, AMF has been involved in developing curriculum-based measurements (CBMs) in reading. This is the third year of data collection for developing these tools. This project is being done in partnership with Dr. Good and Dr. Kaminski of Acadience Learning, Oregon and Aapanach (a Pune-based NGO). Analyses of the previous two years have provided promising results and we await the analyses of this year from them.

On another technical front, we continue to implement the Empower™ Reading Program and avail of training from the experts of *The Hospital for Sick Children (SickKids)* in Toronto. Our in-house mentors have mastered their craft of mentoring the teachers who are learning proper implementation techniques. Pre- and post-intervention results are very encouraging, and additional teachers are being continuously trained.

All things considered, the year has been fruitful. AMF continues to make great progress helping struggling students. As we get better at our craft of being good data-based decision makers, we will find creative ways to help other marginalized communities that are outside of the core urban areas.

DR. SUSHAMA NAGARKAR

4. Board of Directors

Professionals from the fields of education, social work and business serve on our Board of Directors. Their expertise strengthens the Anjali Morris Foundation's strategic planning and operations.



Mrs. FRENY TARAPORE
Chairperson,
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,
Tata Institute of Social Sciences



Mrs. KATAYUN CURRAWALLA
B.A., PG Diploma
(Mass Communication)



Ms. SONALI RAO
B.E. (Computer Engineering),
M.S. (Computer Science),
MBA (International Marketing)



Mrs. JYOTSNA YARGOP
B.Sc, PG DIP (Computers),
M.P.M.

5. About AMF

History

The Bridging Over Learning Disabilities (BOLD) program of the Morris Family Fund was started by Dr. Anjali Morris in 2003, with the Vision to provide academic assistance and support to students facing extraordinary challenges in the classrooms because of learning difficulties.

The Dr. Anjali Morris Education and Health Foundation (AMF), was later founded by Dr. Anjali Morris and late Mr. Umakant Joshi in 2008, to expand and further develop the BOLD Program and to provide an Assessment, Resource and Training Centre. The Foundation offers several programs to help students with learning disorders.



Vision

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.



Mission

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.





6. Accomplishment for the Year



AMF was awarded Level III, Full Accreditation from the International Dyslexia Association (IDA) this year.

This status is awarded to institutions which meet IDA Institutional Quality Standards. This, being a first in India and only the 3rd such award given to any organization worldwide, is a big feather in AMF's cap!

Dr. Elaine Cheesman from IDA, on conclusion of her audit, appreciated that:

- AMF cultivates and maintains strategic alliances with individuals and organizations with the resources to advance the institution's mission
- In addition to training mainstream teachers, AMF motivates schools to start their own resource centers
- It works with the local and State Education Departments, and,
- It is an active member of the Global Partners of IDA



7. Our Programs



i. BRIDGING OVER LEARNING DISABILITIES (BOLD) - DIRECT SERVICES:

Activities conducted under BOLD involve providing direct services (by AMF Staff) to students. These include conducting assessments and providing interventions to students for their core academic skill deficits, as well as providing a platform for parents by way of the Parent Support Group. In addition, special recreational activities are held for students.

In the BOLD program, students struggling in school are assessed across the skill areas of reading, writing and math, as well as language development. If needed, assessments of cognitive abilities and behavior are also conducted. Students are primarily assessed to identify the risk of Specific Learning Disabilities (SLD) and Attention Deficit Hyperactivity Disorder (ADHD). Based on the comprehensive evaluation report, 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. Student progress is regularly monitored, and shared with parents and educators.

With the support received from the Sir Dorabji Tata Trust, AMF conducted comprehensive evaluations on 210 students and provided interventions to 141 students during the school year 2019-20. These were conducted across two resource centres at Pune and Chinchwad and five schools: two English medium schools and three Marathi medium schools.

The following schools availed of the BOLD program:

SR.	SCHOOL	MEDIUM OF INSTRUCTION
1	Abhinav Vidyalaya English Medium Primary School	English
2	St. Clare's Girls' High School	English
3	Chandrakant Darode Prathamik Vidyalay	Marathi
4	Navin Marathi Shala	Marathi
5	Sharda Vidya Mandir	Marathi

a. Assessments used at AMF

A variety of assessments (refer Appendix A) are used at AMF in order to determine what assistance struggling students need. Besides academic skills of reading, writing and math, cognitive abilities and rating scales for behavior are used as needed, depending on the referral concerns. In terms of assessments to determine intervention effectiveness, AMF uses a combination of norm and criterion-referenced tests, and observations, in addition to anecdotal data such as parent reports, etc.

As AMF has evolved, we continue to recognize the importance of providing evidence-based interventions to students. All intervention programs used at AMF are evidence-based and provided either in a small group or on a one-to-one basis as per student needs. Details are mentioned in Appendix B.1.a.

b. Intervention programs at AMF

1. Standard Treatment Protocols:
 - i. Empower™ Reading Program
 - Empower™ Reading Program: Decoding and Spelling - Grades 2 to 5
 - Empower™ Reading Program: Comprehension and Vocabulary - Grades 2 to 5
 - ii. JUMP Math for Math difficulties
2. Problem-solving approaches: Using evidence-based strategies
3. Study Skills Program (for secondary school children)

For Reading and Comprehension, AMF uses Empower™ Reading Program: Decoding and Spelling and Empower™ Reading Program: Comprehension and Vocabulary developed by *The Hospital for Sick Children*, Toronto, Canada. The program mainly focuses on equipping children with various strategies for decoding, spelling and comprehension of text in the English language.

For Math, AMF uses JUMP Math. This is an evidence-based, structured and scripted program. There are four principles behind the JUMP Math Program - motivating the child for self-improvement, scaffolding the skills, continuous assessment for checking his or her progress, and understanding the taught concepts and cognitive science.

Problem-solving approaches include strategies based on the multi-sensory approach. Using findings from the comprehensive evaluation that includes psycho-educational assessments, a year-long Individualized Education Plan (IEP) is developed for each child, which includes long term goals and short-term objectives. Interventions are provided based on each individual student's areas of deficit or weakness in reading, writing or math.

Study Skills are strategies and techniques that students need to study and learn efficiently. AMF has gathered materials from a variety of resources to develop a program of 12 to 14 sessions of an hour each. The Intervention Program consists of nine modules that are grounded within the cultural contexts of schools in Pune. The modules have proved useful to students from Standard 7 and above.

Photos: Assessments & Interventions under BOLD



Of the 141 students who were provided interventions, 101 students attended schools where English was the language of instruction (English-medium) and 40 were from schools where Marathi was the language of instruction (Marathi-medium). These students came from varied socio-economic backgrounds and English was not their primary or native language. A total of 43 students were provided the Empower™ Reading Program: Decoding and Spelling, 9 students were provided Empower™ Reading Program: Comprehension and Vocabulary, 3 students were provided with JUMP Math and 73 students were provided individualized interventions. Of this latter group, 46 students attended English-medium schools and 27 attended Marathi-medium schools. Study skills program as a group intervention, was provided to 13 students. Details have been mentioned in Appendix B.1.b.

For a majority of the students, we could not complete the intervention as designed, and conduct the post-test. This was due to early school

closures with COVID-19. However, some students completed the intervention and the post-test was administered.

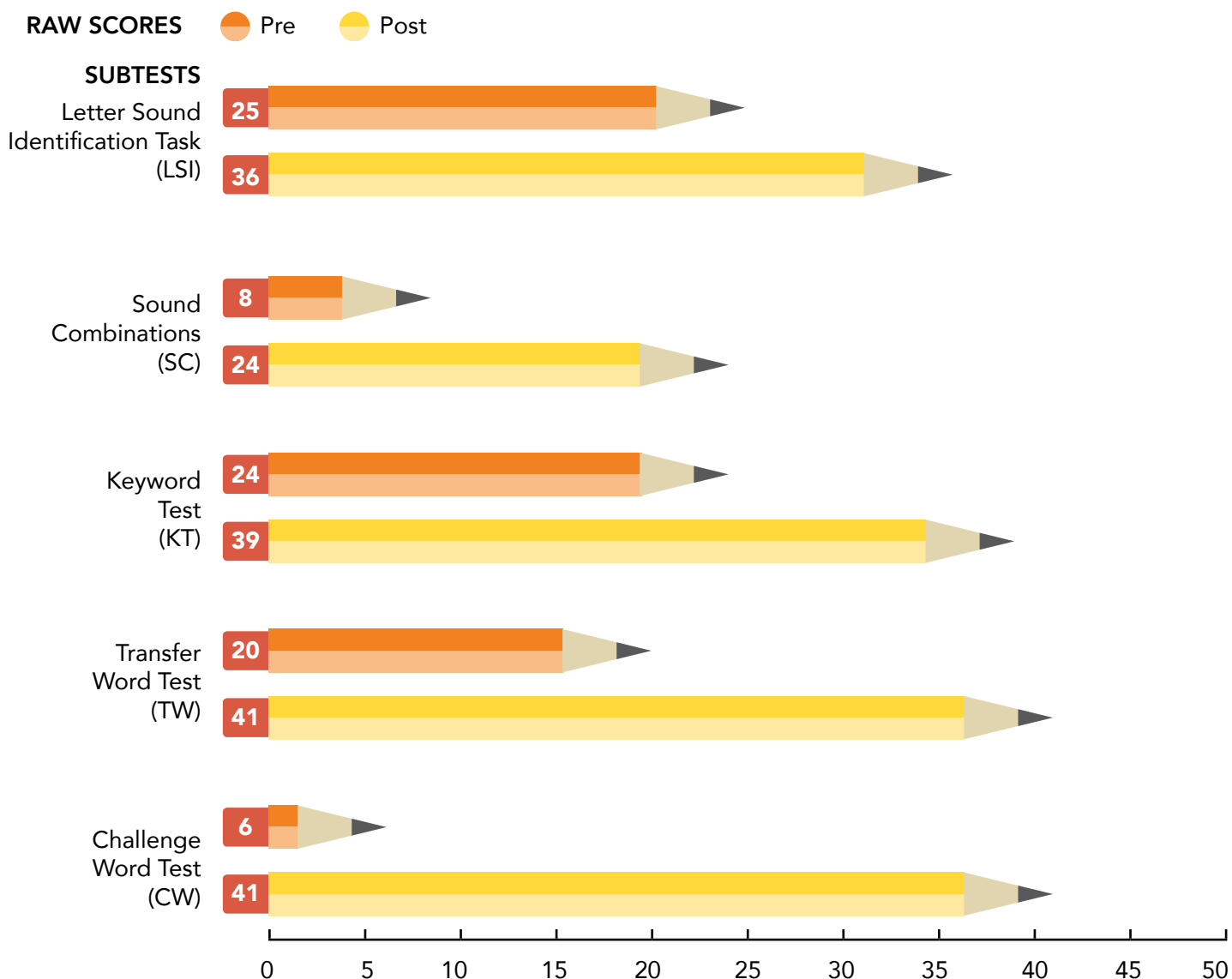
Effectiveness of the interventions for these students is described below:

• **Empower™ Reading Program (Decoding & Spelling):**

Six students completed the program successfully. The program had to be cut short in the middle of March due to the COVID-19 pandemic.

The students who completed Empower™ Reading Program: Decoding and Spelling Grades 2 to 5 showed significant improvement in their reading skills. Presented here is the pre- and post-intervention data for six students using the Learning Disabilities Research Program (LDRP) test, developed by *The Hospital for Sick Children*, Toronto, Canada.

AVERAGE SCORES ON LEARNING DISABILITIES RESEARCH PROGRAM (LDRP) SUBTESTS

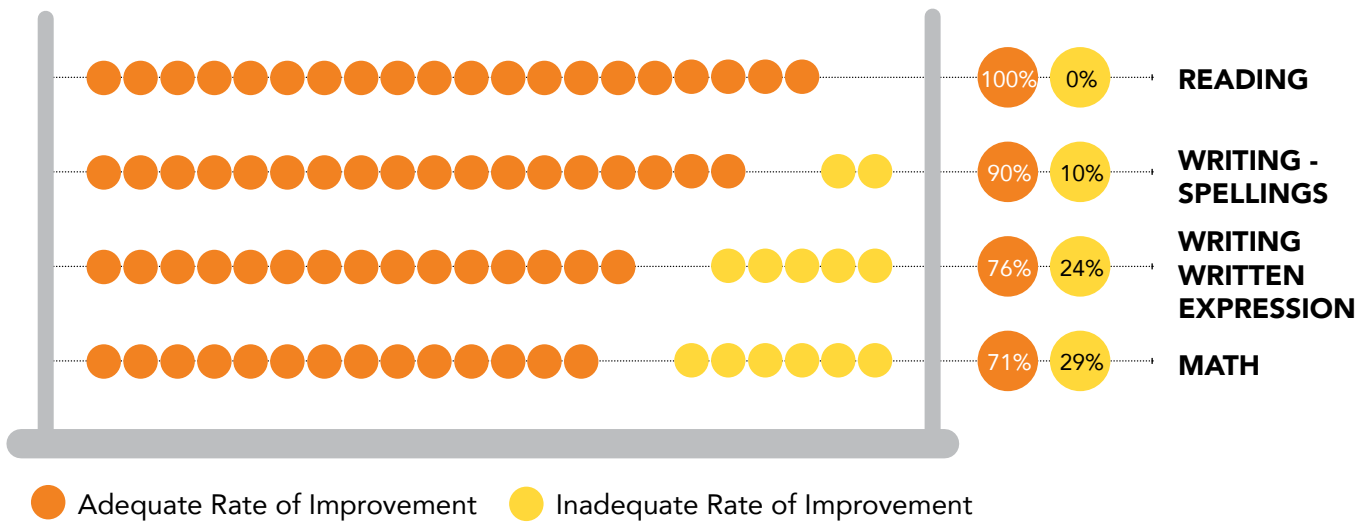


• Problem-solving approaches: Using evidence-based strategies

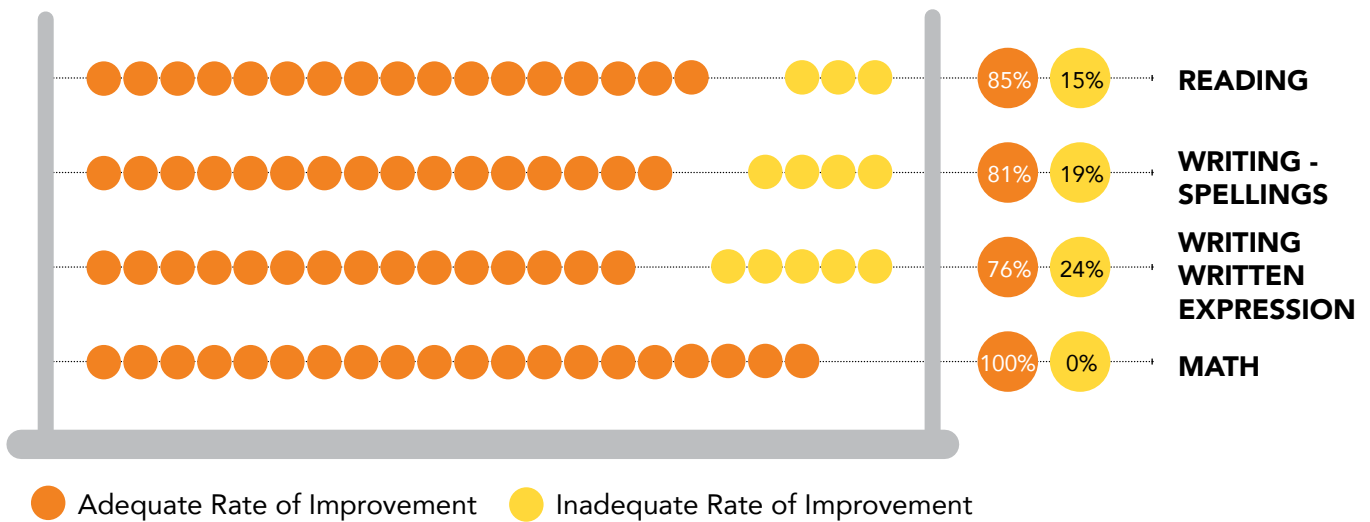
In 2019-2020, progress was monitored using Curriculum Based Assessments (CBAs) for 73 students availing small group and individualised interventions. Their improvement was demonstrated by an increase in their skill levels. CBAs used at AMF are teacher-made tests, designed as per the curriculum for a particular grade level.

Results are mentioned in the infographic representation below, for the students from English-medium and Marathi-medium:

ENGLISH-MEDIUM STUDENTS



MARATHI-MEDIUM STUDENTS



Challenges encountered:

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 the barriers being, a few of the students are unable to meet the attendance criteria set by AMF. Usually parents bring their children to sessions at the various centres run by AMF. 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 socio-economic 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 (of strategies) at home and provide suggestions for building literacy experiences (in the language of instruction) at home. It is evident that families who take these messages to the heart, are the ones whose children consistently show improvement.

c. Parent Support Group (PSG)

A Parent Support Group (PSG) called Nischay, was established in September 2013, to help parents understand learning disabilities and other impairments and their rights, learn new evidence-based strategies to help their children, and network with and support each other. The group meets once in three months. Six PSG meetings were conducted during this year. A total of 139 parents attended these. Details are in Appendix B.1.d.

d. Extra-curricular activities for students

Periodically AMF holds fun recreational activities for students who avail intervention services at the resource centres. This year, we conducted 12 sessions. Details are in Appendix B.1.e.

Photos: Activities under BOLD (Cooking with Dad, Diwali Mela, Story-telling, Summer Camp)



ii. BOLD - TECHNICALLY ASSISTED PROJECTS (TAP):

The concept of TAP was first conceived in mid-2013 to build and equip schools with their own resource centres to help students at risk of SLD. AMF offers technical expertise to these schools. In a TAP program, AMF collaborates with a school for a minimum of three years. In the 3 years, AMF first helps the school identify a core team that 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 teachers are trained to conduct screening and standardized assessments that help identify with and/or at-risk students. They are also trained to deliver various intervention programs, either on a one-to-one basis or in small groups, and to conduct regular progress monitoring.

To date, AMF has collaborated with 18 schools/organizations and has set up their resource centres. Of these, four projects have been completed and are running independently, three discontinued, and the rest have extended their collaboration, as they subscribed to new intervention programs with AMF.

In the ongoing 11 TAPs listed, with the help of Bajaj Alliance Life Insurance Co., 38 teachers were trained to conduct assessments and interventions for the students with/at-risk of SLD. Additionally, we were able to conduct assessments of 217 students and provide interventions to 272 students. Details are in Appendix B.2.

For a majority of the students, we could not complete the intervention as designed and conduct the post-test. This was due to early school closures.

SR.	SCHOOL	MEDIUM OF INSTRUCTION
1	Priyadarshani School - Indrayani Nagar, PCMC	English
2	Sindhphana Public School, Beed	English
3	Dr. (Mrs.) Erin N Nagarvala School, Pune	English
4	Priyadarshani School - Chakan, Khed	English
5	Dr. Kalmadi Shamrao High School - Aundh, Pune	English
6	Tomoae School, Amravati	English
7	Sri Sri Ravi Shankar Vidya Mandir, Pune	English
8	Shiva Valley School, Pune	English
9	Vatsalya Mother & Child Care Centre, PCMC	English
10	Don Bosco School, Pune	English
11	Zilla Parishad School, Pait, Khed	Marathi

Challenges encountered:

- AMF faces difficulty in enrolling schools for the project, due to poor awareness of Specific Learning Disability and the absence of a mandate by the Government,
- Lack of proper infrastructure for resource centers,
- The mainstream teachers from TAP are preoccupied with their regular academic schedules, and fail to dedicate time required for training and conducting intervention sessions,
- Attrition of trained teachers during the academic year,
- Absenteeism among students becomes an obstacle to complete the goals set for children as per the schedule,
- Since AMF doesn't have direct control on TAP, it becomes difficult to receive data on time.

Photos: Left to Right - Intervention, Mentor Visit, Teacher Training under TAP



iii. BOLD - TRAINING PROGRAMS:

AMF offers a variety of programs to suit the needs of different community stakeholders: These include a year long certificate course, teacher training programs, awareness programs, and personalized workshops. Details are in Appendix B.3. The project was aided by Give2Asia.

a. Certificate Course for Skill Development in Special Education

This has been the third year of the Certificate Course for Skill Development in Special Education (Specific Learning Disabilities, Autism & Intellectual Disability). This one-year course helps mainstream teachers enhance their skills for providing inclusive education. Seven students completed the course in this second year.

b. Teacher Training Programs (TTPs):

These comprise of six days of theory and eight practicum sessions spread over four months. During the year, the TTP was held twice at both the AMF locations: PRC and CRC. A total of 87 teachers were trained.

c. Workshops:

AMF also focuses on training teachers and other professionals who work with students by conducting workshops on different topics related to SLD; these are often customized as per the need of the school or the group. 22 workshops have been conducted in the year.

Staff Training: Continuous Quality Improvement

AMF understands the value of ongoing development for every individual and organization. Training our Staff and keeping their skills and knowledge up to date is necessary to remain relevant in this fast-paced and evolving world.

Therefore, AMF focuses on constant learning and motivating its Staff to upgrade their knowledge. The Staff undergoes periodic training to know about the current practices in the field. This year, various training sessions were conducted on administration and interpretation of various standardized assessments such as the Woodcock-Johnson IV Test of Achievement (WJ Ach-IV), Developmental Indicators for the Assessment of Learning (DIAL-4th Edition), Curriculum-Based Measures (CBMs) and Comprehensive Test for Phonological Processing-2 (CTOPP-2). The Staff was also given training in using the test results to formulate further action plans for the students. Along with the various assessments, the Staff read together, and discussed various research articles and perspectives by International Dyslexia Association (IDA).

Non-technical Session:

Other Staff development topics included Prevention of Sexual Harassment at Workplace, an orientation on various LIC policies, and filing Income Tax returns and strategies for saving.

iv. BOLD - COMMUNITY SERVICES:

We conduct awareness programs to heighten awareness in the community about SLDs and ADHD. This year, we conducted 24 awareness programs with 1098 participants. Details are mentioned in Appendix B.4.a.

v. RESEARCH:

During 2016-17, AMF launched a research project in collaboration with Dr. Roland Good and Dr. Ruth Kaminski of Acadience Learning. The goal of the research was to develop Marathi curriculum-based measures (CBMs) measures in reading. In the first stage, AMF developed two measures which were Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF). The actual data collection for the project was started in the year 2017-18. During the 2019-20 school year, complete data was collected on 235 students across three grades, while partial data (due to early school closures) was obtained on 192 students. The project was supported by Give2Asia and the Forbes Marshall Foundation.

*Photos: Top Row - Left to Right
Certificate Course,
Teacher Training Program,
Workshop,*

*Bottom Row - Left to Right
Community Service (Awareness for General Community),
Community Service (Awareness for Teachers),
Research (Conduction of Mid testing)*





8. Testimonials



RITWIK (name changed to maintain confidentiality) is 14 years old. He began school in Montessori. After repeating the third group in Montessori class, his performance remained unsatisfactory. He was eventually moved ahead into primary school. Having poor basic skills, he began to lose confidence and was unable to cope with reading, writing and comprehension. Math was a big hurdle for him.

Assessments were conducted in the school by AMF teachers and the reports showed concerns in major areas like reading, writing, comprehension and mathematics. Interventions in these areas began from July 2019. Throughout the sessions, he was very regular in attending class and sincerely followed all the instructions, and consequently made remarkable progress. 'I enjoy my intervention sessions and these are helping me to cope up with school-work,' he now reports.

- **Mrs. Vaishali Awale**, *Principal of Tomoae School, Amravati*



After the initial assessments, **RAKESH** (name changed to maintain confidentiality) was provided with individualized interventions for three years along with one year of the Empower™ Reading Program.

Initially, Rakesh was unable to recognise letters and sound, and had very low confidence. Ms. Rachana Kulkarni and Mr. Anish Gokhale, under the mentorship of Ms. Kavita Bedekar from AMF, started intervention sessions with the student in reading, writing and maths. After about three years, Rakesh showed significant progress in reading and writing skills. The spelling mistakes reduced considerably, and he was able to retain and generate more vocabulary. Rakesh could also speak confidently and seeks help when he needs it.

- **Ms. Rachana Kulkarni**, *Interventionist, from Dr. (Mrs.) Erin N. Nagarvala School*



It was in 2018, under its TAP initiative, that AMF helped our school i.e. Tomoae School, Amravati, to set up a resource center for children with LD. I feel incredibly motivated and empowered by strategies, tools and workshops have been at the core of the culture from the beginning. To assist students who struggle is not everyone's cup of tea, but collaboration with AMF has benefitted us. AMF gave us step by step guidance to achieve our goals.

This has been a collaborative cooperative partnership involved in planning and problem solving to develop specific positive strategies, to help students achieve to their highest potential. A parent saying: 'My child has gained confidence, understands his responsibility, eager to do his allotted work and speaks well in the public', is true testimony to our remarkable work together.

I take this opportunity to express my appreciation for the time and patience that AMF has shown.

- **Vina Ostwal**, *Interventionist from Tomoae School, Amravati*

9. Success Stories



ANUSHKA VERMA (name changed to maintain confidentiality) is one of a set of twins. She is currently in the eighth standard in a CBSE school where she is struggling with her schoolwork.

Anushka was born two weeks premature and her birth weight was two kgs. She developed neonatal jaundice, sepsis and neonatal convulsions and was kept in N.I.C.U for 6 days. She had a history of febrile seizures at five years of age, however her early developmental milestones were normal. She studied in S.N.B.P. English Medium School till 5th Std., after which her parents took admission for her in the Empros International School, which has fewer children in each classroom.

Anushka was referred to the Morris Foundation by KEM Hospital in 2013. The findings from KEM Hospital suggested that Anushka, while having an adequate IQ score, exhibited difficulties in reading, writing and math. The Staff at AMF in turn completed a full evaluation with further psycho-educational assessments. The assessments showed that Anushka struggled with basic skills such as letter-sound identification, sight words, as well as reading comprehension. She did not have the mechanics of writing in place. Additionally her basic skills in math were also poor. All of these difficulties made Anushka excessively anxious and tearful about studies.

Anushka was provided interventions from 2013 onwards. Initially it was difficult to engage her in

academic activities as she was very anxious. But with the help of constant support by her mother and different strategies used by AMF Staff, her motivation and interest grew. At the end of two years, her basic skills in reading, writing and math also grew.

Providing different extra-curricular activities related to crafts and social building, helped her develop emotional skills which in turn built up her confidence and self-esteem. Additionally, the Parent Support Group (PSG) meetings and experiences shared by other parents gave courage to Anushka's parents to support and accept her difficulties.

Now, after six years of intervention, Anushka is able to read almost at her grade level and manages her schoolwork with some help. From an anxious, shy youngster, she has developed self-confidence and is able to balance her life with studies and fun activities she enjoys, such as dancing.

Teamwork has been key to helping Anushka achieve success. - "All it takes, is a helping hand."

RAJEEV SHARMA (name changed to maintain confidentiality) is a 14 year old boy currently studying in Class 9 in Rewachand Bhojwani Academy. His life has been a roller coaster ride. He was an intelligent and smart child, but the challenges in academics brought out the worst behavior and temper tantrums in him.

Born normally, with no developmental delay, Rajeev had an accident when he was 1.5 years old. He sustained burn injuries and underwent multiple surgeries on his right hand which damaged his fingers. This led to further behavioral issues. Receiving constant complaints from his elementary school, the parents changed schools hoping a new atmosphere might help calm him, but to no avail. He continued to display defiant behavior towards his parents and teachers laced with temper tantrums and aggression. At the end of Standard 2, he was taken to the Child Development Centre at KEM Hospital for his behavioural problems. He was started with medications and continues taking them today.

The psychologists at the KEM Hospital referred Rajeev to AMF for interventions with skill development in deficit areas. Rajeev underwent a detailed psycho-educational assessment at AMF in November 2013. The outcome suggested that he needed intensive remedial help in the areas of basic reading, writing and math. He was unable to read and solve word problems due to severe reading difficulties.

After KEM Hospital issued a certificate of Specific Learning Disability (Dyslexia and Dysgraphia),

Rajeev was enrolled at AMF's Satellite Center at KEM Hospital in 2014. On AMF's recommendation, Rajeev switched to the National Institute of Open Schooling (NIOS). This was a turning point for Rajeev. It helped him cope better with his academics and reduced his stress considerably. Besides the interventions in reading, writing and math, Rajeev was also enrolled in AMF's Study Skills workshop. This workshop has helped him become more organized with his academics. Today, not only have his grades improved, but, to their delight, his parents now find him in control of his emotions. He is self-disciplined and performs confidently in his exams. Rajeev continues attending sessions at AMF focusing on writing, vocabulary and grammar.

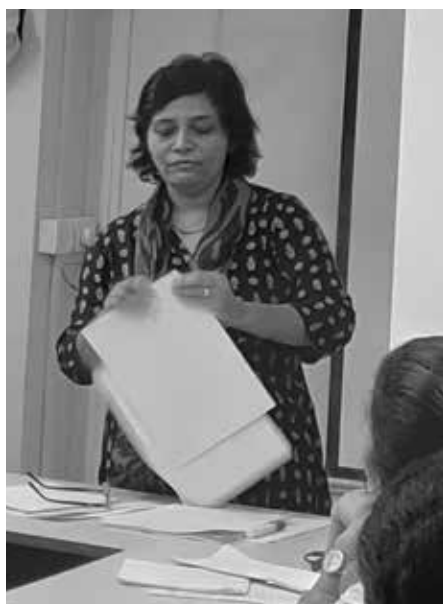
AMF is pleased to note Rajeev's transformation into a mature, socially confident and disciplined teenager. He now happily and eagerly pursues his academics.

The Staff at AMF feel a sense of pride and happiness to have been the wind beneath his wings. Rajeev aspires to pursue a career in Hotel Management and AMF cannot wait to see him achieve his dream.

Yet another story of perseverance, courage, team effort and faith in helping build and guide another life from challenges to success – *"All it takes, is a helping hand."*



10. Employees' Corner



Ms. Manjusha Kulkarni

I feel excited at being asked to share my experiences working at AMF.

I vividly recall my first day joining AMF eight years ago. When I got a call from the Admin. department for an interview, I still remember having mixed feelings of excitement and apprehension. It seemed like a stepping stone towards fulfilling my dreams. I was keen on working in the field of education. Being fascinated with Psychology, I had always hoped to work

at an organization like AMF which works with children with LD. From that day onwards, my belief in "if you wish for something hard enough, it can come true" deepened. Today, when I look back and think about my journey at AMF, I realise that I owe so many things to this organization. After all these years, the feeling of euphoria, being a part of the AMF team, persists. Each day still brings new learnings. Over the years, I have been given various opportunities from attending workshops, to presenting AMF's work at international conferences. I've also had the opportunity to travel to Canada to receive on-site EMPOWER™ training.

I work with various schools, some in remote rural locations like Sindhaphana and Majalgaon. Witnessing the challenges faced by these schools who continue working despite a scarcity of resources, my feeling of inspiration and the need to work harder for these children with LD deepens. To see the children I teach improving their skills, growing both academically and with confidence, with each passing day, is very heartening.

Last year, I was involved in the process of getting IDA accreditation for AMF. I feel proud to have played a role in AMF being the first Indian organisation to have received this prestigious international award!

AMF has taught me to believe in myself. It helps that working in a supportive and encouraging environment, where my capabilities are trusted, I get regularly get constructive and positive feedback, and am constantly pushed to try even harder and reach my full potential.

Not only did I get a chance to find my true calling in life, but, here at AMF, I get to explore, learn and try new ideas and research in LD, all while having fun! Lucky me!

Ms. Manjusha Kulkarni
Supervisor



Ms. Bhairavi Sahasrabudhe-Naik

I would like to share my experience working at the Dr. Anjali Morris Education and Health Foundation over the past two years.

I completed my Masters in Clinical Psychology in 2016, then worked at CECED (Center for Early Childhood Education and Development) for six months after which, in March 2018, I got an opportunity to work at AMF. I was immensely happy to get a chance to apply the knowledge learnt studying my Master's Degree.

During my initial training at AMF, I learnt about different aspects in the field of education, in particular, about Learning Disabilities (LD). I received an in-depth understanding about remedial interventions and different types of assessments working with children with LD. In addition, I experienced the differences working in urban versus rural schools in and around Pune.

I constantly strive to push myself hard and try to grab

different opportunities coming my way. I consider myself fortunate to have great support from my superiors which allows me to grow and thrive.

Thank you AMF! It's been a truly wonderful journey working in such an enriching and supportive environment. I am so glad to be a part of this wonderful organization. I look forward to working and growing with AMF for many more years to come.

Ms. Bhairavi Sahasrabudhe-Naik

Resource Teacher

And kudos to few more ladies...

- **Ms. Medha Pathak** on receiving Rehabilitation Council of India (RCI) registration
- **Ms. Mugdha Dhavalikar, Ms. Aditi Moghe, and Ms. Siddhi Rale** on completing Master of Science in Counselling and Psychotherapy.



Ms. Medha Pathak



Ms. Mugdha Dhavalikar



Ms. Aditi Moghe



Ms. Siddhi Rale

11. Financial Statement

All figures are in Indian Rupees

PARTICULARS	CURRENT YEAR (2019-20)	PREVIOUS YEAR (2018-19)
Income	127,46,939	129,18,257
Expenditure	129,80,363	131,79,617
Excess of Expenditure over Income	(2,33,424)	(2,61,360)

12. Gratitude

AMF is thankful to the parents, school management and teachers, members of the AMF general body, donors, and 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:

- **Sir Dorabji Tata Trust,**
- **Bajaj Alliance Insurance Co. Ltd.,**
- **Morris Family Fund,**
- **Forbes Foundation,**
- **Sleepwell Foundation,**
- **The Hospital for Sick Children (SickKids) - Toronto,**
- **Mrs. Freny Tarapore,**
- **Sesh Rao Damerla,**
- **Paritosh Shukla,**
and all the individual donors who contributed through Milaap Foundation.



Dr. Uma Kulkarni led the Anjali Morris Foundation for Education and Health from June 2013, initially as a COO, then as a CEO, and finally, as a SEO till May 2020.

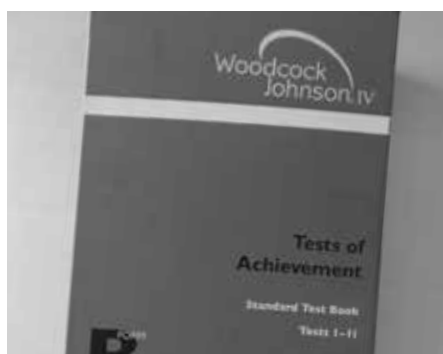
During her tenure, Dr. Kulkarni oversaw the introduction of research and several new programs as well as the forging of partnerships with local and international organisations. She guided the partnership with SickKids Toronto for initiating the Empower™ Reading program. In 2019 AMF was officially accredited by the International Dyslexia Association, USA, the only such organisation in India to date.

We wish Dr. Kulkarni a successful future.

13. Appendix A

Assessment tools used at AMF

SR	ASSESSMENT TOOLS	ABBREVIATIONS
DEVELOPMENTAL ASSESSMENTS:		
1	Developmental Indicators for Assessment of Learning, Fourth Edition	DIAL-4
2	Curriculum Based Assessments - Pre requisite skills	CBA – Pre-Skills
Cognitive assessments:		
3	Raven’s Standard Progressive Matrices	RSPM
4	Raven’s Coloured Progressive Matrices	RCPM
5	Indian Child Intelligence Test	ICIT
6	Universal Nonverbal Intelligence Test	UNIT
7	Woodcock - Johnson IV Tests of Cognitive Abilities	WJ IV COG
ACADEMIC ASSESSMENTS:		
8	Wide Range Achievement Test, Fourth Edition	WRAT4
9	Curriculum Based Measurements – DIEBELS Oral reading fluency	CBMs-DORF
10	Curriculum Based Measurements – Written Expression	CBMs-written expression
10	Woodcock - Johnson IV Tests of Achievement	WJ IV ACH
11	Test of Word Reading Efficiency, Second Edition	TOWRE-2
12	Comprehensive Test of Phonological Processing, Second Edition	CTOPP-2
13	Gray Oral Reading Test, Fifth Edition	GORT-5
14	Test of Silent Contextual Reading Fluency, Second Edition	TOSCRF-2
15	Curriculum Based Assessments – English	CBA-English
16	Curriculum Based Assessments – Marathi	CBA-Marathi
17	Learning Disability Research Program Test for Empower™ Reading Program	LDRP
LANGUAGE ASSESSMENTS:		
18	Woodcock - Johnson IV Tests of Oral Language	WJ IV OL
BEHAVIORAL ASSESSMENTS:		
19	Vanderbilt ADHD Parent and Teacher Assessment Scale	
20	Conners 3 rd Edition	Conners 3



14. Appendix B

210
STUDENTS
ASSESSED
UNDER
BOLD



1.a. NUMBER OF STUDENTS ASSESSED UNDER BOLD

SR.	LOCATION	TOTAL
1	Pune Resource Centre (PRC)	101
2	Chinchwad Resource Centre (CRC)	54
3	Abhinava Vidyalaya English Medium Primary School	18
4	St. Clare's Girls' High School	11
5	Darode Marathi School	12
6	Navin Marathi Shala	10
7	Sharda Vidya Mandir	04
GRAND TOTAL		210

1.b. NUMBER OF STUDENTS WHO AVAILED INTERVENTIONS UNDER BOLD

SR.	LOCATION	EMPOWER™ READING PROGRAM: D & S	EMPOWER™ READING PROGRAM: C&V	STUDY SKILLS	JUMP MATH	PROBLEM - SOLVING APPROACHES	TOTAL
1	Pune Resource Centre (PRC)	21	0	0	0	22	43
2	Chinchwad Resource Centre (CRC)	7	9	0	3	18	37
3	Abhinava Vidyalaya English Medium Primary School	10	0	0	0	5	15
4	St. Clare's Girls' High School	5	0	0	0	5	10
5	Chandrakant Darode Prathamik Vidyalay	0	0	13	0	9	22
6	Navin Marathi Shala	0	0	0	0	10	10
7	Sharda Vidya Mandir	0	0	0	0	4	4
GRAND TOTAL		43	9	13	3	73	141

1.c. DETAILS OF WORKSHOPS FOR PARENTS UNDER BOLD

SR.	DATE (MM/DD/YYYY)	TOPIC	PARTICIPANTS
1	04/19/2019	Phonological Awareness	10
2	05/17/2019	Phonics	9
3	06/21/2019	Fluency	10
4	07/19/2019	Vocabulary	10
5	08/23/2019	Text Comprehension	11
6	09/20/2019	Writing	12
7	10/19/2019	Writing Strategies - Summarizing	11
8	11/15/2019	Writing Strategies - Picture talk	5
9	12/20/2019	Writing Strategies - Object talk	15
10	01/17/2020	Organizational Skills	9
11	02/21/2020	Math - Concept & Strategies	8

1.d. DETAILS OF THE PARENT SUPPORT GROUP

SR.	DATE (MM/DD/YYYY)	TOPIC	PARTICIPANTS
1	06/22/2019	Know Your Child (CRC)	18
2	06/29/2019	Know Your Child (PRC)	15
3	09/21/2019	Emotional Intelligence (CRC)	27
4	09/28/2019	Emotional Intelligence (PRC)	26
5	12/18/2019	Behavioral Management (CRC)	21
6	12/21/2019	Behavioral Management (PRC)	32

1.e. EXTRA-CURRICULAR ACTIVITIES CONDUCTED

SR.	DATE (MM/DD/YYYY)	TOPIC	STUDENTS
1	04/19/2019	Summer Camp (PRC)	26
2	04/20/2019	Summer Camp (CRC)	28
3	06/22/2019	Cooking with Dad (CRC)	30
4	06/29/2019	Cooking with Dad (PRC)	7
5	08/20/2019	Express Your Emotions (CRC)	33
6	08/31/2019	Express Your Emotions (PRC)	20
7	10/23/2019	Diwali Mela (CRC)	55
8	10/24/2019	Diwali Mela (PRC)	50
9	12/19/2019	Christmas Party (CRC)	23
10	12/21/2019	Christmas Party (PRC)	37
11	02/19/2020	Story-telling Session (CRC)	33
12	02/22/2020	Story-telling Session (PRC)	19

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STUDENTS
 AVAILED
 INTERVENTIONS
 UNDER
BOLD-TAP



2. NUMBER OF STUDENTS WHO AVAILED INTERVENTIONS UNDER BOLD - TAP

SR.	NAME OF THE SCHOOL	INDIVIDUAL INTERVENTION	EMPOWER™ READING	READING CLUB	STUDY SKILLS	TOTAL
1	Priyadarshani School, Indrayani Nagar, Pune	0	17	12	3	32
2	Sindphana Public School, Majalgaon, Beed	0	17	15	0	32
3	Dr. Kalmadi Shamrao High School, Aundh, Pune	0	7	0	0	7
4	Dr. (Mrs.) Erin N. Nagarwala School, Pune	11	10	7	53	81
5	Tomoae School, Amaravati	4	7	0	0	11
6	Sri Sri Ravishankar Vidya Mandir, Bhugaon, Pune	0	5	8	0	13
7	Shiva Valley School, Daund, Pune	18	13	0	0	31
8	Vatsalya Hospital, Bhosari, Pune	0	5	0	0	5
9	Priyadarshani School, Chakan, Pune	0	6	0	0	6
10	Don Bosco School, Yerawada, Pune	0	13	0	0	13
11	Zilla Parishad School, Pait-Khed, Pune	15	0	0	26	41
GRAND TOTAL		48	100	42	82	272



3. BOLD - TRAINING PROGRAMS - WORKSHOPS

SR.	DATE (MM/DD/YYYY)	LOCATION	TOPIC	NOS.
1	06/13/2019	Swaranad School	Basics of Reading and Writing Skills for Special Educators (HI)	40
2	05/18/2019	Series of workshops organized by AMF	Overview of SLD	17
3	07/01/2019	Series of workshops organized by AMF	Dyslexia	17
4	06/21/2019	Bombay Sappers Army Pre-primary School	Overview on SLD, Early Identification & Red Flags	18
5	06/21/2019	Bombay Sappers Army Pre-primary School	Phonological Awareness, Intervention Strategies Overview	18
6	06/25/2019 to 06/26/2019	ASHA Foundation, Jalgaon	Overview of SLD and Intervention Strategies, Preparation of Educational Aids	15
7	06/25/2019 to 06/26/2019	ASHA Foundation, Jalgaon	Classroom Accommodation and Modification	15
8	06/25/2019 to 06/26/2019	ASHA Foundation, Jalgaon	Developments of IEP	15
9	07/20/2019	Series of workshops organized by AMF	Dysgraphia	17
10	08/17/2019	Series of workshops organized by AMF	Dyscalculia	17
11	08/31/2019	Jankidevi Bajaj Gram Vikas Sanstha	Workshop in Parenting	45
12	10/10/2019	St. Clare's Girls' High School	Overview of SLD	30
13	10/15/2019	St. Clare's Girls' High School	Overview of SLD	30
14	10/18/2019	Workshop organized by AMF	1. Understanding Dyslexia, 2. Myths and Facts about Certification procedure and eligibility for National Institute of Opening Schools	56
15	11/09/2019	Ganesh International School	Overview of SLD	32
16	12/13/2019	Modern College, Pune	Overview of SLD	60
17	12/14/2019	Modern College, Pune	Dyslexia and Dysgraphia	60
18	01/04/2020	G.K. Gurukul School	Overview of SLD and classroom accommodation and modifications	17
19	01/17/2020	Workshop organized by AMF	Curriculum Based Measurement	8
20	01/18/2020	Army Pre-Primary School, Belgaum	Overview of SLD and Early Identifications	22
21	03/13/2020	Workshop organized by AMF	Phonics Workshop	28
22	03/13/2020	Workshop organized by AMF	Certificate Procedure and Concession Form	28

4. BOLD - COMMUNITY SERVICES

SR.	PROGRAM CONDUCTED DATE (MM/DD/YYYY)	SCHOOL/ORGANIZATIONS' NAME	NOS.
1	04/04/2019	Chandrakant Darode School	10
2	04/24/2019	Savitribai Phule Pune University Students of MA (Education)	17
3	06/13/2019	SPM English Medium School (SSC) - Teachers	19
4	06/22/2019	Tree House School, Kothrud	75
5	06/25/2019	NCRD's Sterling School, Bhosari	33
6	07/08/2019	More Vidyalaya - Std. 9-10	90
7	07/17/2019	SPM English Medium School (SSC) - Parents	50
8	07/26/2019	Shiva Valley School	120
9	07/29/2019	St. Clare's Girls' High School - Primary	100
10	07/29/2019	St. Clare's Girls' High School - Secondary	100
11	08/17/2019	Master Mind Global School, Alandi Rd, Bhosari	70
12	08/24/2019	D. Y. Patil College, M.Ed. students	11
13	8/29/2019	SNDT Department of Psychology	77
14	09/27/2019	Rotary Club at Fergusson College	15
15	09/28/2019	Cochlea Pune Hearing & Speech - Swarnaad (Pre-school for Young Born Deaf Children)	10
16	10/10/2019	Vidya Niketan English Medium School	60
17	11/16/2019	Pawar Public School, Amanora	62
18	11/16/2019	Pawar Public School, Amanora	19
19	01/08/2020	Flame University, Department of Psychology	34
20	01/08/2020	Flame University, Department of Psychology	34
21	01/18/2020	Army Pre-Primary School, Belgaum	29
22	03/04/2020	MSC Software Corporation	6
23	03/04/2020	Tata Mobile Creches	12
24	05/03/2020	Zilla Parishad Primary School	45



Did You Know?

WHOOPI GOLDBERG,

Actress and Singer
was identified as having
dyslexia in adulthood.
People called her dumb
as a child,
but she didn't
let it keep her down.
She considers
her dyslexia
as an advantage.

ERNA SOLBERG,

Prime Minister of Norway
struggled while in school.
When she makes a spelling
mistake on social media,
she proudly states
that she is dyslexic -
yet still wants to write
her own posts.

TOM CRUISE,

Actor
considered himself
functionally illiterate
when he graduated
from high school.
His success
as an adult came from
developing his own
approach to study.



...Being dyslexic
can actually be a big
advantage, and it has
certainly helped me...

SIR RICHARD BRANSON,
CEO - Virgin Group



The only true disability is the inability **to accept and respect differences.**

Myth:
Dyslexia only affects people who speak English.
Fact:
Dyslexia occurs **in speakers of all languages.**

Vision, hearing, or motor impairments are not learning disabilities.

SLD is universal - it has **no geographic boundaries.**

SLDs are **not caused by the environment** in which kids are raised.

Every child is gifted.
They just unwrap their packages at different times, differently.

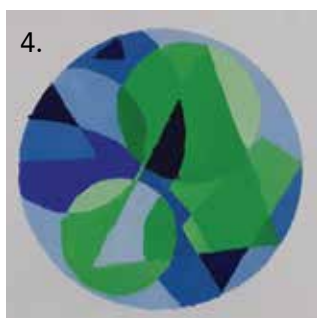
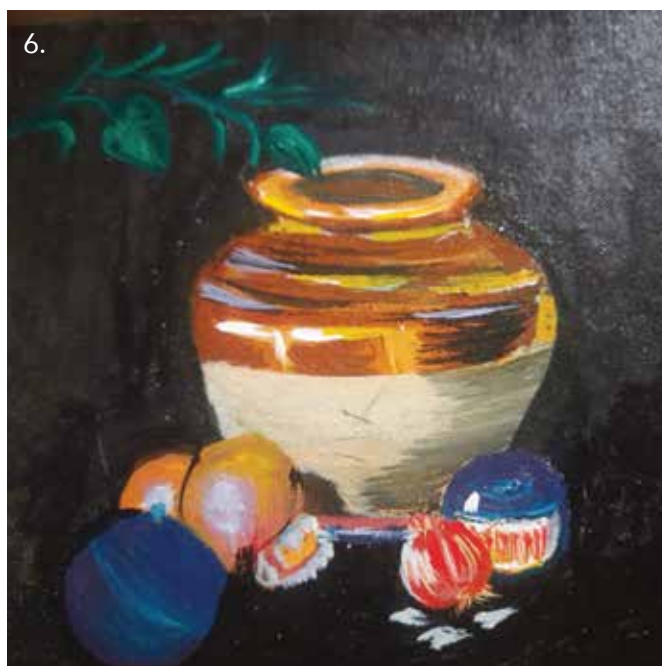


Tell me and I'll forget,
show me and I may remember.
Involve me and I may learn.

BENJAMIN FRANKLIN,
*Founding Father
of the United States*



Little Artists at AMF



Druv Borate - 2, 5, 7, 8

Vedant Bhapkar - 4, 10

Zaid Shaikh - 1, 3, 6, 9



DR. ANJALI MORRIS EDUCATION & HEALTH FOUNDATION

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

Phone: +91-20-2553 8157

CIN: U73100PNL2008NPL13150

www.morrisfoundation.in