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2008-2018

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BOLD

Bridging Over Learning Disabilities

While AMF works for children at risk of Learning Disabilities, it believes that bridging over learning disability is only possible with support from the special educator, parent, school teacher and family. This edition brings out the importance of the roles the various people can perform to help the child.

- ▶ Role of Resource Teacher /Special Educator
- ▶ Role of School and Class teachers
- ▶ Role of Parents and Family

At AMF, the resource teachers work with student(s) (individually or in small groups) using evidence-based strategies and interventions to enhance the skills in the core academic areas of reading, writing and Math. Besides interventions the teachers ensure that they build the confidence of the child which helps him/her to improve the academic process.



Section 1

Role of Resource Teacher Special Educator

The emotional needs of the child are discussed with the parents and they are advised to address them in a structured way. The resource teachers also ensure that some

extra-curricular activities are carried out to enhance the social skills of the child. A good and warm rapport between the child and the resource teacher helps the child to share his/ her feelings with the teacher. The rapport helps the resource teacher to be a good mediator between child, parent and teacher. AMF teachers do monitor record and assess each child's progress during the intervention period.

Extend A Helping Hand ...Together



Section 2

Role of School - Training Teachers

It is encouraging to see schools endorsing inclusive education and helping children with special needs. Inclusive Education can thrive only when the teachers are trained to recognize the needs of special students. Under its Teachers Training Program the teachers are first educated about the Learning Disabilities and strategies on dealing with children at risk. It is important for the teacher to:

- Know about the various learning disabilities
- Know about Red Flags to identify the children at risk of LD
- Be sensitive towards the challenges the child could be facing due his/her learning disability.
- Coordinate with parents and the special educator to help the child.
- Be aware of the provisions offered by the Government for children with special needs.



Provisions for Children with Special needs-

Accommodations:

- ▶ Giving the student extra time to complete assignments or tests.
- ▶ Spreading testing sessions over several days.
- ▶ Working in a small group.
- ▶ Working one-on-one with the teacher.
- ▶ Providing audio taped lectures or books.
- ▶ Giving copies of teacher's lecture notes.
- ▶ Using large print books, Braille, or books on CD (digital text).
- ▶ Reducing the difficulty of assignments.
- ▶ Reducing the reading level.
- ▶ Using a student/peer tutor.
- ▶ Allowing answers to be given orally or dictated.
- ▶ Using a word processor for written work.
- ▶ Using sign language, a communication device, Braille, or native language if not English.



Section 3

Role of Parent

As mentioned earlier one of the building blocks in student's support system is their parents. AMF believes that the Parents are the first and continuing educators of their children, they are the best therapist in child's life. Thus training and supporting them plays a vital role. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes.

Keeping in mind about the importance of the role of parents in their child's life AMF has created a platform which gives parents an opportunity to make themselves aware, discuss and educate regarding all child related issues.

AMF started a Parent Support Group (PSG) in 2013 November, named as "Nishchay". The parent support group – Nishchay meets after every 2/3 months.



One of the motives behind this support group is to make aware, learn and encourage parents to build up a support system for their children.

Nishchay is a platform which gives an opportunity to all the parents to explore and express their ideas about all the aspects of child development including personality, extracurricular, and academics.

Till now, AMF has taken up various subjects for the PSG in Nishchay such as parenting styles, environmental awareness, study techniques, and so on. Some of the positive out-come we have noticed after the parent support group as follows.

1. Positive attitude towards child
2. Able to understand child's potential
3. Acceptance regarding child's limitation



Together is better, it helps child to grow faster...

We the Parents of Vedant Wairale came to know about this reading/understanding issue in academic when he was in pre primary. At that time he was totally confused about numbers, alphabets and even Hindi varnamala. I was little bit aware about the learning disabilities in children.

When Vedant was in nursery, his interest towards writing and reading was too low. He was not able to recognize some numbers and most of the alphabets, even the capital letters and small letters. I tried various things at home to teach him. But I did not get any result.

Till 1 st standard I need to force him for his daily home work n regular study. Every time the study session started with crying. As a mother it was very painful, I was forcing him against his will to study. I was confused and frustrated, school was suggesting to repeat him.

Then school introduced me to Dr. Anjali Morris Foundation (AMF) and then I felt some hope is there and I and Vedant can overcome this difficulty. AMF educated us about his problems. So that I can understand from what he is going through. AMF also suggested some accommodation to his school, after implementation of that Vedant felt comfortable attending the school.

When Vedant started attending sessions at AMF the development was visible clearly.

For information about our programs and interventions please contact us at:

Anjali Morris Foundation, 301 Gopur Apartment 2nd Floor,
Ghole Road, Shivaji Nagar, Pune 411005,
Maharashtra.

Timings : 9AM to 6PM, Phone: +91-20-2553 8157
www.morrisfoundation.in

Reference:

<http://www.ldonline.org/article/30031>

He started gaining confidence .Gradually the fear of study reduced and the study time reduced, I mean to say I don't need to push him a lot and he started completing his work fast.

Vedant has attended Empower Reading-Decoding and Spelling program and Empower Comprehension and Vocabulary program. From that time he has shown a great improvement.

He is more confident in reading and writing as compare to earlier year. The change is clearly visible. He has started reading hoardings when we travel in the city.

I can feel the drastic change when I compare him from where we started and now. The efforts taken by the team AMF are appreciable. Without their help I don't think I could have dealt with this issue. They became a solid support for my son as well as for me.

Even when we get tensed by the school remarks and reviews Morris teachers are always there to help us and motivate us. They are helping us in each possible way. Now we think we have won half of the battle, can see the bright future of my child.... Thanks for extending the support.



*Mrs. Vaishali Wairale,
India*

Section 4

The success Story