

PROGRESS REPORT FOR THE ACADEMIC YEAR – 2020 – 2021

Child Guidance Centre is almost close to its Golden Jubilee year in rendering rehabilitation services to the Intellectually Disabled. In its almost 5 decades of services the past academic year and the current academic year will leave a long-lasting impact due the pandemic which has struct the entire world and affected the mode of rehabilitation services. Never did anyone ever think that we could come across such a situation where we may have to resort to online sessions for the Special Children. This has been a big challenge for the teachers. This would be a memorable year for the staff and students.

Throughout the academic year the schools were closed for the children as per the instructions issued by the government. This is the second consecutive academic year when the schools were closed for the children. Mode of rehabilitation services this year saw a major change. Though the school was closed for the children the staff continued to work. Depending on the situations the teachers worked from school. For a few months the teachers came on alternate days followed by coming to school in batches of two, with one batch coming to school during the first two weeks of the month and the second batch coming in the 3rd and 4th week.

The teachers took online classes for the children on a one-to-one basis. There were many children whose parents requested to take classes and provide therapeutic services at the Centre. A letter of confirmation and willingness was taken from the parents stating that they are bringing the children for therapy at their own risk. The Management of Child Guidance Centre took all precautions and followed all the specified protocols set by WHO. The entire staff had undergone a series of 10 courses on COVID 19 provided by the WHO. Entry only with Masks was compulsory. Contactless temperature checking was done for each staff member, parents, visitor etc entering the institute. Sanitizer stand was installed at the entrance and it was ensured that each class had sanitizer bottles for use by the teacher and the student. Teachers used a mask and face shield while taking the sessions. With the commencement of the second wave the schools were completely shut down offering exclusive online sessions.

REGISTRATION AND INTAKE OF STUDENTS:

During the academic year 2020-2021 there were totally 17 new cases registered out of which 14 got admission. Among the new admissions 4 were hostilites and 10 were day scholars. The total strength of the school was 175 with 111 boys and 64 girls. On the whole there were 30 Hostel children and 145 day scholars.

The class wise breakup of the school strength was as follows:

Sl. No.	Name of the Class	Males	Females	Total
1.	Pre-Primary A	08	04	12
2.	Pre-Primary B	07	02	09
3.	Pre-Primary C	07	05	12
4.	Pre-Primary D	05	01	06
5.	Primary A	07	09	16
6.	Primary B	08	06	14
7.	Primary C	12	02	14
8.	Primary D	08	04	12
9.	Primary II	08	03	11
10.	Secondary A	07	04	11
11.	Secondary B	08	01	09
12.	Secondary C	02	06	08
13.	Secondary D	02	03	05
14.	Pre-Vocational A	09	05	14
15.	Pre-Vocational B	03	03	06
16.	Pre-Vocational C	03	05	08
17.	Vocational A	02	01	03
18.	Vocational B	05	00	05
Total		111	64	185

HOSTELITES:

On the whole there were 30 hostel children in the school. All these 30 students are present at the Ghatkesar branch of the school. During the pandemic for these children regular classes were taken. The teachers reside close by. They came regularly to the school and took classes for the children. The classes were taken with full precautions. All the teachers and students wore a mask and face shield. The students were encouraged to sanitize their hands frequently.

The teachers assessed these children using BASIC MR assessment tool. An Individualized Educational Plan was developed for these children after which the goals selected were implemented and the children were evaluated at regular intervals. Most of the hostel children are orphans who reside in the school campus. Apart from the regular goals selected for all the children they were encouraged to use masks and wash their hands regularly. This year there was special focus on the diet of the children at the school to build their immunity to fight the virus.

DAY SCHOLARS:

The special teachers at the school along with the therapists took online sessions for the children. The teachers were allotted students as specified in the Table above. The teachers first communicated with all the parents of the children allotted to them. Availability of a phone, tab or laptop for the sessions was found. There were many families just with one smart phone being shared by all the siblings for their class sessions. Hence based on the availability of phone, laptop etc the teachers made a time table for themselves. Every teacher took atleast 2-3 sessions a day with the children.

There were several problems encountered by the teachers. A few children had no smartphones at home. Some who did have smartphone had other siblings using it for their classes. Many parents were forced to leave their phones at home for the classes of their children while a few parents refused as they were working. A few parents mentioned that they could spare some time for the class but in the evenings. A lot of time adjustments had to made by the class teacher. Some parents refused online sessions as they were already worried about their children using the mobile phone for their entertainment the whole day. Regular Staff meetings were organized through a Zoom call or Google meet. A Google form was developed for the teachers. The teachers took online classes daily and submitted the details of the sessions through the form. The Principal/Director of CGC had the access to the submitted forms which is compiled in an excel sheet and available for access to the Principal. Parents interacted on a daily basis with the teachers and expressed their concerns

CAPACITY BUILDING: The staff of Child Guidance Centre attended online training programs conducted by various institutes in the country on different topics. Two of our staff members underwent training by Professionals from Netherlands. The entire training session was completed through Skype calls. This training was for future training of teachers for upgrading skill of special teachers to deal with children in the classroom, total communication and also on dealing with children having Autism.

Ms Rajani-Director of Child Guidance Centre attended the Early Intervention Summit organized by Pravara Educational Trust, Madhavi Adimulam , Ananya, and West Virginia Autism Training Centre. She also attended an online webinar on “Understanding the impact of Mental health issues on school performance by Ms Isha Singh, Clinical Psychologist from Ananya Child Development Centre. Ms D.Rajani attended a Webinar on Awareness on Jana Andolan Campaign in some districts regarding Covid 19 through the Community Radio Station. Mrs Neerja Shekhar, Joint Secretary , Press Information Bureau , Mr Abdul Kareem and Mr Kesarvani - Additional Director presided over the meeting. Ms Rajani attended a Webinar on FCRA Renewal and related compliances for Kerk in Actie Partners by CA, Dr M. Kandasami FCA, DISA, Ph.d.

This year UDID cards were made for all the children in the school as per the instructions from the Ministry of Social Justice and Empowerment.

MODE OF REHABILITATION SERVICES:

This year predominantly rehabilitation services were given through Online sessions organized by the special teachers and professionals like Physiotherapists, Speech Therapist, Occupational Therapists, Yoga Therapist etc. Teachers assessed the skills of the children by collecting information from the parents and developed goals which were broken down into specific objectives. Home Based Training programs were given to the parents to be implemented at home. The teachers took online sessions on a daily basis through WhatsApp Video calls. Details regarding each days sessions including activities taken by the teachers for the children along with the pictures and videos of sessions were submitted daily by the teachers. A database is available of all the sessions conducted by the teachers during the academic year.

The teacher student ratio is maintained as 1:10 for the Mild and Moderate and 1:5 for the children with severe intellectual disability. The activities of the entire year and the services provided to each child were saved in google forms.

While planning for the child several aspects like his home environment, religion, custom and traditions were considered. Children are taught skills which would enable them to adapt themselves to their respective environments. Regular monitoring of the child's development and evaluation is an integral part of the teachers functioning to achieve the goals. An important component of programming in the school is the parent involvement. The parents actively participate in the programming for the child. Parents sent pictures and videos of their children participating in various skills mentioned by the teachers in the online sessions.

These are the usual services available at our Centre.

- Diagnostic and therapeutic services by the Specialized team of professionals.
- Individualized as well as group training programs by specially qualified teachers.
- Yoga Therapy
- Music Therapy.
- Speech Therapy
- Psychological Assessments and Intervention
- Physiotherapy and Occupational Therapy Services. .

- Pre-vocational and Vocational training.
- Early Intervention Services.
- Home Based and Centre Based Training.
- Recreation facilities.
- Andhra Pradesh Open School Examinations.
- Parent Counseling and Guidance.
- Family Counseling Intervention Services.
- Training centre for National and International students.
- Community Based Rehabilitation programs.
- Day Care and Residential facility.
- Sand Play Therapy and Trauma Training
- Puppetry
- Buddy System
- Awareness and Rehabilitation programs in rural areas.

Using online mode teachers tried their best to develop all kinds of skills in the children including self help, communication, socialization, academic, domestic and prevocational skills. Parents were happy that the children were being engaged in some activities during the day. The children were taught ways of means to prevent themselves from the deadly Corona Virus. Regular washing of hands was encouraged. Videos were circulated among the parents on WhatsApp groups regarding the different steps of washing their hands and also on the importance of wearing a mask and maintaining social distance. Children with Autism made it a routine practice to follow the guidelines.

As a part of Human Resource Development, the Heralds Human Resource Academy of Child Guidance offered training for developing professional in the field of Intellectual Disability through the following training programmes:

1. D.Ed.SE.ID (Regular)
2. B. ED.SE.ID (Distance Education)

This year both the D. ED.SE.ID and B. ED.SE.ID programs had to be conducted online. This year there were just 6 students enrolled in the First year and 6 students in the second year. All the students enrolled were given admission keeping in mind the criteria set by the Rehabilitation Council of India. Apart from this 45 students were enrolled for B.ED.SE.MR this year at Child Guidance Centre. Classes were all conducted online.

SPECIAL EDUCATION DEPARTMENT

The children in the special school are classified based on their Chronological Age and Functional level. The special school had 18 different classes. This year the teachers developed programs for the children based on information collected from the parents and information available in the files of the children. For the new admissions information could only be collected online by interviewing the parents. Each teacher developed a time table for herself based on the availability of phones, tabs or laptops with the children. They conducted sessions ranging from 15 minutes to an hour for each child. The teachers took 3-4 sessions in a day spending a minimum time of half an hour with a child. However some children who were restless could hardly sit for a few minutes. Teachers utilized different techniques to motivate the children and arouse their attention to concentrate on the session.

Children with good imitation skills picked up learning faster. Domestic skills like sweeping, mopping, cutting vegetables, cooking could be followed well by the children. Behavioral Approach was predominantly employed to provide intervention for the children. For children with Autism TEACCH approach was utilized to train the children. This year Home Based Training Programs were given to the parents. Teachers developed programs and helped the parents to understand and implement the program at home. Through online sessions teachers gave a demo to the parents. They assisted the parents by providing them the instructions and strategies to be followed to teach various concepts to the children.

Keeping in mind the current level and abilities of the children, goals were selected for the children. It was not an easy task taking online sessions for the children. Many parents refused telling they were unable to spare time for the special children as their sibling required phone for their online classes. To develop an IEP for the child the teachers had discussions with parents for the selection of goals to develop skills.

This year the focus was to assist parents in helping to cope up with the children at home during the times of lockdown. On one hand many videos and pictures were sent to the parents on WhatsApp groups helping them to teach their children the importance of wearing a mask, learn the right steps to wash their hand frequently, have a good diet and maintain proper social distance. Parents were suggested various activities helping them to engage their children in various activities.

The ultimate focus was to develop the skills in the children in different areas including self-help, communication, socialization, academic, recreational and occupational, aiming to make the child self-dependent. Behavior Management program was being provided to many parents helping them to deal with the problem behaviors of their children. Feedback was collected from the parents and programs

changed accordingly. The Parents gave the number of the Psychologist to the parents for any Behavior Management required by a parent for the behavior problems of the children. Regular follow up of the program was done.

Appropriate teaching strategies were utilized to teach the skills to the children. Online worksheets were downloaded and forwarded to the parents to be utilized at home for the children. The teachers after each online session filled a google form whose link was sent to them on the school WhatsApp group. Details of the session including Time, persons present during the session, photographs and videos of the session, including any problems encountered by the teachers during the session. One to one session were more. Group sessions too were conducted wherein the children had an opportunity to interact with their friends (classmates). This enhanced their communication and socialization skills.

This year the teachers have submitted reports month wise as the activities each month varied based on the situation in the state due to the pandemic.

Pre-Primary Section:

There were **39** students in the Pre-Primary section this year. The Pre-primary A section has 12 students, Pre-primary B had 09, C section 12 and D section had 6 children in their class.

The Pre-Primary A section had 12 children in the age group of 3-7 years including 08 boys and 04 girls. The Pre-Primary B section had seven Males and 2 Females, Pre- Primary C section had 7 Males and 5 Females and Pre-Primary D section had 5 M ales and 1 female. The children included children having Autism, Downs's syndrome, Cerebral Palsy and Attention Deficit Hyperactive Disorder. They had behavior problems which were impeding their learning of skills. The focus in this class was on Self-Help, Social, Pre- academic, Motor and cognitive skills. The focus was on dealing with their behavior problems which was predominantly to increase their attention span. The total strength of this class was 12 this year.

The Special Education Assessment form was utilized this year and goals were selected based on the information provided by the parents. BASIC –MR assessment tool was utilized to asses all these children. The focus in this class was to improve their self-help skills, communication, socialization, pre-academic skills, cognitive skills etc.

Pre-Primary

Due to the prevailing pandemic situation schools were closed for the children. However, there were a few children residing in surrounding areas who came to school as their parents insisted on taking classes for them. All the classes were organized keeping the Covid protocols in mind.

Online sessions were conducted for most of the children. Separate set of children were allotted in each Pre Primary section. The teachers contacted parents regarding the online sessions. Many parents refused for online sessions. Those who agreed classes were taken for them while Home based training program was given to other parents and a regular follow up was taken up with the parents regarding the program.

JUNE/JULY:

All the parents were contacted to enquire about the welfare of the children. Information was given as to how they have to maintain hygiene at home and also prevention steps to be taken against the virus. The teachers collected the phone numbers of the intellectually disabled children identified during the previous surveys conducted by the team from Child Guidance Centre. They were contacted for admissions in the school to avail rehabilitation services.

All the children in the Pre-Primary section were requested to get a UDID card done. Many parents could complete the registration by themselves online while many others could not. These parents were invited to school with all the required documents to complete the online registrations. The UDID numbers of all the children were collected . Information was obtained from parents regarding the behavior of the children at home. Problematic behaviors reported by them were taken care of. Activities were suggested to the parents based on the level of the child. Yoga was made a routine for all. Parents opinion about reopening of schools and their willingness to send children to school was known. Many parents were against online sessions. They did not want their children to spend excess screen time

AUGUUST:

Based on the current level of the children taken from their files and on information collected from parents through telephone goals were selected for the children and Home-Based program given to parents. Some of the parents showed a lot of interest while many were disinterested. Children were involved in activities like making a ring tower, catching the ball, kicking the ball, throwing the ball, transferring objects from one container to the other, crawling, coloring, reciting rhymes, eating snacks, drinking water etc

SEPTEMBER:

Case history was taken for all the children. Incomplete documents in the children's file were updated. Online sessions were conducted for children. One hour for each child was allotted. Two to three children were provided classes each day. As many children had ADHD half the time was spent on just bringing

them up in front of the screen. To make activities interesting games were organized for them. The behaviour problems of many children were controlled.

OCTOBER:

In the month of October parents were contacted and informed about the distribution of teaching and learning material by the National Institute for the Empowerment of persons with Intellectual disability was conveyed to them. They were explained the procedure for obtaining their set of kit. All the necessary documents to be carried for obtaining the kit was explained to them.

There were a few new admissions. The entire focus was on controlling the problem behavior of the children. The new children who came to school were made to play and were involved in entertaining activities to get used to the school. They were involved in simple board games. Some children improved a lot. They learnt writing numbers upto 6, writing name, learn to wash hands properly etc.

NOVEMBER/ DECEMBER:

Games were conducted as a part of disabled day celebrations. Teachers completed documentation work which included weekly and monthly reports. Children stopped coming in this month

JANUARY:

For the new admissions online classes commenced. Parents were given home based training programs to control the behavior of the children.

FEBRUARY:

Parents were asked to submit the details of bank accounts (joint account details of them and their child). Those that did not have account were suggested to open one for which they were assisted. Information was shared on school WhatsApp group.

MARCH:

Womens Day was celebrated. The mothers of the children were invited and were felicitated. This year program was developed for the children based on information collected from parents and from special educational assessment done by the teachers. Several mothers took a lot of interest and developed materials to teach the children. One advantage of online session was that children were taught directly with real fruits and vegetables. They were requested to utilize the available material at home. Children were involved in activities like transferring objects from one container at home to another, identifying fruits, vegetables, sorting and storing vegetables. After working for nearly 4-5 months the parents have

now started cooperating with the teachers. They are sending pictures and videos of children involved in the planned activities at home as suggested in the home based training program. Some parents don't lift the calls of teachers. Children are being involved in a lot of Motor activities like Jumping, Parents were suggested to follow a daily schedule for the children. A structured environment was created at home. Videos and pictures were circulated among parents showing the teaching of self care skills including other concepts.

Primary (A,B,C,D, II) Section:

There were 5 sections this year in the Primary Group. There are totally 67 children in the Primary section. There were 16 children in Primary A including 7 males and 5 females, 14 children in Primary B section including 8 boys and 6 girls, 14 children in Primary C section including 12 boys and 2 girls, 12 children in Primary D section including 8 boys and 4 girls and 11 children in Primary II section including 8 boys and 3 girls. The groups were made according to the level of severity of the children. The group A, B and C predominantly had children with Mild and Moderate level of intellectual disability while Group B and C have children with Moderate and Severe level of Intellectual disability. The primary section had children with various associated problems, like Epilepsy, Cerebral palsy, Microcephaly, Autism and Down's syndrome. The primary focus in this group was on Self Help, Communication, Social skills, Cognitive, Pre-academic and Domestic skills.

APRIL- MAY:

This year due to the pandemic, mode of rehabilitation services provided depended largely on the state of affairs due to the virus in the state. When there were few cases children residing close by came and attended the sessions provided by the teachers on a one to one basis. Later the children gradually were tuned to attending online sessions. Teachers came to school in shift systems. The teachers of all the sections in primary class contacted parents to enquire the situation of the children at home. Parents were trained in ways to teach the children to understand and follow covid protocols like wearing a mask, washing or sanitizing hands and maintaining social distance. Parents were given suggestions to help the children cope up with the new situations created by the pandemic.

Teachers made a time table based on the children and the skills being taught to them for example: self help, cognitive, motor etc. The parents were given information regarding the same. They were suggested ways in which they could handle the children and teach them different concepts at home utilizing the available material.

JUNE-JULY:

Teachers regularly kept in touch with the parents. Parents were assisted in helping to cope up with the crisis situations due to the pandemic. Children were missing school. Issues faced by the parents were dealt with. The teachers were handed over the list of children for their respective sections. Each child's information was collected for developing the programs for the children by selecting goals. Any new child allotted in the class or children who came to the class after being promoted, their information was gathered by each teacher by contacting the previous teacher and collecting information from the parents through video calls.

All the parents in the class were assisted in registering themselves for the UDID card as per the instructions issues by the Ministry of Social Justice and Empowerment. Parents were informed about the benefits of the UDID card. Some could do it by themselves while others were asked to bring documents to complete the process online at the school. Information regarding UDID cards was collected and maintained by each teacher. A google form was circulated in the WhatsApp group for parents to collect their opinion regarding the reopening of the school and their willingness to send the kids to school. The entire data collected was submitted to the Management.

AUGUST:

An assessment was conducted for each child allotted. Information regarding the level of the child was collected from various sources including the file of the child from the previous academic year, collecting information from the parents and interacting with the children online. Several parents refused to accept online sessions for the children stating that the children will not be able to sit and pay attention or concentrate on the screen. Online sessions were taken only for those children who could cooperate. Efforts were made to grasp the attention of other children by conducting a few activities of their interest. Goals were selected for the children based on the information gathered through such assessments.

For many children parents were requesting the teachers to deal with specific behavior or skills of the children.. For the children who were not able to sit and observe sessions program was given to the parents. Some parents did cooperate while others refused. Each online session ranged from 30-45 minutes. Each day 2-3 children were provided online sessions. For many children previous skills had to be taught before starting the new goals. Parents had to play a major role this academic year. They had to follow and teach the same skills taught at home.

SEPTEMBER:

Parents were provided information regarding the steps to be taken to teach children different concepts. Activities were suggested at home to develop color, number, shape and size concept. They were suggested steps to be taken to teach self care skills. Many videos were sent to them to explain the procedure to them. Behaviour Management program was given to children exhibiting behavior problem . Many of the parents were suggested to restructure the home environment for the children and develop a schedule of activities to keep them engaged through the day. Activities which they were enjoying were encouraged.

A zoom meeting was organized wherein the entire staff participated in it. Teachers raised several issues faced with both online and offline sessions being conducted. Many children had behavioral issues . The parents were given the number of the Psychologist to consult them for the management of their behaviors.

OCTOBER:

All the documents in the files of the children were updated. Several parents requested teachers to take classes at school as there were few cases in the area. Parents were requested to sign a declaration stating their willingness to send the children to school in these times of the pandemic. Maintaining covid protocols classes were taken for the children but on a one to one basis. Sessions were limited to one hour for each child. The parents were given activities to be followed once the child was back home.

NOVEMBER:

There were many children who were not attending any online sessions. For such children videos were made by the teachers instructing them way and procedures of teaching different skills and concept so that parents could repeatedly observe and implement whenever they were free. Videos were made to be shown to the children so that they could hear the teachers giving them instructions and follow them. Parents were suggested to bring the teaching and learning material kits being provided by NIEPID for the special children. This way parents could utilize the materials instead of struggling to make them at home. They were provided information on procedures and process of obtaining it from the institute by submitting the relevant documents. Monthly reports were prepared and the files updated for all the children.

DECEMBER:

Both online and offline classes continued. There were a few new admissions. It took children a lot of time to get adjusted to the new school environment as there were not many children available around. The children attended both Physiotherapy and Speech therapy sessions apart from spending one hour with the class teacher. Children were made to perform Yoga and simple exercises together with other children who were attending the sessions. Social distance was maintained. The children coming to school were involved and engaged in a lot of outdoor activities.

JANUARY:

Both online and offline sessions continued as teachers came to school only on alternate days. Nearly 5-6 children came to school in each class. One child at a time was available during the sessions. Supportive Therapeutic services were available for these children. Children learnt various concepts like colors, size, shape, identifying fruits, vegetables, vehicles etc. Some learnt even reading and writing skills.

FEBRUARY:

The classes continued as usual on alternate days for some children who were attending the session. As per the requirement by the Ministry of Social Justice and Empowerment joint account of all the beneficiaries with parents was required. Parents were asked to submit the account details. Parents submitted all the details in the WhatsApp groups. Some came personally to enquire the reason behind collecting the information and submitted the information to the management.

MARCH:

The classes continued as usual. Activities as per the goals selected for the children continued. Parents were given home based programs. Gradually the cases started increasing and there was a lockdown declared in the state. The offline classes totally stopped. And parents were just being provided home based training.

The activities performed by the children at school included threading beads, setting the cups in order of size, counting objects (meaningful counting), sand play, leaf printing, identifying fruits, vegetables and vehicles, peg board activities, identifying and naming colors, etc. Motor skills like walking, running, jumping, climbing, catching and throwing a ball and cycling were among the activities performed by the children. The children were involved in singing and dancing. Some learnt to write wherein they were made to practice alphabet and word writing on sand. Some learnt to write numerals. Efforts were made to improve the concentration and attention of the children. Some learnt to join dots and trace alphabets and color within a given diagram and even write simple words.

Some children in primary sections were taught time concept. For improving attention span the following activities were given: Plucking leaves, sorting vegetables, transferring objects, coloring, watering plants, identifying vegetables, naming colors, and involving children in household activities, making them perform simple tasks, pasting pictures, matching picture etc. To control the behavior problems the above activities were suggested.

Some parents reported behavior problems in the children. Parents were suggested to motivate the children at home by giving activities of their interest and providing reinforcement for the same. Regular follow up was taken up for the children have behavioral problems. Some children learnt to write their parents name and address, writing numbers, storytelling, reciting rhymes, assembling puzzles, using water color to paint, using action words, and activities to improve communication and language skills.

Efforts were made to help parents understand in simple language and in a way that is comfortable and easy for them. Yoga was suggested to be incorporated as a part of their daily. Evening walk was suggested to be included as an outdoor activity. Parents were asked to provide several opportunities to the children at home to perform daily routine tasks and activities. They were given information on training the children in providing self help skills at home, performing simple activities to improve motor skills etc. Siblings were requested to cooperate with the children in developing skills through joint activities. This increased the bonding between siblings .

SECONDARY- A , B , C , D:

This year there were **33** children in the Secondary section. Out of the 33 children 19 were Males and 14 were Females. These children were divided into 4 groups. There were 11 children in A section including 7 Males and 4 females, 9 children in Section B including 8 Males and 1 female, 8 in Section C including 2 Males and 6 females and finally 5 in Section D including 2 Males and 3 Females. The focus on this class was on Self Help skills, Language, Communication, Occupational, Social, Academic, Domestic etc. The children here are predominantly having Mild or Moderate level of Intellectual disability.

This year due to the pandemic the functioning of the school was impacted. Children did not come to the school as schools were declared closed by the

JUNE:

The parents were informed about the process of obtaining UDID Cards. It was ensured that all the children have this card for which the process of obtaining it was explained to the parents. Home Based training programs were given to students. Calls were made to the parents to enquire about the condition of the children at home and assisted them in ways of helping children cope with the stress imposed by

the pandemic due to Covid 19. Parents were suggested ways of teaching hygiene to the children to prevent the Covid 19 virus by washing hands regularly and wearing a mask whenever stepping out of the house. Parents were given program through WhatsApp calls . They were suggested activities to be done at home to improve the skills in the children. Simultaneously offline sessions were also taken up for students. All the UDID Cards of the children were noted down by the teachers and the Management. Benefits of the CARD was explained to them.

Children with behavior problems had to be given behavior Management program for their behavior problems. Teachers regularly contacted parents to enquire how the children were coping with the stress of the pandemic. They were suggested methods by which they could ensure that children maintain good hygiene.

JULY:

Teachers during this time were working alternate weeks in a month. They were taking online classes for 1 week and offline classes the following week. Opinion of parents were sort regarding the reopening of school. Many parents were willing to send their children for classes at the school. But a decision was taken to take a few children each day on a one-to-one basis. One child at a time was called during each hour. A schedule of activities was developed for all the children visiting the school. Programs were given to children through WhatsApp video calls. Teachers gave a demonstration to the parents to teach the children skills and develop a daily routine for each child based on their individual environment.

AUGUST:

Parents were assisted in applying for the UDID card. Some could directly apply online while other parents who were not familiar with internet were suggested to bring relevant documents to the school and the school helped them in applying online.

Regular training was offered to the children visiting the school while parents were provided the individualized training for the children through home-based training programs. Reading and writing activities, domestic skills, coloring activities etc were suggested for parents to be followed at home.

SEPTEMBER:

Teachers updated the documents of the children in their respective files. Information regarding online and offline classes were entered each day. The entire month online classes were taken. There was a zoom meeting conducted for the staff where a lot of issues regarding students and parents were discussed with the management.

OCTOBER:

Teachers updated documents of children. Teaching and Learning Materials was sort from NIEPID. Parents were informed about the relevant documents required for obtaining the kits suitable for their children's age and level of intellectual disability. They were explained the way of using them. Hyderabad was severely hit by floods. There was a havoc all around. Child Guidance Centre came forward to assist the flood hit families. It provided temporary shelter to families.

NOVEMBER:

The parents of the children were assisted in getting the Teaching Learning Materials from NIEPID. All the eligible children and the parents were given information regarding the documents required for pursuing the kit from NIEPID depending on the age and level of the children.

DECEMBER

Games were conducted for children as a part of disabled day. Only those children who were coming to school could participate in the games. They were given prizes. Teachers prepared a list of TLM for the class. Activities were suggested to be followed at home by the parents. Parents were requested to make videos of the children performing the suggested activities and send to the WhatsApp group created. Children enjoyed watching their own pictures and videos. It acted like a reinforcement for the children.

JANUARY:

What's up numbers of all the children in the class were collected from parents. A verification of the phone numbers provided by the parents was done. This was done in preparation to the plan of having regular online sessions for the children.

FEBRUARY:

Parents were all called and information regarding bank account of the children was collected. The children were mainly minor. If a joint account existed for a child information was collected otherwise all the parents were requested to open an account for their children (joint) and submitted the details to the school as per the instructions issued by the Ministry of Social Justice and Empowerment. The details were collected and submitted to the management for further action to be taken.

MARCH:

Teaching Learning material was prepared by all the teachers. Women's Day Celebrations took place. Mothers of the children living close were invited for the celebrations. Games were organized for the teachers and parents and gifts distributed among them. Guests were invited.

Overall the parents faced a lot of difficulties with their children at home. They said that due to not attending school the children could not improve much in their communication skills. Many were reportedly feeling lonely and were aloof. The children found it difficult to focus on the mobile screen for a long time. They could not follow instruction properly. Instructions had to be given repeatedly for some of them. Some children were reported to be very stubborn at home. Few of them refused to cooperate with parents and refused to even perform academic activities. Many parents mentioned that the children forgot all the skills they had learnt. Parents suggested to teach them the skills they forgot. Teachers had to teach them the previous goals before starting the new goals. A few children had medical issues for which they were suggested to consult doctors.

Pre-Vocational (A,B,C)

There were 28 children in this section including 15 Males and 13 females. The Pre-vocational class was divided into 3 sections. There were 14 students in A section, 6 in B section and 8 in the C section. There were 9 Males and 5 females in A section, 3 Males and 3 females in B section and 3 Males and 5 females in C section. The main focus of training in this class was on Motor skills, Self Help skills, Academic skills, Cognitive skills, Occupational, Domestic skills, Communication and Socialization skills. This year the teachers assessed the children and collected information in the Special Educational Assessment form and set goals for the children. Teaching of the skills were done both through online and offline mode .

Children residing close by whose parents were willing to send the children to school attended the sessions however one to one based training was provided. Group sessions were not taken. One child at a time was given the slot. Near 3-4 children came to school daily. The entire session were dependent on the conditions in the state. Certain month the teachers came on alternate days to school. For a few months they came for alternate weeks. While later it changed to complete online sessions.

JUNE:

During the month of June the teachers contacted the parents and enquired about the condition of the children. Information was gathered regarding the children, whether they were able to cope up with the stress imposed by the pandemic. The teachers wanted to know if the children could follow comprehend and follow the Covid 19 norms. They were explained the process of washing their hands and were instructed to keep washing their hands regularly to prevent themselves from the virus. Children were instructed to leave the home only with a mask. The concept of social distance was explained to them.

All the information was even sent on the WhatsApp group of the parents so that they could convey it to the children and keep reminding them. Videos were also circulated.

Teachers tried to enquire as to how the children were coping at home with all restrictions imposed on them. They were suggested activities to be followed at home by developing a proper schedule with pictures so that children would be engaged in activities. Some children were in touch with their school friends and classmates through WhatsApp. They felt good having conversations with both their friends and class teachers. Children were reported to be watching television and they did understand the seriousness of the situation. They infact insisted their parents on wearing masks when they left home.

A Feedback was collected from parents regarding their opinion of sending their children to school if it reopened. Gradually the schools were opening up starting with the higher sections. So we just collected their opinion regarding the same. Most of the parents were waiting for the schools to reopen. Many requested the teachers to take their classes. After several parents requests the school management decided to take classes for the children but on a one-to-one basis keeping all covid protocols in mind. A written declaration from parents was taken giving their consent.

Parents were all informed about the newly introduced UDID cards by the government. They were explained the procedure of obtaining it. Many of them decided to apply online by themselves while those who found it difficult were requested to come to school with all necessary documents and their applications were filled accordingly. All the children in each section were able to get their CARDS which were a part of the requirement by the Ministry of Social Justice and Empowerment.

JULY:

The children who reside close by came for the daily sessions being conducted at the school. Parents were strictly instructed not to send their children to school if any of the family members was unwell. Almost 3-4 children attended daily sessions for one hour each on different time slots in each pre-vocational section. Group sessions were avoided.

AUGUST:

3 to 4 students attended regular sessions. Special focus was on enabling children maintain good personal hygiene and teaching skills like identifying name, joining dots, tracing name, etc. Many students had lost in touch with the skills they learnt. Previous skills were brushed up and the children were made to practice a lot before moving on to learn new skills.

SEPTEMBER:

All the files of the children were updated. Any documents which were missing were added. Many children required to have their latest medical certificates which was sort. Online classes for the children were conducted.

OCTOBER:

3 students attended the sessions at school on a regular basis. Yoga was made a regular practice for them in the mornings. These children were assessed and goals selected for them.

NOVEMBER:

During this month all the parents of the children who were not attending school were contacted. Specific focus this month was on the behavior problems of children. The children who came daily were made to wash their hands at regular intervals to make it a regular habit. They were encouraged to wear their mask. The concept and importance of maintaining social distance was explained to them. Meditation was made a part of the daily routine for the children.

DECEMBER:

Calling up parents and enquiring about the children became a regular routine. The teachers were regularly in touch with the parents to help them cope with the situations.

JANUARY:

Academic skills were taught to the children. Parents were suggested to involve children in daily routine activities.

FEBRUARY:

Exercise were taught at school and videos were made and sent to the children who were at home so that they could see their friends performing and practice at home. Similarly yogasanas were also made a part of their daily routine.

MARCH :

Students' behavior at home was regularly monitored. The children having behavior problems were referred to the school Psychologist. Parents contacted the Psychologist for the behavior Management program which was provided through a WhatsApp call.

Parents were provided home based training for teaching the students skills including self-help, academic, domestic. Prevocational etc. Many parents refused for online classes as they felt it was not helpful for the children sitting in front of the screen for hours. Infact when teachers contacted parents regarding school reopening many parents were not willing to send the children to school fearing that the children might get affected. For those coming to school regular speech and physiotherapy sessions were provided.(for those who needed supportive therapy). The only condition put forward by the school management was that the pick up and drop of the child was entirely the parent's responsibility. Parents signed the consent form for the classes being given at school. Children in this class were made to set the floor or dining table for lunch at home, placing the used plates and glasses at the sink or wash area. The parents were encouraged to ensure that children maintain privacy while using toilet. They were suggested to make the children select the dresses for wearing after bath. A picture schedule was suggested to be implemented at home and children were made to follow it to develop a structured environment for the children at home. They were involved in activities t home like folding clothes, drying clothes, bringing dried clothes and sorting them out , arranging cupboards, peeling vegetables, assisting in cooking by handing over the required ingredients. This way the children could learn a few ingredients being used on a daily basis like salt, chilly powder, turmeric. They learnt to read and write their names, the names of parents, address, names of a few provisions etc. They learnt to maintain their house clean by sweeping and mopping.

As a part of social skill training they were encouraged to interact with their family members. They could watch a few serials and narrate a few incidents from it.

VOCATIONAL A, B

The Vocational A and B section had 8 students in two class. Out of the 8 students 7 were Males and 1 was female. Goals were selected for them on priority basis after discussion with the parents. The focus in this class was developing Life skills in the children to enable them to adapt to this new society and environment.

JUNE:

The teacher interacted directly with each student by making calls. The teacher discussed and explained about the preventive measures and precautions to be take for the Corona virus. Information like, avoiding crowded places, wearing a mask when moving out of the house, wash hands frequently and use sanitizers when going out of the house. Children were suggested to avoid junk food or food purchased from outside. Children did try to follow the instructions given by the teachers.

JULY:

The teacher interacted individually with each child. She tried to make them recollect all the activities done in the school before the lockdown. Students did enjoy trying to recall what activities they did. This way teacher could analyze the level of children after a gap.

AUGUST:

All the students had mentioned that they were getting bored at home. A routine was developed for each child keeping in mind the environment and daily activities performed at home by each child. Children were suggested to be involved in different household activities wherein they could assist their parents, siblings and grandparents at home and enjoy joint activities with them. Efforts were made to strengthen family bond. Children were suggested to wake up early morning and if possible, go for morning walks with their parents or grandparents. After daily routine of brushing and toilet they were suggested to perform yoga everyday. This way they could build their immunity to fight the virus.

They were suggested to have a good balanced diet. The children assisted their parents at home for ex: helping mother in cooking or kitchen related activities like cleaning the kitchen, washing vessels, sweeping and mopping the house etc. Breakfast, lunch and dinner times were fixed for the children. Each day a time for studies was fixed. They were made to practice academic skills like copying words or simple paragraphs, simple addition and subtraction sums etc. For recreation and leisure, they were suggested to spend time painting, coloring, etc. Time to watch television or playing outside was also fixed. This way they wouldn't disturb the family members and have their own time or turn for recreation activities. Children were actively involved in indoor games with their family members.

SEPTEMBER:

Since it was rainy season the teacher discussed with them about the season and prevention measures to be adopted so that they don't fall sick. The teacher continued to monitor the activities of the children at home by interacting with the parents.

OCTOBER:

Since this month is a month of festivals. A lot of discussion with the children included information regarding various festivals. Reasons of celebrating festivals were discussed. All the activities commonly performed during the festival of Bathkumma and Dussehra were discussed with the children. They enjoyed discussing and talking about different things they do on festivals. They were made to keep a track of the 10 days in the festival and write down the number of day in their books. Each day the children learnt a new word. They were ask to maintain safety measures during the festival time.

NOVEMBER:

This was the month of the festival of Diwali. Children discussed about the festivals and precautions to be taken while bursting crackers and being away from fire. The student and teacher discussed about environmental pollution and the impact on the environment. Measure to be taken to avoid Air and Sound pollution were discussed.

DECEMBER:

Disabled day was on the 3rd of December. Another important day of this month was Christmas. As a part of disabled day celebrations children were given the task of drawing and coloring a picture of their choice. For Christmas children were given the task of collecting pictures concerning the festival including Santa Claus, Christmas tree, pictures of different ways celebrating Christmas etc. Children enjoyed participating in these activities. They were given an opportunity to describe the same which enabled to improve their communication.

JANUARY:

This is a month commencing the new year. Festivals like Sankranti is celebrated. National festival of Republic Day was one important event. Important information and activities practiced during these festivals and discussed. Children were involved in the task of making rangoli's and kites. This way they could mention the colors and improve their eye-hand coordination while making simple rangolis with the help of their siblings. The reason behind celebrating the festivals was discussed. Children were made to collect the pictures of leaders who were involved in the fight for freedom. The establishment of the Indian Constitution was explained.

FEBRUARY:

The teachers contacted the children and verified their WhatsApp numbers. The bank account information of the children (if available) or their joint accounts with their parents were collected as per the instructions of the Ministry of Social Justice and Empowerment. Discussed various activities being practiced by the children at home.

MARCH:

Women's day was celebrated at school. Exchanged greetings with all the mothers of the children. A celebration of this special day was held at the school. A few mother's (of the children) who were residing close by were invited. Fun games were organized for them and the teachers and prizes were distributed.

This year entirely home-based training programs were given to the parents and online sessions were conducted. A few children came to school when the parents insisted on taking classes. They signed a consent form that they are bringing their children at their own responsibility. Classes were taken for these children at school with all Covid precautions on a one to one basis. The children came just for a few months. The children who came learnt skills like writing their parents name, stitching buttons, making paper bags and some other craft work.

The online classes which were held for the children during the academic year saw a lot of issues faced by both teachers and parents. A lot of internet issues were obstacles for these sessions. Compared to previous years the children could not achieve the skills as expected. It was a real challenge for all.

DEPARTMENT OF PHYSIOTHERAPY AND OCCUPATIONAL THERAPY

The Department of Physiotherapy and occupational therapy predominantly deals with children having motor problems. During the academic year 2020-21 the schools were closed from March 2020 to May 2020 completely due to the Pandemic.

June – July 2020:

Departmental activities commenced from the month of June 2020. Though the schools were closed there were several parents who requested for therapy sessions. Initially a declaration was taken from the parents stating that they were bringing the children to the school at their own risk. Keeping all Covid Precautions in mind therapy sessions were conducted for one child at a time. Therapist used masks, face shield and gloves to protect themselves. A bottle of sanitizer was placed at the entrance in the department and children as well as therapist sanitized their hands at the time of entry and exit. Temperature check was a routine at the school at the entrance through contactless thermometers.

A few children attended the therapy sessions. Infact a feedback was obtained from all the parents regarding their opinion about the reopening of schools and their willingness to send their children to school. For all those who were not willing to come to school, we started giving them Home Based therapeutic programs. We ensured that the child is given regular exercises at home. Parents were provided counselling and assisted in helping the children cope up during the period of lockdown. Parents were suggested activities to be followed at home to keep the children engaged. Measures to be adopted for the safety of children was explained to them. Importance of wearing mask when going out, maintaining social distancing and regular washing of hands was explained to them.

August/September:

Physiotherapy was given regularly to all the children attending the therapy sessions at school. A Zoom meeting was conducted by the management for the staff to discuss about the situation and queries related

to children and staff. Many parents started opting for Home Based programs which was given to them online through video calls. As per the instructions issued by the government all the parents were assisted in registering their children online for the UDID card. The benefits of the CARD was explained to them. Document related work for the children was completed. It was ensured that the necessary documents like AADHAR card etc were available.

October/November:

Regular Physiotherapy was provided for the children attending the sessions at the school. We continued providing Home Based programs for the children. Regular calls were made to all the parents registered in the school for Physiotherapy services to enquire about the health and state of the children and family members. Information was gathered collecting information about the children were cooperating for the therapy provided at home by the parents and discussed any issues related to them obstacles in the implementation of the home-based programs.

December /January:

Many children started attending sessions at the Physiotherapy department. Students came for the session with masks. We too took all necessary measures to keep ourselves safe. Parents were now familiar with ways of dealing with the children at home. Therapy was being given on a one to one basis keeping safety measures in mind. Group therapy sessions were avoided. The students were involved in a lot of outdoor activities keeping in mind the development of their skills.

February/March:

Regular therapy sessions continued. Several Activities were given to the children including painting, threading beads, mosaic work, drawing, ring and thermocol bag activity etc. Some of the children could develop interest participating in outdoor activities and games planned for them. Parents were happy and gave a positive feedback regarding the motivation of children towards performing activities and exercises during the therapy hours.

Therapy Management included the following:

1. **Exercise Therapy:** including both active and passive movements, strengthening, stretching, weight bearings, assisted exercises and resisted exercises.
2. **Gait Training** including parallel bar walking, posture correction, balancing, using orthosis, coordination etc General Walking and rough walking on sand.
3. **Fine Motor Skills:** Improving fine motor coordination using pegboards, mosaic work, paper cutting and other activities and Improving grasping skills, paper cutting.
4. **Obesity training:**
This training included exercises, yoga, aerobics, therapy ball and different outdoor activities.
5. Use of Calipers, Puzzles, Painting
6. Basket Ball
7. Ring and Thermocol ball activity.
8. Yoga
9. Obesity Training.

Different types of cases were referred to the Physiotherapy and Occupational therapy department for problems. The children availing physiotherapy included children with Cerebral palsy, Hemiparesis, Down's syndrome with Obesity, Autism, Microcephaly, Developmental Delay, Multiple Disability and Obesity. Percentage of children attending the department is more of children having Cerebral palsy, Down's syndrome, Autism and Developmental Delay. This year some children came to the school for therapy and also many of them were provided home based therapy sessions which included a lot of parent training.

Autism:

Treatment plan for the children with Autism included the following:

- Improving eye hand coordination
- Improving hand functioning
- Sensory Integration skills.

Improvement has been observed in most of the children for whom therapy was given. Only those children with autism who attended the therapy sessions improvement was significant. Few children did not cooperate at home with their parents.

The abnormal postures of children with Cerebral Palsy were corrected with the help of Orthosis and exercises. Balance of many children has improved a lot. Eye gaze has improved for a few children. Some children were able to walk with the help of calipers. Videos were made giving a demo on a child and then sent to parents to follow the same. Materials available at home was utilized by parents as suggested by the therapist. Children with Obesity were suggested several exercises and outdoor activities like Yoga, Aerobics, etc.

The therapist spent one hour each day giving online sessions for the parents. Predominantly simple exercises were given which they could easily understand and implement. Each day atleast 6 cases were seen. Sometime it was difficult as parents were not available on the specified time or their other children had classes the same time. Some parents found it difficult to comprehend. Picture and videos were taken giving a demo and they were allowed to follow the same. To ensure that they do not perform any wrong exercises they were asked to record and send. Feedback was given to them based on it.

This year it was real a challenge for all. None had expected such situations. It put forward a totally different perspective for all.

DEPARTMENT OF OCCUPATIONAL THERAPY

The department of Occupational Therapy has many children with Autism attending therapy. The number of children with Autism is increasing every year. Efforts were made to improve their eye contact, increase their attention span and improve their communication and social skills. The socio perceptual skills of the children, endurance and perception are focused. This year all the activities were suggested to the parents to be followed at home. Videos and pictures of activities to be done and followed at home were sent to the parents.

For every child attending the Occupational Therapy a separate file was maintained which consisted of the assessment forms of each child along with the program planned for them. Children with Autism, Down syndrome, Attention Deficit Hyperactive Disorder and children with Cerebral Palsy avail the therapy at the department.

Different activities were suggested to be followed at home. Activities included drawing in the sand, working with wet sand, pouring sand in a bottle, making balls with newspaper, handprints with newspaper, playing with sponge and water, giving massage with different brushes and sponges, removing and placing spoon, knife and fork in the stands, kneading flour, plucking leaves etc.

The Multisensory approach was predominantly used for children with severe intellectual disability. Efforts were made to utilize all the senses of the children for learning skills. Children with ADHD found it very difficult to focus on the screen. Parents were suggested activities to be followed at home by providing a structured environment for the children. They were sent several videos from YouTube relevant to each child based on his level.

Meaningful activities were the main focus in this department. Adaptation in the environment or materials used was made to enable the children perform daily activities with ease to enable them to move towards independence.

SPEECH THERAPY DEPARTMENT

In the academic year 2020-2021 the mode of providing Speech and Language Intervention was predominantly online. The entire year there was a variation in the mode of therapy being provided to the children depending on the situation due to the pandemic.

Parents were contacted to take a feedback of their opinion of sending their children to school as the cases had subsided for a few months when gradually situations appeared to get better. The following was the situation and the therapy given to the children:

August /September:

During these months cases were comparatively less. The children residing close by were asked to come to school for therapy sessions. One child at a time was called for the session. All Covid protocols were followed. Masks ,face shields and hand gloves were a must for the therapists. Contactless thermometer was used at the entry in the school. Sanitizing hands was essential before entering and leaving the therapy room. Children gradually made it a routine. They have all developed the habit of sanitizing hands regularly. In a day only for to 5 children were called for the therapy sessions.

Apart from taking direct therapy sessions online therapy session were also taken for the children. Only those children who could cooperate online sessions were taken for them. Each session was for about 30-45 minutes. Home Based Training program was provided for the children. There were several children who had behavior problems. The parents of these children were suggested to consult the Psychologist for the same. They were regularly in touch with the Psychologist for the problematic behaviors. Five children were very regular for the therapy sessions.

October/November:

A Zoom meeting was held for the entire staff of Child Guidance Centre regarding any problems encountered by the teachers while conducting online sessions. All the queries raised by the teachers were discussed. This month there were 6 children who attended regular session at the department. Five more students attended therapy sessions but occasionally.

As we had time we could upgrade our knowledge by reading books. A lot of teaching learning material which could be used for therapy was prepared. Parents were shown online and were suggested to make similar material from the available resources at home.

December/January:

The number of children in the therapy sessions increased to 10. All these children were voluntarily brought by parents for the therapy sessions. A declaration was signed by al the parents sending their children for the sessions. The parents accompanied their children. The parents were given program to be followed at home. Children performed activities like coloring, playing with colored balls, peg boards etc.

The social and communication skills of the children has improved. Behavior problems of the children too has reduced and sitting tolerance of a few children is better. Children have learnt skills like combining words , using action words, speaking in two word phrases, speaking single words including names of fruits , vehicles and vegetables.

February/ March:

By this month the number of children attending therapy sessions increased to 11. A time span of 35-40 minutes was allotted for each child. A few children learnt to speak the names of family members, simple 2-3 word phrases and sentences.

Overall therapy was provided to children with various kinds of language and communication disorders. The undergoing therapy included children with Intellectual disability having Downs Syndrome and Autism. The ultimate aim was to enable the children to improve in their social and communication skills. Different models and teaching learning materials, different types of toys, flashcards, puppets, picture charts, sensory objects, peg boards etc were used.

The focus was to improve pre-linguistic skills, expressive skills, comprehension, Language and vegetative skills, Efforts were made to improve their attention and concentration, improving eye contact and provide oral motor exercise as a part of improving vegetative skills.

Colourful lights and objects were used to improve the eye-contact and increase the attention span of children with autism. Children with Downs's syndrome have shown improvement in their communication skills.

Different teaching strategies are employed to enhance the communication skills. Different kind of materials like flash cards, puppets, picture charts, peg boards, sensory objects etc are utilized to enhance communication skills in the children. For the improvement of the children different kinds of materials like colorful lights, flashcards, tongue depressors, gel materials, tethers, flashcards etc are used.

Speech and Language Intervention has been provided to children with various kind of disorders which include:

1. Delayed Speech and Language Development
2. Language Disorders
3. Articulation Disorders
4. Voice Disorders
5. Fluency Disorders

Therapy was given predominantly at Individual level. The focus of therapy was to improve their level of comprehension and expression. There were children whose language development was at different level ranging from phonation to sentence level. The focus was to improve their level. Speech therapy is given to children to improve their vegetative skills, linguistic skills and communication skills.

Students with Language Disorders:

Majority of the students attending Therapy in the department have a Delayed Speech and language development.

- Several children have a significant improvement in their language comprehension. They are able to identify body parts, familiar household objects, furniture,(cup, glass, plate chair, fan , TV etc) in their environment , fruits, vegetables, vehicles, animals, flowers etc

Situations were different this year when compared to previous academic year. Online sessions were held throughout the year which gave a totally new experience to the therapists. Initially there was a resistance both from the teachers and the parents. They were not comfortable with online sessions. The role of parents became crucial. Many were not willing to take the responsibility to teach their children at home. They had a mindset that children will not attend classes. For almost one week to 10 days they avoided attending the online sessions. They had to be counselled. Gradually it has reached a stage now where the parents themselves call up at the time slot allotted to them for the session. They are very cooperative now. There has been a lot of initiative and high motivation on their part now.

The therapist took 4-5 children a day for their sessions which included one hour for each child. However, it was observed that it took a lot of time for the children to settle down in front of the screen for the session. Parents found it really difficult to handle the children at home. It took a lot of effort for the parents to make the child ready for the session and be seated in front of the screen. Parents were finding it very difficult to teach the concepts to the children. The therapists had to work really hard. Motivation and interest in teaching the children had to be developed in parents for positive results. At present the parents are easily grasping the concepts. They have even mentioned the fact that now we understand how much effort is required by the teachers and professionals in dealing with the special children. Many parents are struggling and working hard to make materials for the children. Gradually active participation is being observed from parents in providing speech therapy. Initially in the previous years some of the parents complained that the children did not speak some words as reported by the therapist at school, but now during the online sessions they are directly observing the response of the children and have expressed happiness with it. There are still many parents waiting for the schools to reopen. A few parents have shown a lot of interest in the sessions. They themselves have utilized a lot of creativity and made materials for the children to learn concepts. They are grasping the program given by the teachers. One of the mother's came out of depression after getting involved with the sessions and is now confident of the child's improvement.

PSYCHOLOGY DEPARTMENT

The department of Psychology usually provides the following services at Child Guidance Centre.

- Developmental Assessment
- Intellectual Assessment
- Guidance and Counseling
- Behavior Modification
- Family Counseling
- Individual / Group Counseling

During this academic year schools were closed by the government due to the pandemic. New admissions were taken based on the information provided by the parents and the reports shown by them. There were 14 new admissions this year. Most of the new cases were referred to NIEPID for psychological assessment. Based on their reports children were placed in different sections. Their case histories are still pending.

A few parents consulted the psychologists regarding admission into the school. They had doubts like-whether to place the children in regular schools or special schools. Parents were given counseling. The schools were closed for several month. Occasionally when schools were open for staff on alternate days a few new admissions came and counselling was given to them. Currently the children are attending the online sessions provided by the teachers.

The Psychologists provided behavior management program to several parents who were facing issues related to the behavior problem of the children. Parents were forwarded details regarding several webinars to update their skills and knowledge to deal with the special children at home. Many videos were circulated among the parents to enhance their skills to help them cope up with the problems of the children.

Teachers attended a lot of online CRE programs and training sessions offered by different institutes in the country. Several parents contacted the Psychologists regarding issues being faced at home due to the child. They were counselled regarding the same.

This year the parents were all requested to register for a UDID on instructions from MSJE. Based on the age and functional level of the child the children were placed in different classes. Online Counseling at regular interval was provided to the parents to help them cope up with the special needs of the children.

Counseling was provided not only to the parents but also to other family members who form an integral part of the child's world.

Counseling was provided to children and parents:

1. Parents of children with Autism, Epilepsy, Down's syndrome, Microcephaly, Hydrocephaly and Hyperactivity and Multiple Disability
2. Children with Mild intellectual disability having emotional problems.
3. Children having sibling rivalry.
4. Parents encountering problems with adolescent children.
5. Misconceptions about Disability
6. Siblings Counseling.

Parents were given regular BMP programs. Applied Behavior Analysis was predominantly used for Behavior Management. For children with Autism TEACCH approach was employed.

Online Group discussions were encouraged. Different types of cases were taken for discussions.

DEPARTMENT OF SOCIAL WORK

COVID RELIEF:

Child Guidance Centre played a vital role during the times of pandemic. A lot of Covid relief activities were carried out right from the commencement of the pandemic. The activities of CGC continued even during the time of lockdown. CGC assisted a number of Migrant workers who were stranded by providing them temporary shelter and food. Many families were provided provisions to assist them cope up with the crisis situation. There were many families of our special children who needed help during these times. Monthly provisions were made available for them. People in the community were assisted in having an access to government benefits and concessions.

Meanwhile Child Guidance Centre has made every effort in creating awareness among the parents regarding prevention measures from the Corona virus. Regular washing of hands is being encouraged, use of sanitizers, maintaining social distancing etc are being conveyed either telephonically or through messages and videos on whatsapp. Child Guidance Centre has volunteered to offer its building as a quarantine centre for the migrant workers. Apart from this free provisions and masks were distributed among the migrant workers in the neighboring villages.

Child Guidance Centre has instructed its staff to and their family to get vaccinated. Efforts are constantly being made to enable all the children's parents and their family members get vaccinated. The parents are being counselled to eradicate misconceptions regarding vaccination. They are being assisted in registering themselves online for the vaccination . Information regarding Post covid complications is being circulated among parents so that they take good care of themselves and prevent themselves from further complications.

Many students' families were affected with the Virus. Isolation was very difficult with the special children. A few children who got affected were very upset and depressed. Teachers spoke to them, made video calls to boost them up . Children were happy hearing from their teachers. Teachers were regularly in touch with the children. They were encouraged to have a good diet to build their immunity.

FLOOD RELIEF:

Hyderabad was badly affected by the floods. Some of the staff members and parents of the special children were impacted by the floods. Their houses were drowned in water. Many had to rush to their terrace to take shelter as water entered their houses damaging all their household goods. CGC played a major role in assisting people who were stuck on their roofs and terraces. They contacted the respected authorities after the rains stopped and enabled them to get the water out of their houses. People were moved to CGC building for providing them temporary shelters. During their stay at CGC food was provided to them. They were assisting in getting necessary repair work done at their place. Provisions were distributed among people.

DEPARTMENT OF MUSIC /DANCE THERAPY

Music and Dance play a crucial role in the development of skills in Intellectual Disabled children. The special school has been offering both music and dance therapy for children. This year online session were conducted for the children. The teacher played music for the children during the dance sessions where children had an opportunity to dance along with their siblings and occasionally friends from neighborhood. The children had a chance of singling songs too one by one. However, this could be possible only with children having Mild and Moderate and Severe Intellectual disability. The children enjoyed more of Bollywood or Tollywood music.

RECREATION ACTIVITIES

Child Guidance Centre focuses on the overall development of children. Equal importance is given to both curricular and co-curricular activities. Leisure and Recreation are equally essential. The students in the school are exposed to various kinds of recreational activities.

This time teachers suggested activities to be followed at home to the parents. They ensured that those children who had good talent like in music, dance, painting, art and craft etc practiced it regularly at home. Children were given themes based on which they were asked to paint at home. As a part of disabled day celebrations they were asked to submit a painting each based on which they were given prizes.

The children were suggested to participate in a lot of indoor games with family members. Parents were suggested to make children play a lot of board games , word games , etc so that children could increase their vocabulary too. Those interested in dancing and singing were made to practice it on a regular basis (atleast 3 times in a week for atleast half an hour.

Children celebrated all the religious and national festivals. Teachers discussed with them and prepared the children for the upcoming festivals by discussing why we celebrate a festival, what do we don the festivals etc. They collected pictures and pasted in their books. The children made videos of their festival celebrations and sent it to the teachers.

Summary:

Child Guidance Centre is continuing to forge head in its endeavor of empowering the intellectually disabled. In these challenging times it is leaving no stone unturned to make the maximum efforts to reach out to the children and develop their skills. The past couple of years has been testing time for all. The teachers too had a tough time.

Every effort is being made to create an inclusive society where they are readily accepted. The children are trying to prove to the world that they are not disabled but differentially abled. We hope to continue our services by improvising on the quality of services being offered by incorporating latest trends and technology for empowering the children with intellectual disability.

CHILD GUIDANCE CENTRE
ANNUAL REPORT FOR THE ACADEMIC YEAR 2020-2021

- June -2020:** Teachers came to school on alternate days. The teachers took classes for a few students who came to school for a sessions ranging from ½ to 1 hour each. These sessions were taken on parents insistence. A consent letter was signed by each parent coming to school for the session. All Covid protocols were maintained. One to one session was taken for the students with teachers using face mask and face shields. Temperature check for teachers , students and parents is a routine at the school entrance. Contactless sanitizing stands are placed for use by teachers, children and parents.
- Aug-2020:** Teachers visits to school reduced to twice a week.
- 01-08-2020 To 05-08-2020** Ms Rajani-Director of Child Guidance Centre attended the Early Intervention Summit organized by Pravara Educational Trust, Madhavi Adimulam , Ananya, and West Virginia Autism Training Centre
- 24-08-2020:** Devanish from the Department of Women Development and Child Welfare PSCPCR visited the Happy Home.
- 24-08-2020:** Balaraju from the Department of Women Development and Child Welfare visited the Happy Home.
- Sep – 2020:** Teachers came on alternate days to the school.
- 16-09-2020:** Seven children who were hostelites were taken to Shishu Vihar for a medical check ups
- 22-09-2020:** A Zoom class was organized for the staff members wherein the management discussed about the programs of the children and the parents response to the teachers.
- 30-09-2020:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions representing TL010-Child Guidance Centre. The meeting was regarding the procedure of admissions for the new academic year and other guidelines to be followed by institutes.
- Oct– 2020:** Teachers came on alternate days to the school.
- 07-10-2020:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions representing TL010-Child Guidance Centre.
- 09-10-2020:** Ms Rajani attended an Online Training on Mental Health during Covid 19 Pandemic by Dr Saroj Arya , NIEPID.
- 10-10-2020:** Ms. D.Rajani attended an online webinar on “Understanding the impact of Mental health issues on school performance by Ms Isha Singh, Clinical Psychologist from Ananya Child Development Centre.
- 12-10-2020 To 18-10-2020:** Schools were closed down for a week due to floods in Hyderabad.

- 19-10-2020:** There was an Inspection at the school.
- 20-10-2020** Dussehra Vacations
To
25-10-2020
- 21-10-2020:** Ms D.Rajani attended a Webinar on Awareness on Jana Andolan Campaign in some districts regarding Covid 19 through the Community Radio Station. Mrs Neerja Shekhar, Joint Secretary , Press Information Bureau , Mr Abdul Kareem and Mr Kesarvani - Additional Director presided over the meeting.
- 19-10-2020** There was an Inspection of the school. Principal Mrs Aruna Visited the school.
- 03-11-2020:** 10 hostel children were taken to NIEPID for their IQ reports to obtain Sadarem Card.
- 11-11-2020:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions representing TL010-Child Guidance Centre
- 20-11-2020** Hostel children were taken to Banjara hill and Madhapur for updation of
To
21-11-2020 Aadhar Card
- 01-12-2020** GHMC Elections were held and hence a holiday was declared.
- 03-12-2020** Disabled Day Celebrations. Games were organized for the children residing close by. Gifts were presented to them. Provisions were distributed among the parents to cope up with the crisis situations.
- Nov-2020** Teachers came to school in batches of two. Fifteen days one batch of teachers
To visited the school and the remaining 15 days of the month the other batch.
Feb:2021
- 04-01-2021:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions.
- 01-01-2021:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions.
- 05-01-2021** Mr K.Sandeep Reddy officer from MHA CRS (GOPA) came to the institute for verification regarding FM Radio.
- 31-01-2021** Polio vaccination drive was conducted in the school.
To
01-02-2021
- 09-01-2021** Balabata meeting was conducted at the school premises.
To
10-01-2021

- January:** All the teachers conducted a verification of the phone numbers of the school children. Invalid numbers were removed from the list and correct numbers were collected. Whatsapp numbers of the parents were verified for the online classes. As many parents had not given their correct WhatsApp numbers it was getting difficult to reach out to them.
- 22-01-2021:** Online Interactive session of RCI with Teacher Training Institutes in the country. Mrs Sheela and Ms Nithi attended the sessions.
- 09-02-2021:** Training of Trainers FIS-CGC commenced. Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Classroom Management “ and Total Communication. The training was provide through skype meetings. Oriented about the training program plan
- 09-02-2021** Ms Rajani attended a Webinar on FCRA Renewal and related compliances
13-02-2021: for Kerk in Actie Partners by CA, Dr M. Kandasami FCA, DISA, Ph.d.
- 15-02-2021:** Hostel Children were taken to Shishu Vihaar for Medical check up
- March-2021:** All the teachers came to school on a daily basis.
- 02-03-2021;** Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Classroom Management”. This was the second skype meeting
- 09-03-2021:** Women’s Day Celebrations at the school. The colony ward members of 16th ward and 17th ward were the chief guests at the Celebrations. Shri Bandi Satish , Shiva Kumar Goud, Mayeh Jaana Venkata Reddy and a lady ward member came to the school for the celebrations. Nearly 10 parents (mothers) of the children attended the women’s day get-together. Games were organized for the teachers and mothers and gifts distributed among all of them.
- 16-03-2021:** Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Classroom Management”. This was the third skype meeting.
- 18-03-2021** There was an inspection conducted in the school.
- 20-03-2021** Mrs A.Sujatha, Special Teacher and Mrs Sheela attended a meeting “Child Protection Unit” Medchal Malkajgiri.
- 23-03-2021** The toby school children celebrated the birthday of Dr M.Swarnalatha Devi.
- 30-03-2021:** Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Total Communication”. This was the fourth skype meeting.
- April-2021:** Teachers came to school in batches of two. Fifteen days one batch of teachers visited the school and the remaining 15 days of the month the other batch.
- 13-04-2021:** Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Total Communication”. This was the fifth skype meeting.

- 15-04-2021** Mr Saidulu made an official visit for Covid-19
- 16-04-2021** Mrs Varalakshmi and Mrs Nagamani -Special Educators went to Lal Bahadur Stadium for an event where Ministers Shri K.T.R, Smt Sabitha and Smt Indira Reddy distributed Aids and appliances for the disabled including Scooty
- 27-04-2021:** Ms Nithi Singh and Ms Divya underwent an online training program provided by Foundation Innocent Smile -Netherlands on “Total Communication”. This was the sixth skype meeting.
- May 2021** Online sessions commenced for the children.
- 20-05-2021** Ms Rajani, Director of CGC distributed monthly provisions to 10 families who are very poor.
- 27-05-2021** Four Members from the Child Care Institution - The Medchal District came to CGC . They included a Nurse, doctor and others for conducting a medical check up for the children. They tested their temperature pulse rate etc. On this day exclusively tests was done for the girls
- 27-05-2021** Four Members from the Child Care Institution - The Medchal District came to CGC . They included a Nurse, doctor and others for conducting a medical check up for the children. They tested their temperature pulse rate etc. On this day exclusively tests was done for the boys.

For CGC

General Secretary