

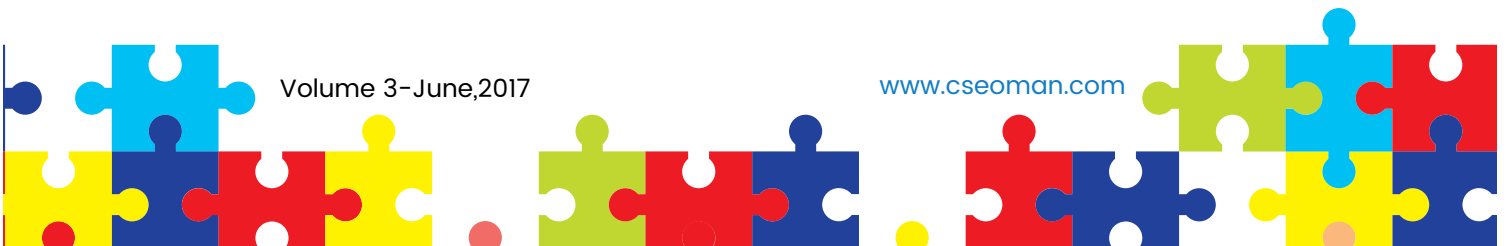
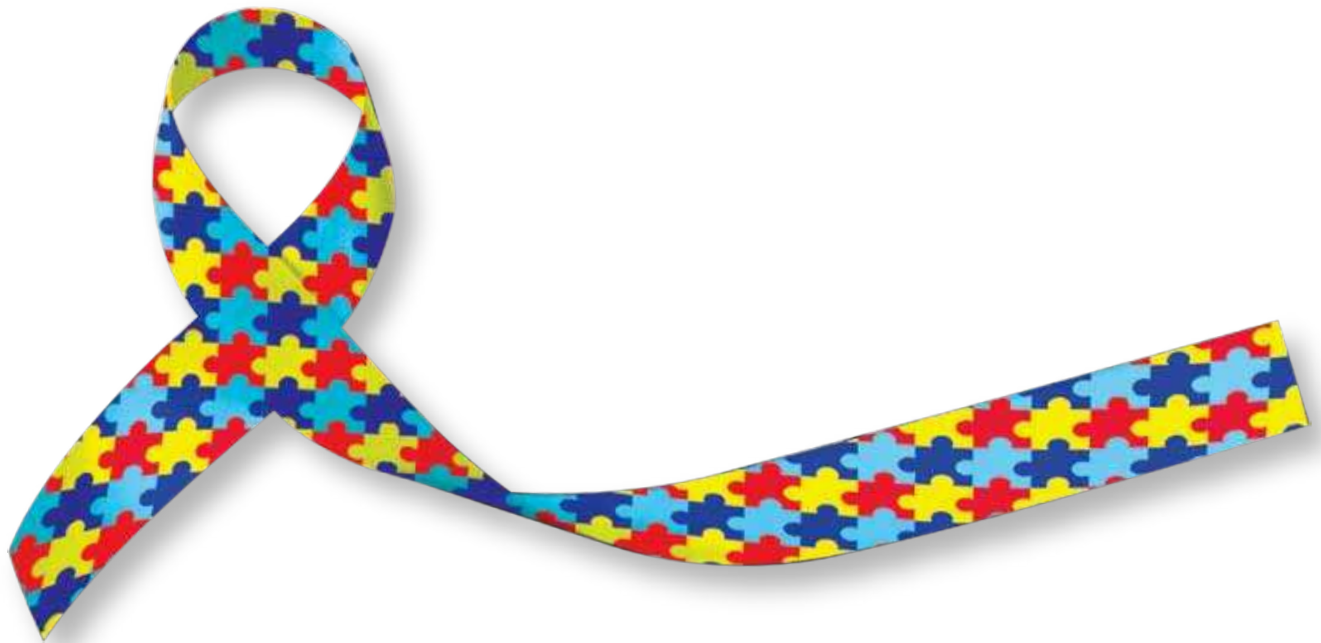
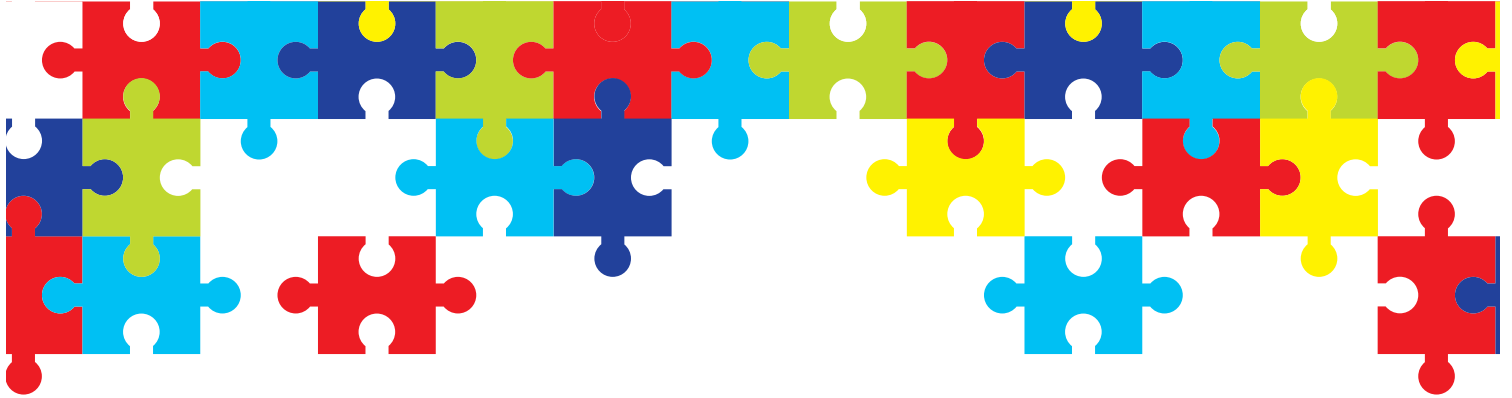


# CENTER FOR SPECIAL EDUCATION

ISO certified 9001 : 2015

## NEWSLETTER

Edition: III





## DIRECTOR'S MESSAGE

### Dear Readers,

It is with great honour that I present the third edition of the CSE newsletter. In recognition of Autism Awareness Month, I would like to highlight CSE's efforts at improving the understanding of Autism Spectrum Disorder (ASD) and developing effective interventions and support for individuals with ASD.

As I wrote in my last message, ASD describes a heterogeneous group of conditions that share several core features, including difficulties with social communication and repetitive behaviors.

CSE is committed to ensuring progress towards both short term and long term goals focused on addressing the needs and improving the lives of those living with ASD. Our special education programs serve eligible students with mild to intensive needs ranging from pre-primary to adult transition programs. All special education services are determined at the individual student level through the Individualized Education Program (IEP) process. The IEP process is student-centered and focuses on a student's strengths, unique needs, goals, and necessary services and supports that are reasonably calculated to provide the student an educational benefit in the least restrictive environment.

Our Learning Disability Unit, a specially designed remedial unit for supporting children with various Learning Disabilities, is all set to open in August 2017.

We create a safe, caring environment for children with special needs. And as I often say 'it's a home away from

home" for our children, a place where students are encouraged to enjoy their learning and develop a sense of being part of the community.

CSE also takes pride in initiating and promoting "Equal Rights, Equal Opportunities" for all learners. Having taken up the cause of Inclusive education – an idea that embraces learner differences and promotes equal opportunities for all learners, we hope to see it being implemented to its full justice in all the Indian Schools in Oman.

I strongly believe that creating a positive and inclusive environment begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families together should act on the idea that, with the right instructional support, every learner can be successful.

The recently concluded Seminar on "Inclusion" has been a useful platform for reflecting on and discussing inclusive education from different perspectives and involving all relevant stakeholders. The seminar's core issues included - how to cope with differences; how to support learners, teachers and families; how to benefit from differences in education; how to implement the right measures; and how best to invest.

Let us together spread the word on ASD and Inclusion, finding strengths within the differences and ensuring that every child receives the support they deserve.

With much love,

**BABY SAM SAMUEL**

Director In-Charge



## FROM PRINCIPAL'S DESK

### FOREWORD

Board of Directors has given CSE the responsibility of implementing Inclusive Education in all Indian Schools in the Sultanate of Oman. CBSE, following the policies laid by The Government of India for the Children with Special Needs (Divyang) has time and again reiterated, very proactively the implementation of Inclusive Education in all schools. The guidelines and circulars are available on CBSE website.

We want to see children with mild challenges to be successfully integrated in the main stream. We want to empower the teachers and other children with understanding and sensitivity towards Children with Special Needs, by guiding them about teaching strategies, strategies for behavior modification, and for supporting Inclusion in general.

The most important starting point is our attitude itself. Inclusion 'within' is more important as it defines our attitude. We live in an inclusive society, and schools should reflect the same.

Let's begin with inclusion of every Child with Special Needs. Let's embrace them first, let's respect their need for different ways of life, let's not judge their parents and therapists for not doing something they could have, let's not compare and contrast and contradict their existence, let's not debate their choices and

question their challenges. Labels within labels within labels is just a reminder of the caste system to me, divisions after divisions. Sad and disheartening. We as country have deep rooted discrimination on various grounds, but we also are proud of our unity in diversity.

### FROM A PARENT'S PERSPECTIVE:

Agree, not everyone of the Children with Special Needs can learn at the same pace and not every parent will be able to invest same amount of time and energy. As a parent we want to see them independent, whatever they achieve. At the end of the day we parents have learned to find happiness in our child's smile and happiness.

"Neil" he answers me. This is a big chunk of his verbal ability, answering questions like these. He is working hard. And because the light and the noise and the newness of this room are colliding in a wild cacophonous swirl in his frontal lobe, he wrenches his mouth up in distress. He cries a little, clamping his hand over his ears. But he will stand and wait, he knows what is expected of him. It hurts him, though, the colors and noise of this place. He is gone, deep within himself.

### FROM THE CHILD'S PERSPECTIVE:

Figure out the what, why and the how. There is no cure for us, no medication to heal us. We are not sorry for ourselves, we accept what we can not change and work hard for what we can. Sometimes we do get angry and frustrated, when you don't understand us. Maybe our voices aren't as loud, maybe we can't speak at all. Maybe we are hard to see. Maybe we are not in the classroom everyday, maybe we are in a different school altogether, maybe we are not on television. Maybe we are outside. Maybe we are flapping our arms like wings, looking up in the dark with seeing eyes, at the lights of planes in the nighttime sky. We are not always so beautiful, our face is sometimes not quite as perfect. But we are community too, and we want to be there, with you. Embrace awareness. Understand and accept us, coz we are a part of you. We need the same love and caring as every other child.

Need to introspect ...

With warm regards,

**DR. ANALPA PARANJPE**

Principal



## EDITORIAL

### Dear Readers,

We are really proud and excited to bring out the third issue of the CSE-Newsletter.

The enthusiastic write-ups by our staff are indubitably sufficient to hold the interest and admiration of the readers.



**Autism: Where the little things are never little and every milestone is a celebration**



In agreement with the above quote, CSE celebrated Autism awareness month in April.

"Light it up with Blue" was its theme. Our students performed and showed their talent in many ways. "Get on Skates for Autism" was especially designed to welcome Guests for the programme where students performed on skates. This is one such effort from CSE to engage them in physical activity.

I've watched their transition from "I can't skate" to 'I can skate'. And to see them doing that was amazingly fantastic. We acknowledge their ability to do something outside their comfort level.

Our article on "Communication with Individuals on Autism Spectrum Disorder (ASD) deals with positive

ways of communication with individuals on ASD.

This is a time of great changes. In education too we see fast changes and thus this newsletter can be viewed as a launch pad for exchange of knowledge and experience.

CSE had recognized the importance of assistive technology in education and thus introduced Tabs and i-pads in classroom to complement traditional education with Tablet-based exercises and activities. It allows children to access an interactive and stimulating environment, in which teachers can use a combination of different learning modalities (visual, auditory and tactile). Here we present a guide to parents for effective use of tabs for Special needs children.

Keeping in mind, the importance to integrate children with Special Needs into regular schools to help them socialise and build their confidence, CSE took the initiative to organise Seminar on "Inclusion: Equal Rights, Equal Opportunities" on 6<sup>th</sup> May 2017.

The objectives of the Seminar were to familiarize all the Indian schools with various dimensions of inclusive education, to motivate and guide parents, to expand the significance of practical aspects of inclusive education and to provide the concept of inclusive education and implement it in educational system.

CSE Celebrated Mother's Day. Without moms, where would any of us be? As much as Dads are important, it is the mothers who literally give us our lives and do most of the heavy lifting in parenting us during our early years. This is why Moms really deserve to be honoured every day.

We give you a glimpse of various such activities that took place in last three months.

I hope you find this edition and this website ([www.cseoman.com](http://www.cseoman.com)) useful. Take a look and get inspired to write your own stories or articles! Submit them to us at [admin@cseoman.com](mailto:admin@cseoman.com) with subject line 'Article for e-newsletter'. We value your feedback.

Happy Reading!

**MS.NAOSHEEN ZAMAN**

Editor- In-Chief



## *Moods of Modes*

*Deep dark everywhere in a silence mode  
The gates in Frozen mode  
The doors and windows in dusty mode  
Chairs, tables , Yoga mats were in decked mode  
Telephone and Music players in mute mode  
Computers in shutdown mode,  
Curtains stand still in controlled mode  
Lifeless classrooms in suffocation/ crashing mode.  
Cupboards in locked mode and white boards in blank mode.  
Pencils and erasers, books and hooks in sleep mode  
At a glance everywhere - a sad mode and no one to reset the mode*

*Wonder why it's Vacation mode*

*Ray of hope came with a key to restart the mode  
Screamed in glee and with a note of reopening mode  
The master is coming let's come back to refresh mode  
The masters from tiny to tall came in marching mode.*

*They reset every mode – look at the wonder mode,  
Gates in swinging mode with a welcome note,  
Doors and windows in lustrous and peeping mode,  
Chairs tables and Yoga mats in ready position for action mode,  
Cupboards and white boards in service mode,  
Pencil and eraser, books and hooks in chattering mode,  
And Waiting for their masters touch mode,  
Classrooms with a happening, radiance, enlightening mode,  
All things in bright and beautiful mode,  
Finally signing on with a smiling note and welcoming mode*

**MS. FHIYONA IGNASITA**

Special Educator.



## COMMUNICATION WITH INDIVIDUALS ON AUTISM SPECTRUM DISORDER (ASD)

Communication problems are central to ASD. Therefore, special care must be taken to know what each person understands and how to best give messages. Our messages to people are conveyed through tone of voice, gestures, body language and choice of words. It's important to create a relationship through which everybody can feel respected.

Communicating by using Visual cues is helpful. Such information is more concrete in long-term.

The following general techniques are helpful:

1. **Be as positive as possible.** Praise often and honestly. Notice the good things. Ignore things that don't matter. Many individuals are conditioned to react negatively to "no" or "don't". These words may only trigger a signal that somebody is mad or something is wrong but give no information about how to correct it. Be specific with your statements.  
  
Example: "You did a good job. You washed your hands" is better than, "You are a good boy".
2. **Teach individuals to listen.** Many repetitions of directions teach people not to listen to the words and thus repeating should be avoided. Instead, follow a set procedure such as: "Subhir, come to the table" accompanied by a picture and/ or gesture. Wait and give time for processing and moving. Repeat using the picture and / or gesture either with or without the verbal "Subhir, come to the table". If he does not come, move toward the person and gently assist him to the table. In this way, Subhir will learn to listen and follow directions. If you give a direction, make sure that you have the individual's attention and that the direction is followed.  
  
Learners learn that they do not need to comply when adults do not consistently require them to do what is asked.
3. **Know what you want the person to do.** Be very clear in your own mind what you want the learners to do and why. Be sure you are making a reasonable request and one which they are capable of doing.  
  
Example: "We will go to lunch when you are ready" is too vague. "Ready" must be defined. "Shut the computer off, and then we will go to lunch" gives more information.  
  
Example: "Dust all the furniture" tell the person what to do, but does not set any standard for quality. Instead, visually mark out the area to be dusted using small pieces of tape or chalk markings. Now you have made your expectations clear.
4. **Give adequate information.** Tell learners in advance what is going to happen next. If there are changes, inform them and involve them in plans. Let the learners know what will happen and what behavior is expected.  
  
Use language, pictures, and gestures they understand. Daily schedule boards and sequence routines made with charts, check-off sheets and pictures are concrete ways to provide information.
5. **Use language that is simple, clear and as concise as possible.** People with ASD can only comprehend a limited amount of language directed at them. It is best to be concise. Loading too many directions and explanations creates frustration and confusion. . Individuals can be taught to listen and follow two or three step directions if language is kept specific and concise.  
  
Usually they need individual direction rather than group directions.  
  
Example: "Pick up your paints, wash your hands,



and go for music". Some people may not be able to follow all of this and may give up or become confused. When several steps are required, break the directions up to allow the receiver to complete one step before a second direction is given.

Example: "It is time for music. Put the paints in the box". When the person is finished, say, "Wash your hands". Then, "Go sit on the rug for music".

6. **Tell the learners what to do and avoid telling them what not to do, whenever this is practical.**

Example: Person throws food on the floor. Say, "Pick it up and put it in the dustbin". (The two part direction may need to be broken up into two one-part directions). "Don't throw food" only tells him what he just did.

7. **Be as neutral as possible when giving directions.** The tone of voice, a facial expression, or the difference of a word can change the meaning of a question, direction or statement. When giving direction, state what needs to be done and avoid challenges.

Individuals tend to become defensive or upset and will try to avoid doing it or do the opposite of what is asked –when directions are given in threatening manner.

Example: "It's time to go to library". Avoid "You must go to the library now".

Asking questions: "Where are you supposed to be?" or "What are you supposed to be doing?" can help the person correct his behavior if said in a neutral tone. However, an entirely different message can be conveyed by the tone of voice.

Sometimes students become dependent on these verbal cues instead of self-initiating. Although many individuals with ASD cannot ask or answer questions, they can learn set questions as a cue to stop and think and return to a place or activity on their own.

8. **Avoid asking questions with a choice unless the person really has a choice.**

Directions are given to be followed or to provide

information. Do not ask the person if he wants to do something unless you are prepared to accept "No". Clear statements provide information needed to carry out the request. Pictures may be substituted for words, especially in helping the person know sequential happenings. Gestures to objects and environmental cues are sometimes better than words.

Example: Say, "Atish , come to the music room" or "Atish, music, or point to pictures. Avoid "Are you ready for music?"

Example: Say, "Come to dinner" or point to a picture of a table, or tap the table. Avoid, "Let's come to the table, OK?"

Example: Say, "Write your name on the top of the paper" or provide an example. Avoid, "Can you write your name on the top of the paper".

9. **Teach people to respond immediately to learned words, phrases, gestures, environmental cues or questions.** These help set expectations and permit the person to function more appropriately in a variety of settings. These may also serve as a safety device.

Example: "Wait", "Out of bounds", "Stop", "Find something to do", "What do you want to do next?"

10. **Label feelings.** Individuals with ASD have great difficulty recognizing the feelings of others and expressing their own feelings. Labeling expressions of feeling in natural situations helps them gain information if accompanied by the reason for the feelings.

Example: "I'm upset. You broke my necklace." I'm happy. You shared your popcorn with me".

I am sure that using these techniques will help you communicate better with individuals on ASD.

SHANTHIVIJAYARAAGHAVAN

Special Educator.



# EFFECTIVE USE OF TAB FOR SPECIAL NEEDS CHILDREN

(a guide to parents)

Technology has created new ways of learning and teaching children with special needs. The use of tablets and ipads as learning tools provide so many ways to enhance education and augment new learning opportunities. It has provided children opportunities to engage in simulations, explore or communication activities that are matched for their individual needs and abilities. Researchers have argued that the use of technology must be included as a core skill in special needs education training (Dionne 2013; Terrer-Perez 2013).

## **FEATURES THAT MAKE THE TABLET UNIQUE COMPARED TO OTHER DEVICES**

The touch screen offers multiple advantages to children with special needs. They can access a tablet much more effectively than a PC. Products like Avaz that support children with special needs and their caregivers have added momentum to the shift towards tablets and away from larger devices (Mitra, May 2013). Using a touchscreen offers immediate feedback, as what is seen and heard emanate from where the fingers are on the device. This immediate feedback helps to keep children engaged who may get bored/ frustrated easily with delayed feedback. The touch screen offers a variety of sensory input and experiences. The most successful teaching method for children with special education needs involves visual, auditory and kinesthetic (tactile) learning. This kinesthetic piece was missing from learning software. Hence, tablets include a hands-on element that is easy to use. Even though it is not as sensory as true tactile learning, it still uses that part of the brain (Dwight, 2013).

## **BENEFITS OF TABLETS FOR CHILDREN WITH SPECIAL NEEDS**

Motivation to learn

Enabling more personalized learning or individualize instruction

Customize content to suit individual child needs.

In this way, tablets help differentiate between different styles of learning as well as learning abilities by giving alternative ways of accessing and presenting knowledge to those children who struggle with traditional ways.

## **USE OF TABLET ACROSS DIFFERENT SPECTRUM OF DISORDERS**

The use of Tablets help children with visual impairments learn to read and write, enable blind learners to access texts, provide speech or symbol support to reading and writing where text is a barrier. It also helps in improving social skill and communication in children on the autistic spectrum and help students to access learning and communication independently.

Research has also indicated that children with autistic spectrum disorders (ASD) have been found to engage in more independent learning and focus on learning results in improved behavior. On the other hand, tablets are already proving invaluable for children at the early stages of communication, for example learners on the autistic spectrum, or with little language.

## **CHALLENGES FACED IN USING TABLET**

It is important to understand each child and how differently they learn. There are a vast amount of apps





available for Tabs specifically tailored to special needs children and parents should choose which app best fits how their children learn. As tablets/ ipads are alluring, parents need to take concrete steps to create limits and structure. Parents should set a weekday hour limit and a weekend hour limit. Children aged 2 to 5 years, should be limited to use gadgets one hour per day and children aged 6 and above, a time span of only 75mins in a day .Parents must not believe that the device is going to drastically change education on its own. It is more reasonable to think that tablet is a tool that supports what educators are already doing in the classroom.

Presently, In CSE, initiative to introduce tabs in the classroom has facilitated effective learning; improve behavior, need to communicate and development of social skills. The way special needs children are learning is truly remarkable. It is changing the way they are being taught, improving aspects of their lives we could not have imagined. Thus utilizing tabs in children with special needs can have a positive impact on language and literacy skills.

### Useful links and Apps

- <http://voice4uaac.com/>
- <http://www.avazapp.com/>
- <http://avazapp.com/freespeech/>
- <https://www.apple.com/accessibility/osx/voiceover/>
- <https://www.ablenetinc.com/>

### Apps

- Avaz-AAC app for autism
- Writereaderapp
- Sonoflex
- Go Talk Now
- AutisMate

JOCINE GLORIA

Speech &Language Therapist

## Performer of the QUARTER



Mr. Alex Natarajan

*Congratulations!  
You have been selected as the  
Performer of the Quarter*

*Innovative*

*Creative*

*Sincere*

*Humane*

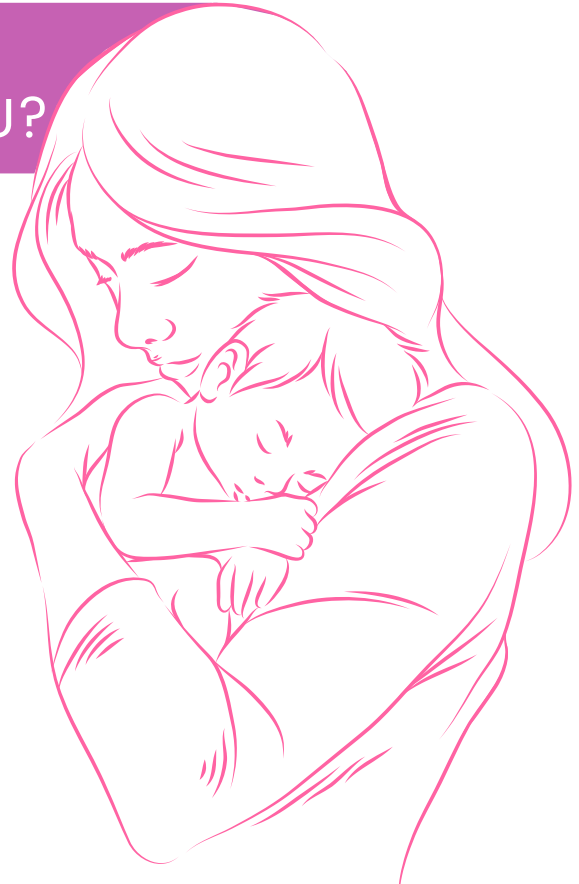


## WHAT IS MOTHER'S DAY TO YOU?

We hear about Mother's Day every year, thanks to the modern media and celebrate it in our own ways as well. It is celebrated on different dates around the world, usually in the months of March and May. Regardless of all the hype and fanfare surrounding Mother's Day, not many people are aware about how it started or why we celebrate it.

Let's take a brief peek back at the history behind this day. The "Mother's Day phenomenon" started in 1908 when American social activist, Anna Jarvis held a special memorial in remembrance of her mother, Ann Reeves Jarvis who had been a peace activist during the American Civil War. Anna had been trying to get "Mother's Day" recognized as a national holiday since 1905. But once she was successful in popularizing the day, it became too commercialized, thanks to the media and greeting card companies and she boycotted the very day she had created. She even tried to sue the companies involved in commercializing Mother's Day. Ultimately her actions even got her arrested! Did you ever imagine that such a lot of controversy was associated with such a seemingly sweet and innocent day for mothers?

Keeping the title of my article in mind, I asked a few mothers and children what Mother's Day means to them. Most mothers said that it is a day when they receive gifts and get pampered by their children and families. Some said that it is an extra hardworking day for them as at the end of the party or celebration, being moms, they end up with the clean up duty as usual, extra clean up duty! Most children said more or less the same thing, that they show their mothers how much they love them by giving them gifts or making a special gesture of appreciation. It was mostly what I expected to hear. Personally, I feel that mothers should be made to feel special everyday but since that cannot realistically happen, I suppose it's nice that a day is set aside when we can celebrate them and show them how much we appreciate them for all they do.



It doesn't matter whether our reasons to celebrate this day are as noble as Anna Jarvis's or because it's just a commercial day that the media blew out of proportion, the important thing is that we dedicate this day or any day of our choosing to our mothers. They deserve so much more for all the sacrifices they make for us - from staying awake at night when we kept them up as babies, to staying up all night sponging our foreheads when we were burning up with fever, to staying up to help us study for exams, to being there for us through all our trials, even in adulthood. I don't think anyone sacrifices sleep as much as mothers do for their children and still keep functioning normally all day. Mothers are basically superheroes in my book. I think everyone should set aside a day, a 'Mother's Day', if you will, to show your mother that she is nothing short of a goddess to you. So, what is Mother's Day to you?

**SHWETA GOMES**  
Special Educator

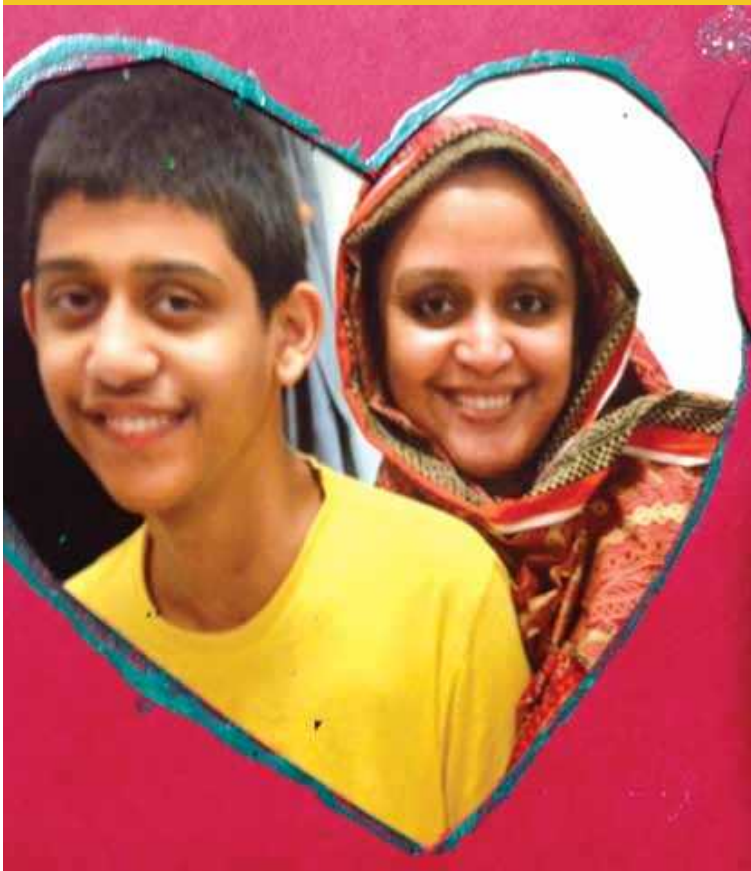


## UNDERSTAND ME..

*It's not me that I suffer with difficulties,  
It's that I suffer from a world that does not Understand Me..  
Not all my behaviours are misbehaviours, really I want to ask for  
help but I don't know how to..  
Speak to me slowly in simple words, so that I understand you better  
Don't push me all the time – just let me go for it  
I like colours, but not too bright  
I love music, but not too loud  
Peace and quiet so that I can concentrate!  
Pictures help me 'cos then I can have a guess, even if I don't know  
the word  
Pictures help – it's easier to read a picture than it is to read a page  
in a book  
When things are photocopied over and over again they become fuzzy  
and distorted and hard to read  
Bigger writing spaced out with pictures is easier to read  
Working with my friend makes it easier, I Love..  
My obsessions is a great motivator.. Channel my obsession creative-  
ly to the vocational skills  
Encourage me! Then I can win. Yes I can...  
Really I Love You so much, Please Understand ME...*

MS. HEMA MOHANASUNDARAM

Special Educator.



## SUPER MOM DIARIES

### MY JOURNEY

#### YEAR 2001:

My husband and me were really excited about having another baby. We already had a son but the news of another baby brought in more joy.

The tenure of pregnancy was absolutely fine with no complications. My husband had been offered a job in Dubai and he left to join the same in August 2001. I stayed back.

Everything was O.K. During the last scan the doctors found that the head hadn't turned and I was to go for a C section. But God had other plans – I had a normal delivery except that it was a breach baby .

Oct 4<sup>th</sup> 2001 – Aaqib/Akku was born.

We went to Dubai in February 2002. We were in a totally different atmosphere and we were enjoying eve-

ry bit. Akku was a cute boy with a lovely smile. All his milestones were normal. Only he started walking after he was one. Slowly I started noticing the changes as they became more obvious. Just before Akku turned 2 I read a very small article about autism in a magazine. It was a very small article of hardly 10 lines. Akku had almost all the features mentioned in it – head banging, hand flapping, toe walking, etc.

Thus began our journey with the doctors. That was the time when very little was known about autism. So any small information would make us run towards hoping to find a cure or solace. I went to the internet and started reading whatever material was available on this topic. I was slowly slipping into depression. The question of “why me” was always lingering within me.

Even during these times, my husband stood as a big pillar of support and helped me from collapsing totally of all that – with a huge support from my husband and our family members.

We started exploring ways to help Akku. When he was 3, we put him in a school at Sharjah. Not much gain was there as parents weren't allowed inside the classroom. In between we took a break of 6 months and settled in India thinking it would help Akku if he would mingle with normal kids. Meanwhile our visits to the doctors continued.

In 2008 my husband was offered a job in Muscat and we moved here. But then I had my 3<sup>rd</sup> son. We were a complete family. Akku was a real cutie pie with an ever smiling face. He got admission in Center for Special Education. This was the turning point in his life as well as ours. I could go with him and sit in the class and observe what was being done in class. This helped me immensely to follow the same at home. The support and encouragement I got from the teachers and staff



can't be expressed. The warmth and love of the teachers made me feel it as a second home. Akku learnt to communicate through mands.

The therapies started showing changes in him. Meanwhile we also come to know about Special Children group of SAI group which held sessions every Friday. The workshops held by both and also the professionals brought by them really helped me a lot. Akku was taken for ABA therapy, OT and speech therapy, yoga.

As he grew into a teenager other difficulties and challenges rose, but we got guidance regarding fruitful vocational training. Akku started to learn to make candles. He loved to make them. It kept him engaged too.

Akku is a loving and sweet child. He has an excellent skill of dribbling the ball, a very good memory. He is

learning skating at school which he really enjoys.

The journey so far has neither been smooth nor easy. There have been many downs and ups. But I have grown up to face them with a smile. There are days when I DO feel frustrated and helpless but with so many lovely people around me. I pull myself and go on.

I would love to see my Akku to be independent and stand on his own feet and working towards it. We don't want sympathy from the society; all we want from them is encouragement and support.

SAJNA AZEEZ  
Aaqib's Mother



# CENTER FOR SPECIAL EDUCATION

ISO certified 9001 : 2015

## AUTISM AWARENESS PROGRAMME AT CSE (APRIL 2017)



## A FOND FAREWELL TO MS. BRIDGET GANGULY!





# CENTER FOR SPECIAL EDUCATION

ISO certified 9001 : 2015

## "INCLUSION: EQUAL RIGHTS, EQUAL OPPORTUNITES" SEMINAR (MAY 2017)



## MOTHER'S DAY CELEBRATION



## AUTISM AWARENESS PROGRAMME AT AL Wafa REHABILITATION CENTER





Master Chef  
Shifa Rumana








# Recipe Corner







## Fruit custard

### Ingredients

-  Apple
-  Banana
-  Grapes
-  Pomegranate
-  Custard

### Method

1. cut all the fruits 
2. Add custard 
3. Keep it in a  for 1 hour 
4. your delightful fruit custard is ready. 