



INCLUVISION

Empathize Educate Empower
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SYNERGY
2018

**EARLY
INTERVENTION:
THE FIRST MILESTONE OF
SEND EDUCATION**

JESS:
A Role Model



Creative, Versatile & Determined
JIFU BUNNIK

Winner of Determined Ones Logo Competition

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Learning in a world of differences 2018



JSS Private School, Dubai, celebrates Determined Ones' spirit through a day wide event Synergy.



Creative Versatile & Determined

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Let's meet Krishna and Ashu two amazing Determined Ones. Also featuring some of the brilliant art works of unappreciated geniuses of our Determined Ones across UAE.

TEAM INCLUVISION

Andaleeb Ishteyaq

Riya Das Gupta

Della Cordeiro

Dr. Reshma Tauheed

Jagruti Sachin Mohite

Gowramma Ganesh

Somya Rastogi

Bhagyalakshmi Shyam Sunder

Rekha Harish Kumar

Kavitha Rajesh Purshothamani

Preetam Naik

Minakshi Mohite

EDITORIAL

Andaleeb Ishteyaq

Della Cordeiro

Michelle Selwyn

MANAGEMENT

CEO **Dr. D. P. Shiv Kumar**

Principal **Chitra Sharma**

CONTACT

Ph# 043446419

inclusionjssps18@gmail.com

www.inclusion.com



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VAISAGH GIREESAN

Printing & Publishing



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ABA intervention is proven successful in:

- Developing language and communication skills
- Social skills
- Functional living skills
- Adaptive and self-care skills
- Coping and tolerance skills
- Play and leisure skills
- Attention skills
- Pre-academic skills
- Vocational skills
- Behavior management

- Applied Behavior Analysis (ABA) is a structured teaching program built on a discipline devoted to the understanding and improvement of human behavior.
- ABA is the applied use of behavioral principles to everyday situations with the goal of either increasing or decreasing targeted behaviors and has demonstrated to greatly improve the prospects of children of determination.
- ABA includes the use of direct observation, measurement and functional analysis of the relations between environment and behavior at school and at home as well.

ABA Services:

- Under direct supervision of our Board Certified Behavior Analysts.
- All professionals certified by the Behavior Analyst Certification Board, USA.
- Implemented by highly qualified and trained Registered Behavior Technicians (RBTs).
- Program planned to cater individual needs.

ABA Caters to:

- Development Delays
- Autism Spectrum Disorders
- ADHD



A Glimmer of Hope

It just happened one day when Karan Bathija, our cover boy of the maiden issue visited us @JSS Private School. It was very pleasing to interact with him and get to know more about him, his family etc. He had come to thank us for featuring him on the cover page of our magazine. While dropping him back to the nearest metro station, Business Bay, I could see something strange in his eyes. It seemed to me that they were saying, "Thank you for giving me hope, thank you for giving me a reason to believe that I am valuable". Whether we have given him those reasons or not, I am pretty sure of one thing, he has given us a very strong reason to further resolve our purpose to serve the determined ones. I do hope that by acknowledging the efforts of these determined ones, through our humble platform, we can move along the great journey of inclusion. Let's keep trying to bring that glimmer of hope in the eyes of all our determined ones.

The theme for this issue is "Early Intervention: The First Milestone of Send Education". You will get to see an all round perspective on various aspects of early intervention from Ms. Simi Anwar and Reena Thomas. Dr. Sweta has delved into the nuances of womb stage of pregnancy thereby giving us a fitting start about the early intervention. How early and when should you be cautious about the development of your child is deliberated by Ms. Rupali Ranjith in her article "Why so Early?" We also have Ms. Anju's article on "AUTISM: Identifying treatment priorities". Arwa Kabir shows us how drama can be taken as a therapy in building social skills. You will get to know some key ideas about Occupational Therapy from Ms. Hanshini Boolaky.

In our "In Focus" section, we cover Synergy 2018, a day wide event where JSS Private School, celebrated Determined Ones' spirit. Synergy also witnessed the unveiling of Inclusion through the hands of Fatma Belrehif, Executive Director, DSIB. The cover of this issue features Jiffu Bunnik from Tender Hearts Arena, Dubai who became the proud winner of the Determined Ones' Logo Competition @Synergy 2018. Her logo truly reflects the voice of determined ones. It shows how a tender heart can help to blossom the precious seed of a determined one into a flourishing tree.

Parents' Vista has a story from Ms. Meera Ramani. We are introducing a new series from this issue called "Show Us the Way" which gives an in depth analysis of ways and means through which the school/institution has become a role model for Inclusive Education in Dubai. We are featuring JESS, Dubai in this section. You will get to know two amazing determined ones-Krishna and Ashu in our "We Shine" section. Our regular feature has all the usual exciting articles. This time we have got Asha Susan Mani, Autism and behavioral consultant, to answer our readers' queries on early intervention. We do hope that there is something for everyone in the pages to follow. As always we do look forward to your valuable feedback to help us further improve.

Ramadan Kareem and Eid Mubarak. Have a fulfilling summer break. See you in September.

Womb Magic: How to grow grey cells of your baby while in womb?

Dr. Sveta Adatia, a specialist neurologist takes us into the mystical world of a mother's womb to enlighten us about various aspects of pregnancy and thereby equipping us with vital ways of informed pregnancy.

I strongly believe that pregnancy should be by choice and not by chance...so it should be carefully planned and managed in such a way that we have complete control during the development phase of fetus. All of us want our children to grow up to their best and believe me the preparation should and must start from the womb.

While nothing that you do can guarantee that you'll be dropping him off at Stanford or Harvard in 18 years, research has indicated that the choices you make while pregnant will affect the type of child that you have. A baby's brain grows at an enormous rate, and he is aware of what's going on outside the womb. "What you do while you're pregnant can have as much impact on your child's brain development and future intelligence as what you do after you give birth," as quoted by Diane Ashton, M.D., M.P.H.

Babies eagerly investigate whatever they can get their hands on—and the fun starts before birth. As early as 20 weeks, fetuses react to what's around them. (Ultrasounds have shown that some try to grasp the amniocentesis needle when it's inserted into the uterus.) But it isn't until the third trimester that they really begin to grow curious about their intrauterine world. Though there isn't a whole lot in there to play with, fetuses entertain themselves by sucking on their hands and fingers (especially their thumb, which they discover at about 18 weeks). They also 'walk' around by pushing on the uterine walls with their feet, and yank, pull, and swing their umbilical cord—they even practice breathing.

All this playing around helps them develop important reflexes they'll need once they're born. Sucking will not only be crucial to taking in food but will also be a source of comfort. And feeling things with their mouth is an important way for babies to explore things. Filling their lungs and moving the diaphragm up and down—albeit with fluid instead of oxygen—is also good practice; by the time the baby makes his entrance into the world, he will have learned to breathe on his own.

All this goes to show that a baby isn't just passively waiting



to be born while in the womb. He's already building important skills and developing a strong bond with one of the most important people in his life—his mother. Research suggests that about halfway through the pregnancy, baby can hear and respond to sounds. The mother or anyone can talk, sing, or read to the baby. Some studies have shown that babies seem to calm to a song, a book, or a voice and may recognize rhythms that they heard in utero.

The uterus isn't exactly the quietest place to hang out. Not only can a baby hear the sounds of his mom's body—her stomach growling, her heart beating, the occasional hiccup or burp—but he can also hear noises from beyond. If mom sits in a movie theater with state-of-the-art sound or walks by a noisy construction site, odds are the fetus will react to the entire ruckus by kicking or shifting around. Of course, not all sounds are the same. Perhaps the most significant



one a baby hears in utero is his mother's voice. Around the seventh and eighth month, a fetus's heart rate slows down slightly whenever his mother is speaking, indicating that mom's voice has a calming effect.

Interestingly, there is no evidence that newborns show a similar preference for their father's or siblings' voices, or for any other voices they may have heard frequently while in the uterus. Research reveals that babies had their first lessons in their native language while still in utero. They'll suck more vigorously to turn on tape recordings of people speaking in the language of their mothers, rather than in a foreign tongue. Of course, it's likely the babies are picking up on the rhythm and melody of the speech, rather than individual words.

By the time they're born, babies can actually recognize their mother's voice. In one study, doctors gave day-old infants pacifiers that were connected to tape recorders. Depending on the babies' sucking patterns, the pacifiers either turned on a tape of their mother's voice or that of an unfamiliar woman's voice. The amazing result: Within 10 to 20 minutes,



the babies learned to adjust their sucking rate on the pacifier to turn on their own mother's voice. This not only points out a newborn's innate love for his mother's voice but also a baby's unique ability to learn quickly.

It is now becoming clear that environmental effects on fetal development are important with respect to emotional, behavioral and cognitive outcomes too. Animal studies have shown that stress during pregnancy can have long lasting effects on the neurodevelopment of the offspring. Maternal stress during pregnancy increases the risk of the child having a range of altered neurodevelopmental outcomes. The stress can be of different types, and at least for some outcomes, there seems to be a linear dose response effect. Not all children are affected, and those that are, are affected in different ways. The gestational age of vulnerability probably differs for different outcomes. In a stressful environment it may have been adaptive for our ancestors to have children who were more vigilant (anxious) or with readily distracted attention (ADHD), and possibly with more rapid motor development.

Taste buds develop in a fetus around the seventh or eighth week and, by week 14; there is some evidence to suggest he can taste bitter, sweet, or sour flavors in the amniotic fluid. A pregnant woman really is eating for two, and the quality of what she eats matters as much as the quantity. As with his other senses, the baby uses taste to explore the womb around him. Ultrasounds have even shown that fetuses lick the placenta and uterine wall. Studies indicate that the flavors and aromas of the foods a mother eats during pregnancy, which pass through to her amniotic fluid, may affect her baby's taste preferences long after birth. Studies have also found that breast fed babies are more willing than those who were formula-fed to consume a new food when they get older.

Taking a prenatal supplement, one with the B vitamin folic acid, is essential for the mother. Folic acid has long been known to play a key role in the formation of healthy brain cells, and a recent study published in the Journal of the

American Medical Association found that women who took folic acid early – from four weeks prior to conception through eight weeks into pregnancy – had a 40 percent lower risk of giving birth to a child with autism. Foods such as wild salmon and other fatty fish, walnuts, ground flaxseed, and eggs fortified with omega-3s. Iron helps promote the growth of healthy red blood cells, which carry oxygen to your baby's brain. Red meat is the best source, but it is also found in plant foods such as beans, spinach, and tofu, as well as iron-enhanced cereals. Pregnant women should not smoke or drink alcohol. She should manage serious illnesses such as diabetes, as well as stress.

A message to society:

If we want the best outcomes for our children we need to provide the best possible emotional care for pregnant women. At present most anxiety and depression in pregnant women is undetected and untreated. We need to make sure that pregnant women are sensitively questioned when they first come into contact with health professionals about their emotional history and current state. It is important to note that it is not just diagnosable disorders that can affect fetal development, but a range of symptoms of stress, anxiety and depression, including a poor relationship with the partner. Appropriate personalized help should be instituted for each woman. This has the potential to prevent a range of neurodevelopmental problems arising in a clinically-significant proportion of children.

A message to all mothers:

Every time you wish your pregnancy were over, remember that your smart, healthy baby is worth the wait. And the smartness is all in your reach and care while you are pregnant.



Dr. Sweta Adatia
 MBBS, MD,DNB (Neurology)
 Specialist Neurologist RAK Diabetes Center,
 Jumeriah and RAK hospital, UAE



EARLY INTERVENTION: THE FIRST MILESTONE OF SEND EDUCATION

Two leading experts delve deeper into the nuances of early intervention to give us insightful information about the importance of early intervention.

Two leading experts delve deeper into the nuances of early intervention to give us insightful information about the importance of early intervention.

Over the last decade, the field of Early Intervention/Early childhood special education has emerged as a primary service for infants and pre-school children with disabilities. The families of these kids are facing multiple challenges in coping with them on a day to day basis. Drawn from a range of psychological and educational theories, early intervention with a strong evidence based set of practices is gaining wide acceptance. Educational departments along with the support of the governments of respective countries are encouraging and providing assistance to schools to practice a unified theory which was formed after years of research and studies from concerned professionals of this field.

A systems perspective is put forth, designed to place the many diverse conceptual/practical approaches and accomplishments in the early intervention field within a common framework. Complex reciprocal patterns of influence are described emphasizing risk and

protective factors operating at three levels- a child's social and cognitive competence, family patterns of interaction and family resources.

Early intervention refers to the services designed to identify and treat a disability or developmental delay before the child attains three years of age. Common early interventions are speech therapy, occupational therapy and behavior therapy. Early intervention specialists talk to the family about the activities, games and exercises they can do to assist their child and discuss the family needs. Furthermore, they decide how much time is needed for each child for specific activities or intervention activities during the course of a week. Once the child turns three, their respective schools with the support of the government bodies do similar services. These services then no longer fall under the title of early intervention, they are now called special education. Individualized Education plan is made for each child after the required social, psychological and educational assessments, along with the required therapies, which the child has to continue until the attainment of skills to his intellectual and physical abilities. These children need to be educated together with typical children,

which can be referred as inclusion, integration or mainstreaming and the placement into settings designed for their non-disabled peers is an important goal. It is a goal in which all children are valued and individual differences are accepted.

Why are early interventions so important especially with children of special needs? Early childhood lays the foundation for overall development of a child for the future years. Scientific studies show that early experiences literally shape our lives and the development of brain consecutively. So it is important for each and every child to have a pleasant and positive childhood for their overall development as a good human being. These years are equally important for a child with developmental delay as they are for a normal kid. All their future development is based on the critical learning patterns they acquire during this period. According to research, learning and development are at their highest in the preschool years. Hence it is very important for us to observe and identify each and every milestone of our kids so that if you notice any developmental delay you can intervene at the right time. Perhaps, early childhood is the right time for intervening as a considerable amount of improvement and assistance can be given to them so they are self-sufficient in the later years.

Families of these kids, often face frustration, stress, disappointment and helplessness due to their conditions. Early intervention and further assistance will help them to deal with the kids and thus provide a nurturing and well-being atmosphere for the entire family and the development of the kid. Providing parents with tools to address symptoms at the earliest point in time is likely to give them self-confidence and



empowerment, thereby improving their own mental health along with their child's behavior. In short, including parents in early intervention treatment has significant benefits for both the child and the parents' well-being. Early intervention services also provide therapy/education, counseling, service planning/co-ordination, assistance and support to access services such as kindergarten and



childcare. Services are tailored to meet the individual needs of the child and focused on supporting the child in their natural environments and in their everyday experiences and activities.

Early intervention techniques to address core symptoms may prevent severe secondary symptoms and reduce the need for further intensive interventions later in life. For e.g., individuals with ASD often exhibit aggression, tantrums, and self-injury. These behaviors are secondary symptoms that develop when primary symptoms are not addressed. Almost all disruptive behaviors (secondary symptoms) exhibited by children with ASD have a communicative function and, thus, are often avoided, reduced, or eliminated, with early intervention focused on teaching functionally-equivalent replacement behaviors (FERBs). Similarly, co-morbid symptoms, such as depression and anxiety (common in adolescents and adults with ASD) are often directly related to difficulties with socialization, and recent research suggests that co-morbidity may be reduced if the core social area is treated. Early intervention leads to financial savings, as untreated symptoms become more abundant and severe later in life, requiring more costly interventions.

It seems unwise and damaging to delay intervention or adopt the “wait and see if any disorder develops” approach. Because of the heterogeneity in the conditions, a more intelligent and sensible approach would be to provide treatment for behavioral functioning rather than a diagnostic label. For example, if a child is not talking at 2 years of age and is uninterested in social interaction, it makes more sense to teach the parents some procedures to evoke first words in a social context rather than wait to see if the child is a “late talker” or will develop ASD. Similarly, if a child exhibits excessive tantrums, teaching appropriate replacement communicative utterances would be advisable. Even if there are some false positives, the risks of

not providing early intervention can be far more serious, and contrasts negatively with the positive effects of parent education and attention to specific symptoms at the earliest possible age.

The child’s response to intervention (RTI) has to be carefully documented to understand whether the intervention is effective for that child. RTI allows us to change, modify, discontinue, or continue a particular intervention. If a child is responding to intervention, an appropriate modification may result in the ability of a child to be indistinguishable from his or her peers. Most parents and professionals have the goal of alleviating symptoms that could negatively affect the child’s ability to engage in leisure activities and gain employment. Early intervention increases the likelihood of improved long-term outcomes. The potential positive outcome of early detection and intervention is not something that should be denied to any child or family, and will ultimately have a positive impact on society. It takes sheer commitment, training and understanding from the designated professionals, peers, families and from the people associated with it to maximize the growth of these children and to foster them to merge with the mainstream society.



Simi Anwar
Registered Behavior Technician cum Psychologist
Medeor24*7 hospital, Dubai



Reena Thomas
Clinical psychologist
Medeor24*7 hospital, Dubai

Why So Early????

If you want to have clarity on what are the signals of delayed development, when should you become cautious and when should you act, read on...

“**T**hough anyone says my child is late ...It is ok!!!!two or three years of delayed development does not matter as I was a late talker and now I am 35 years old”.....This is what we commonly hear.....So, let's see what and how it matters for a child's development and current needs?? As you know the initial few years of a child's development are quite crucial not only for physical growth but for overall development. How do we realize whether our growing child is developing age appropriately or not? The most common answer is by "Comparing". Here, this comparison is either done with older siblings or with neighborhood kids. The human brain develops more rapidly between birth and age five (nearly 95%) than during any other subsequent period. Are we providing the right input to his or her

growing needs? By the time we realize our child is delayed. The crucial early intervention time is already lost.

Yes, we have seen some near and dear ones and even professionals misguiding parents causing loss of early intervention period of the child. We keep thinking about solutions to make a child talk and we keep on getting advices thatIt is normal ... like Uncle /Auntie XXXXX has also started speaking at the age of 3 years. How right is it to compare your child to the person who developed in a totally different environment?

So, here is the checklist to help you understand speech and language growth expectations to the age? How to understand whether we are following right directions or not? Following are the milestones of Speech development which will help you in understanding speech and language growth of the child till age 5

7 MONTHS-1 YEAR

- Babbles long strings of sounds, like mimi upup babababa.
- Uses sounds and gestures to get and keep attention.
- Points to objects and shows them to others.
- Uses gestures like waving bye, reaching for "up," and shaking his head no.
- Imitates different speech sounds.
- Says 1 or 2 words, like hi, dog, dada, mama, or uh-oh. This will happen around his first birthday, but sounds may not be clear.

ONE YEAR-TWO YEAR

- Uses a lot of new words.
- Uses p, b, m, h, and w in words.
- Starts to name pictures in books.
- Asks questions, like "What's that?", "Who's that?", and "Where's kitty?"
- Puts 2 words together, like "more apple," "no bed," and "mommy book."

TWO YEARS- 3 YEARS

- Has a word for almost everything.
- Talks about things that are not in the room.
- Uses k, g, f, t, d, and n in words.
- Uses words like in, on, and under.
- Uses two- or three- words to talk about and ask for things.
- People who know your child can understand him. Asks "Why?"
- Puts 3 words together to talk about things. May repeat some words and sounds.

THREE-FOUR YEARS

- Answers simple who, what, and where questions.
- Says rhyming words, like hat-cat.
- Uses pronouns, like I, you, me, we, and they.
- Uses some plural words, like toys, birds, and buses.
- Most people understand what your child says.
- Asks when and how questions.
- Puts 4 words together. May make some mistakes, like "I goed to school."
- Talks about what happened during the day. Uses about 4 sentences at a time.



FIVE-SIX YEARS

- Says all speech sounds in words. May make mistakes on sounds that are harder to say, like *l, s, r, v, z, ch, sh, and th*.
- Responds to “What did you say?”
- Talks without repeating sounds or words most of the time.
- Names letters and numbers.
- Uses sentences that have more than 1 action word, like *jump, play, and get*. May make some mistakes, like “Zach got 2 video games, but I got one.”
- Tells a short story.
- Keeps a conversation going.
- Talks in different ways, depending on the listener and place. Your child may use short sentences with younger children. He may talk louder outside than inside.

These are the guidelines to check whether speech development is happening age appropriately or not. It is very crucial to understand when to seek professional help. So, here are some red flags to help you understand what delayed development is:

Red Flags

- No consistent response to surrounding sounds till 6 months of age.
- No eye contact by 6 months of age
- No social smile or meaningful expressions of joy by 6 months of age.
- No reciprocal social expressions with speaker by the age of 9 months.
- No babbling by 12 months

- Difficulty in expressing needs by pointing and social expression like waving bye by 12 months
- No consistent response to name call by 12 months
- No meaningful first word by 16 months
- Difficulty in following commands by 18 months
- No two-word meaningful phrases by 24 months
- No turn-taking in conversation by 30 months
- Any loss of speech or babbling or social skills (like eye contact) at any age.

Language is the base of communication. The ability to communicate needs and share thought, ideas to his/her peer group and teachers makes a significant difference to succeed in school. Children with problems in language development struggle with understanding, speaking, reading, writing and listening skills which affect the performance of the child in school.

Considering all these factors, one should be sensitive to the current needs and requirement and provide a stimulating environment for the child’s development. The later we take step, longer it takes to show an impact and it is less likely that they catch-up with their peers by the time they start school. It not only causes more financial hassles but negatively affects a child’s social emotional development with huge implications for the rest of their schooling, their jobs, and even their future relationships. By not providing right intervention in time we are stealing their opportunity to reach their highest potential. As a parent we should take responsibility to be sensitive to the current needs of a child and growth.



Rupali Ranjith
Audiologist/ Speech Therapist
Prima Care Speciality Clinic, Dubai

AUTISM: Identifying Treatment Priorities

The last few decades have witnessed a dramatic increase in the recorded prevalence of autism. This means that the need for a better understanding of autism and for evidence-based practice has never been greater. Let's look at what Ms. Anju, a certified behavior analyst has to offer us on this issue.

Autism spectrum disorders affect individuals in social communication and social interaction. Inclusion of children of determination, especially children under the autism spectrum disorders to mainstream education setting is often a big challenge for most of the parents. Early intervention programs ideally support appropriate integration of children in to the regular school and community setting. However, it is always found that after successful integration in to the schools, many children struggle to cope with the larger group, which thereby increases the requirement for additional support services such as learning support assistants and other accommodations. This often act as a barrier for effective inclusion of the children. Why many children even after receiving sufficient early intervention and treatment programs, are not able to cope up with the mainstream school.

Importance of Assessments

Early intervention programs often involve professionals from medicine, ABA therapists, speech and language pathologists, occupational therapists, special educators, psychologists, social workers, etc. The strengths and needs of each child is different. Regardless of what type of intervention the child undergoes, a proper assessment process is necessary for identifying a child's strengths and weaknesses across a wide range of skills, for any treatment program to be successful. The assessment results should guide the intervention by providing guidance in terms of what skills need to be focused on for the intervention and what are the priorities for intervention. An effective language and social skills assessment and intervention program is an essential component of an individual early intervention treatment program.

Treatment Priorities

The results of the assessment help to identify both a child's short-term and long-term intervention priorities. Following are some of the most important skills



that are essential to be targeted in an early intervention program based on individual needs.

Basic Language and Communication Skills

Language skills mainly consist of receptive language and expressive language. Receptive language or listener skills comprises the ability to understand the language which includes ability to follow instructions, perform the roles of a listener which is a primary focus of early intervention programs. Expressive language skills include labeling skills and requesting skills.

One of the most important skills to develop in terms of language and communication is requesting skills. Children with autism frequently display limited interest and ability to request for their wants and needs and they often do not readily develop these skills without specific teaching. Requesting skills are very important for early development of language and these skills play a very important role in social interactions, conversation, academic behavior, etc. The communication can be verbal, visual, PECS, or other augmentative communication systems, etc. which can be selected based on the person's abilities. If these skills are not developed appropriately, children will start to develop problem behaviors because they can't communicate their needs. Increasing the requesting skills

will benefit children with autism which often includes a reduction in maladaptive behavior, an increase in social interactions and spontaneous language.

Play Skills

Play is an important part of language and social development. Lack of varied, spontaneous play or imitative and imaginative play skills is one of the main indicators of autism which contributes to social isolation. Repetitive and stereotyped patterns of actions with toys is an indication of lack of understanding of how to play appropriately with the item or toy. Teaching children with autism to play with toys, and to play with peers is vital for their successful functioning in school setting. Early intervention should target to develop and expand appropriate play skills such as functional use of toys, increase social interactions while playing, expanding interest in a variety of toys, constructive play, engage in structured games, social play etc. One of the most important skills to develop in terms of language and communication is requesting skills. Children with autism frequently display limited interest and ability to request for their wants and needs and they often do not readily develop these skills without specific teaching. Requesting skills are very important for early development of language and these skills play a very important role in social interactions, conversation,

academic behavior, etc. The communication can be verbal, visual, PECS, or other augmentative communication systems, etc. which can be selected based on the person's abilities. If these skills are not developed appropriately, children will start to develop problem behaviors because they can't communicate their needs. Increasing the requesting skills will benefit children with autism which often includes a reduction in maladaptive behavior, an increase in social interactions and spontaneous language.

Play Skills

Play is an important part of language and social development. Lack of varied, spontaneous play or imitative and imaginative play skills is one of the main indicators of autism which contributes to social isolation. Repetitive and stereotyped patterns of actions with toys is an indication of lack of understanding of how to play appropriately with the item or toy. Teaching children with autism to play with toys, and to play with peers is vital for their successful functioning in school setting. Early intervention should target to develop and expand appropriate play skills such as functional use of toys, increase social interactions while playing, expanding interest in a variety of toys, constructive play, engage in structured games, social play etc.

Social Skills

A lack of spontaneous social ability is a feature of autism. Individuals with autism often show an inability to learn social skills that come much more naturally in typically developing children. One intervention which is crucial in early intervention is social skills training. Participation in the school and community can be enhanced through improvement in the social skills of children with autism. It isn't easy for children with autism spectrum disorder (ASD) to learn social skills. Strategies such as practicing play skills, role-plays, video modelling, visual prompts, social stories, etc. will help to improve social skills. Social skills training can help your child develop social skills in a structured way. Social skills groups offer an opportunity for individuals with autism to practice their social skills with others on a regular basis.

In addition to language, play and social skills, a variety of other skills that are essential to be addressed in an early intervention program are listed below.

- **Labeling Skills** (ability to label items, actions, emotions, describing objects, events)
- **Motor Skills** (fine motor, gross motor skills and imitation skills significantly influence academic performance. Enhancing these skills helps in increased task performance and task completion)
- **Visual Perceptual Skills** (includes matching and sorting skills, sequencing and patterns, etc. which helps the academic functioning)
- **Listener Skills** (language comprehension, compliance, following instructions, attending skills etc.)
- **Pre-academic Skills** such as reading, writing and math
- **Adaptive Living and Self - Care Skills** such as eating, grooming, toileting etc.

ABA & Autism Intervention

Applied behavior analysis treatment programs have shown high success rates in early intervention of autism and other developmental disabilities. Today, ABA is widely recognized and prescribed as a safe and effective treatment for autism. ABA is a scientific approach which utilizes its techniques and principles to bring about meaningful and positive change in behavior. ABA intervention program focuses on skill areas such as communication, play and leisure, motor development, academic skills, social skills, self-care, and independent living skills. Maladaptive behaviors, such as noncompliance, tantrums, and stereotype are also typically the focus of treatment. ABA procedures that are derived from the scientific principles are utilized systematically and effectively to treat individuals diagnosed with ASD. These procedures include reinforcement, differential reinforcement strategies, shaping, chaining, prompting and fading, behavioral skills training, extinction, functional communication training, discrete trial teaching, incidental teaching, generalization and maintenance procedures, and so on.



ABA programs should be designed and supervised by qualified professionals, Board Certified Behavior Analysts are qualified and trained professionals who design and directly oversee an ABA intervention program. The behavior analysts develop treatment goals based on a detailed assessment of each learner's skills and priorities. It is strongly recommended to verify the credentials of the ABA service provider before starting an ABA intervention program.



Anju Varghese BCBA

Program Director,
Board Certified Behavior Analyst
Pulse Therapy & Learning Center
Um Suqeim-1, Dubai.
E-mail: anju@pulsecenter.ae



Drama therapy

Early Building of Social Skills

Expressing....Connecting.....Socializing....

Arwa Kabir shows us how drama can be taken as a therapy in building social skills.

When Drama Tools are used as a Therapy for children with Special Needs it builds dynamic social abilities. This said, and agreed by all, the question is when do you provide this important intervention in your child's life? Empirical evidence from research studies and common sense tells us that social and emotional skills help an individual to better meet the challenges of day-to-day life. The importance of social competency in a child's life is that, it can have a strong influence in other areas of development as well.

During the early intervention years every parent is involved in various therapeutic approaches for their child to make sure no stone is left unturned. With awareness growing on, few social skills are drawn up as well. However, knowing and cataloguing social and dynamic skills and working on some of them during a session does not help in reaching those abilities....the reason here is that these skills are transactional, i.e. they involve others and they are dynamic, i.e. they keep changing with every set of scenarios and is interdependent on people involved in it. Helping a special child make interpretation of others behavior and situations would involve a lot of time and many people.

That brings us to the tools of Drama namely, masking, emotion recognition, imitating, rehearsing and role playing in a hypothetical scenario.

What is Social Cognition? Understanding or Thinking...which results in Acting in a certain manner. Hence, when you put a child in a scenario, which is either real or hypothetically created, he is expected to think and act. The process of understanding and acting in various scenarios helps them to get a hold on taking action by themselves. To reach this goal which is an important aspect of life we use Drama Tools.

Emotional Understanding is another area that is heavily targeted when using Drama Therapy. Emotions are so many.....they are mixed and they do not always mean what they seem to show, it gets complicated. So, when this is a part of intervention at an early age the adolescent that grows up will be socially more adaptable in the society and it makes future vocational training easier.



Arwa Kabir
Staff Coordinator
SNF Center, Dubai.



Occupational Therapy

Occupational therapy practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability. Let's know some key ideas about it from Ms. Hanshini Boolaky, the medical director of Pulse Centre.

When someone asks us what we do for a living and the answer is “Occupational Therapist”, about 75% of the time we get a blank stare. Explaining Occupational Therapy can be very tricky; people often confuse Occupational Therapy

with Physical Therapy.

Physical Therapists work primarily with people recovering from injuries. Physical Therapy’s main point of focus is on preventing injuries, and it can help people avoid surgery or a long-term reliance on medications. Occupational Therapy, on the other hand helps people to perform their day-to-day tasks, whether they are recovering from injuries or have any developmental or cognitive disabilities affecting their motor skills, sensory processing skills or behavior. Occupational Therapy is a health profession whose goal is to help people achieve independence, meaning, and satisfaction in all aspects of their lives. Occupational Therapists apply their specific knowledge to enable people to engage in activities of daily living that have personal meaning and value.

Who needs Occupational Therapy?

Occupational Therapy is for any person who needs to improve their cognitive, physical, sensory, and motor skills, in order to enhance their self-esteem and sense of accomplishment.

Occupational therapy (OT) treatment focuses on helping people with difficulties to be as independent as possible in all areas of their lives

How is an Occupational Therapist assessment completed?

Assessment can be completed using standardized & non-standardized testing materials. Clinical observations also form part of the assessment.

What is the difference between Occupational Therapy & Sensory Integration?

Occupational Therapy consists of various treatment approaches and intervention techniques, in order to help a child to develop or regain his skills, in different areas.

Sensory integration is one of the approaches & techniques used mostly by OTs. SI therapy aims to help kids with sensory processing issues by exposing them to sensory stimulation in a structured, repetitive way. Over time, the brain will adapt and allow the kids to process & react to modulation of sensations more efficiently.

How do you determine the right occupational therapy treatment plan for a child?

Occupational Therapist always carries out an assessment prior to designing a treatment plan, either by using standardized testing tools or through observation, depending on the situation. The results obtained are compared to the typical developmental profile and hence, we can determine the gap that the child has as compared to a typical child of his age. Our next step is designing the goals of the child according to the test results obtained, in order to bridge this gap and to make the child as independent as possible.

How does the occupational therapist team function at Pulse Center?

Occupational Therapy is very holistic - we treat the entire child and adapt the environment and/or task to fit the child. I work mainly with children on the spectrum, also children who have learning & attention issues. I work with the child to develop the skills required to achieve their goals, help to improve their gross motor and fine motor skills and enhance their motor coordination. Sometimes we need to have environmental adaptations, such as removing visual stimuli on the walls in the classroom or changing the position of the child in the classroom in order that the child feels more comfortable & is able to focus mainly on the main tasks. We regularly educate parents and caregivers about the child’s development & learning - via clinic meetings or workshops/ training.

How do you balance co-operation with others & independent thinking while you are dealing with children?

As a healthcare professional, working within a multidisciplinary team is of paramount importance. For the child to experience the maximum benefit from therapy, we have to ensure that all the professionals on the child’s case, work together. At Pulse Center, we conduct clinic meetings on a regular basis, for the team to be constantly updated with the different approaches that we are using in therapy and how we can implement the different techniques used by other professionals, in order to make our sessions more beneficial.



Hanshini Boolaky
Occupational Therapist
Medical Director
Pulse Center L.L.C, Dubai
hanshini@pulsecenter.ae

COMMUNICATION - HOW TO KNOW

When enough is enough?

"Sheikh Zayed's legacy has made the UAE a centre of communication and social interaction."

Sheikha Fatima bint Mubarak

2018 being the Year of Zayed, the KHDA is prioritizing his legacy and communication is one of these key areas. With the lightning speed of technological developments in the media sphere, communication is becoming an ever pervasive part of our daily lives- we are persistently bombarded with notifications from social media, merchants, news channels, work and personal contacts. So it's pertinent to ask when enough is enough.

This year the Dubai wellness survey looked at 103,000 responses from 162 schools, Ranches Primary being one of them. A conference was held this February to discuss the survey findings. There was a large focus on communications and how efficient schools are in communicating both internally and externally sparking debate about whether it is all too much.

The KHDA parents' survey relating to communication regularly highlights that parents feel overwhelmed by the quantity and range of communications they receive from schools on a daily basis. This is a big area of concern and has been for a number of years. Schools find themselves in the proverbial Catch 22 where demand and desire are at juxtaposition.

Emails, newsletters, whatsapp...there is a constant stream of incoming data from schools to be sifted through. Parents report says that they feel that they have to read all communications for fear of missing out on some vital information like a change in dates for a trip, the need for certain items to be brought etc. The time and effort used in this endeavor generally results in parents feeling disillusioned and discontent. They feel they are wasting their time and that a lot of the content of these communications is not relevant.

Teachers too feel the pressure. The evolving and competitive nature of Dubai schools weighs heavy on the burden to 'keep up with the Jones'. Though it's much more than that, we may well be in Elon's Tesla, Bowie blaring on the speakers, skyrocketing past the Jones! The rate of change and innovation in communication systems for schools is astounding. We may only just come to grips with one system when the next best thing is released. Long gone are the days of simple, stand alone, written reports handed over to parents once or twice a year- now we have 'transparent classrooms', 'interactive learning' and 'real time parent commentary'. Learning new systems alone is highly time consuming on top of the time and effort used to implement them.

Both schools and parents are calling out for change, more often than not, in the direction of reducing or streamlining communications. That's all well and good but how can we find a balance?

Whichschooladvisor notes: *"Good schools give their parents access to not just their child's teacher, but the senior leadership team too as and when it's required."* (Dubai Schools with the Happiest Parents: 2017). They note features like an 'open door policy' where 'Digital platforms are also used for student learning and parent communication by teachers, departments and divisions' where parents valued the 'two-way communication between the school and them'.



Ranches Primary School hosted a round table discussion as part of the Dubai Inclusion Network to address just this. We had leaders and educators from Deira to Jumeirah, representing 24 schools, come together to discuss the challenges and pitfalls faced, as well as to investigate possible solutions to this dilemma. The general consensus was that parents from all the schools who participated were feeling burdened by the volume of communications they are receiving. Teachers too reported frustrations at constant changes in systems and procedures. The overwhelming message from this discussion was a call for streamlining and consolidation. If you have a system that is working- **STICK WITH IT!**

Don't be drawn into the current of constant change.

There are a multitude of all round systems that can cover the majority of schools that need one dashboard- ISAMS, SIMS, ENGAGE to mention but a few. This can be consolidated with the real time systems like Twitter or Seesaw. Seesaw is gaining ground with both teachers and parents as being easy to use, on the spot, interactive window into the classroom. It was being praised from every corner of Dubai at our round table and is proving very successful here at RPS.

Allow Time to Embed a System

Don't be too quick to change- let the Jones' go! Give teachers and parents time to get to know a system and its scope by allowing a minimum of 2-3 years with a new endeavor like Seesaw. Often the first few months will be the toughest followed by a period where all parties embrace and utilize the system more and more before it becomes routine practice.

Stay Informed

Keep up to date with new developments but before trialing them analyse what they do- perhaps you are already carrying out that function in a different way through an app or system that you are using.

Do a Little Research

Before buying into a new system ask around, consult with schools or parents who have used it and do a comparative study against the systems you already have in place.

Appraise

Audit your current communication tools- are they all necessary or can one system carry out multiple functions. For example, robust systems like ISAMS can generate emails, timetables, calendars, sms and even newsletters which could amalgamate multiple sources of information in one delivery tool.

By applying these steps schools should be in a better position to appraise their current systems, resist the urge to change and streamline their communications. Cutting out the unnecessary, both teachers and parents should be more satisfied moving toward happier and healthier communications.



Catherine Nancy O'Farrell
 Head of Inclusion
 Ranches Primary School, Dubai.
 Phase 2 Director
 Dubai Inclusion Network.



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SYNERGY

Learning in a world of differences

2018

JSS Private School, Dubai, celebrates Determined Ones' spirit through a day wide event Synergy.

The fourth edition of Synergy was observed on 15th March 2018 at the JSS Private School with the theme: Learning in a World of Differences. In its constant endeavour to celebrate diversity and create awareness and appreciation for

SEND learners (The Determined Ones), Inclusion and Pastoral Care Department of JSS Private School has undertaken the comprehensive program Synergy with an aim of concrete contribution towards H. H. Sheikh Mohammed's futuristic vision of Fully Inclusive city by 2020.

The opening ceremony witnessed the

unveiling of INCLUVISION, a first of its kind exclusive quarterly magazine dedicated to the Determined Ones of Dubai, an ambitious endeavour of JSS PS Inclusion and Pastoral Care Department. Inclusion magazine was unveiled by the chief guest Fatma Belrehif - Executive Director; DSIB. The other dignitaries present at the occasion were Mr. Sean Pavitt- Senior Inspector KHDA; Mr. Muaz Shabandri-Senior English Press Creative Writer KHDA; Ms. Safia Bari-Director SNF, Dubai; Dr. D. P. Shiv Kumar- CEO JSS Institutions; Mrs. Chitra Sharma, Principal JSS Private School; Mr. Ashok Pallya SAO JSS Private School; Mr. Govind Rao Naik, SFO JSS Private School; Mrs. Bindhu Rajiv Headmistress JSS Private School; Mrs. Lata Nakara Principal JSS International School, Dubai. Highlighting the significance and objective of the magazine Mr. Andaleeb Isheteyaq, Head Inclusion and Pastoral Care, JSS Private School, told that the magazine will be a platform to recognize and



showcase Determined Ones' talents. It will be an authentic source of recent research and relevant information to help serve the UAE's Determined Ones community. Reading the stories, learning about struggles and successes of families with Determined Ones can be inspiring, engaging and will foster a sense of support and inclusion in the Determined Ones community. It will also help bring change in public perception on disability.

It was so pleasing to see the chief guest, Fatma Belrehif, presenting a token of love in the form of small saplings to all the participants of Synergy. To see the glimmer of hope and happiness in the eyes of these determined ones while receiving the saplings was an extremely satisfying and fulfilling experience.

Another unique initiative organized at the event was Determined Ones LOGO Competition. The objective of this initiative is that the logo will become a symbol of the voice for all the Determined Ones. The competition was extremely tough as there were many entries which deserved special mention. A panel of judges comprising of JSS Private School leadership team chose the three winners from 20 finalist entries. Vridhi Khattar from DPS Dubai got the third place. Her design represents the quintessential importance of connectedness. Elvin Shaji from Indian Academy was the winner of second place. His logo is a powerful depiction of how we should focus on ABILITY and not on DISABILITY. Jiffu Bunnik from Tender Hearts Arena, Dubai became the proud winner of the competition. Her logo truly reflects the voice of determined ones. It shows how a tender heart can help blossom a precious seed of determined one to a flourishing tree. She was awarded AED 500 and a certificate of excellence.

Synergy also witnessed amazing and unique talents of the Determined Ones from 16 schools/centres of Dubai and Sharjah in the Determined Ones Talent Show. It was an eye opener to see these great kids enthrall the audience with their exceptional talents. Some of the notable performances included Lovelina from JSS International School, who mesmerized the audience with her powerful singing. Dwayne Angie D'souza from Eduscan entertained the audience with his Gangnam Style. Varon Miles from SNF captivated us with his amazing drumming skills. Students from Tender Hearts performed an amazing group dance. Students from Eduscan performed a spectacular feat wherein they were able to tell the colours of various



objects just by touching them blindfolded. Lastly the talent show ended on a melodious note from Varun of Tender Hearts. Leading experts across UAE discussed various issues



facing SEND learning in the monthly event called Inclusion Round Table. It was an enlightening session where eight experts (Dr. Shaju George, Dr. Shweta Adatia, Ms. Meera Ramani, Ms. Rogaiyah Hamidaddi, Ms. Rupali Ranjith, Ms. Tanuka Gupta, Ms. Urmimala Sinha and Dr. Sheetal Kini) across various disciplines of Special Needs allayed queries of the parents, teachers and the students. It was really amazing to see so many experts coming together on a single platform with the same objective of helping and sharing their insights with the audience.

Awareness sessions were also conducted through a fun filled Accessibility Quiz. Senior students of JSS Private School kept the audience engaged in an interesting activity through the awareness quiz on special needs issues. Parents, teachers and students alike enjoyed and benefited from it as was evident from their active participation. There were also stalls put up where various activities were being conducted like book sale and tuck shop for charity by JSS Private School,





entertainment games by DPS Sharjah, on the spot portrait by a professional artist, stalls by Autism Rocks, Art of Living, Education Malaysia and Modul University.


Last but definitely not the least there was an Inclusion wall to pen everyone's opinion of the event. This was the culmination of the event where one could see the reflection of feelings and thoughts from all the stakeholders across Dubai about conducting this unique event on such a large scale. Some of the special notes written were; "Thank you for hosting such a great event, stay inclusive" -Fatma Belrehif; "JSS Family inspires us. Keep shining" - Muaz Shabandri; "What an awesome day spent with lovely talented kids around. Thanks JSS Private School for giving an opportunity to be a part of this event"- a proud parent."My compliment to JSS team for a wonderful endeavor. Keep



up the good work, we support you" - Dr. Sonakshi Ruhela. "Great work, good efforts and amazing outcomes. Congrats to all the hardworking team. Looking forward to another great Synergy"- Dr. Alka Kalra. "Inclusive today and always"- Chitra Sharma.



Andaleeb Ishteyaq
Head Inclusion and Pastoral Care
JSS Private School, Al Safa, Dubai



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Jifu Bunnik

Creative, Versatile & Determined



Jifu Bunnik joined Tender hearts Arena in December 2016. She came in with a diagnosis of Pervasive Developmental Disorder. She attended a special needs school in Netherlands before relocating to UAE. She was a shy girl at the time of joining with the main concerns of parents for Jifu's lack of social skills and her struggles to fit in a social environment with peers and others.

At Tender Hearts Arena after observing her inclination towards painting and drawing she has been engaged in activities focusing on enhancing and empowering creative skills and has achieved a level of mastery in painting and drawing. Along with that she has been attending a program including physical activities like martial arts and yoga, music and social communication.

Over a period of one and a half years Jifu has developed excellent social skills with improved self-esteem and self-confidence leading to various individual and group performances on stage. At present Jifu engages herself in initiating a conversation with critical thinking and appropriate response which was lacking at her initial stages in Tender Hearts Arena. Jifu has also reached second level in Yoga and Martial arts and is now working on advanced levels.

Jifu has shown a very good performance in music and has been promoted to Grade 1 after successful completion of the beginners level. She is also preparing for the Trinity exam to be held in August 2018. She is also a good and confident participant in various activities and displays her functional skills in different areas such as cooking, needle work, photography and housekeeping.

She has won certificates and awards in art competitions in various inclusive activities conducted by Tender Hearts Arena at mainstream schools. She is one of the leading and star performers of Tender Hearts Arena and would be showcased along with other students in a forthcoming musical play. Currently Jifu is attending work experience training at one of the leading hotels along with her peers. Tender Hearts Arena aims to further develop and groom her creative skills for future independence.

 **Arti Khazanchi**
Co-founder
Tender Hearts Arena

JESS: A ROLE MODEL

An in depth analysis of ways and means through which Jumeirah English Speaking School (JESS) has become a role model for Inclusive Education in Dubai.



In our quest to seek the answers of some of the puzzling questions of how best can we serve the determined ones, we thought it would be best to ask these questions to the people who have shown us the way. So this quarter we went to JESS, Dubai and interviewed Emma Dibden, Head of Oasis. It was absolutely refreshing to meet her and her team at work. She walked us through the whole journey of inclusion in JESS. We also met JESS Director Mark S. Steed to get his perspective on the development of JESS as an outstanding example of an inclusive ethos school. We were fortunate to get hold of a few parents of determined ones as well. So let's start straightaway with Emma first.

Describe the journey of inclusion in JESS

In one word: ongoing... We have long worked to ensure the inclusion of all the children that learn at JESS however, to quote Guiseppe Tomasi de Lampedusa; 'If we want everything to remain as it is, it will be necessary for everything to change'.

JESS is a forward thinking school and as such we continue to reflect on our practice and pedagogy to explore how we continue to provide our students with the best opportunities for success. All staff take their role as inclusive educationalists very seriously and, in partnership with the Oasis (learning support) team, are mindful of creating positive experiences that afford all children the opportunity to make a difference for themselves and others.

What challenges did you face and what were the strategies used in overcoming them?

'Challenge for all' has been a driving theme at JESS for a numbers of years now. This ethos encourages a reflective attitude towards the potential of all of our students. It can be easy to create 'false ceilings' for young learners; limiting their capacity for development and learning, based upon our preconceptions and perceptions of their abilities, particularly for those with specific barriers to learning.

A continuous process of professional reflection and critical thinking about the needs of these students helps us to overcome potential misconceptions as staff and with parents. We actively work to explore, adapt and modify experiences in order to provide an appropriate level of challenge that will lead to successful independent learning and progress for our young people of determination.

What are the best practices employed by your school to achieve the exemplary support to SEND Learners?

For well over five years JESS have operated a robust whole school assessment cycle, utilising the GL assessment battery; CATs, Progress Tests and PASS, to monitor progress of all students. This systematic process of data capture over time has allowed us to reflect on the dynamic changing needs of our population. Identifying trends for specific cohorts and spotting children that might be potentially under achieving or those for whom there may be an underlying difficulty that requires



further investigation, results in early response to needs.

However it is with context that data becomes truly valuable, and data is only valuable if it leads to action and impact! For the Oasis team this is possibly the most important role that we play within school - an ongoing process of advising colleagues and parents about the potential implications of specific profiles of needs (identified from data captures & further testing) leads to the implementation of effective strategies and adaptations.

Aside from data (which doesn't look at the whole child), we recognise that the highest standards of support for any learner comes when everyone; teachers, parents and students, are working to the same common goals. Communication is therefore at the heart of our best practice. We safeguard our open-door policy in order that parents can appreciate trusting and transparent relationships with staff; so as to address concerns for any child that may have additional educational needs. It is these active parent partnerships that enable our SEND learners to flourish.

If you were to write a “mission statement for your SEND Department, what might it be?

That's a tough question as my statement would evolve in accordance with the changing needs of our students. There are some core principles by which we work though...Our support for learning is child-centred, focused on the development of 'the whole child'. No matter how long a child is with us at JESS, we work in partnership with teachers, parent and child to actively identify and overcome potential learning barriers so that all our students can make a difference.

In the long journey of interacting with SEND learners, what has been the most exciting / enlightening learning experience?

The role of anyone working in a learning support team is to

ultimately do oneself out of a job; therefore the most enlightening experiences I have are those occasions when the hard work of students leads to successful independent learning. These might be a small 'polaroid moment' that has been scaffolded by an adult, or a more lasting opportunity; when a student no longer requires additional support to be comfortable to take risks in their learning. The belief that anything is possible for the children, and then watching this become a reality, is always exciting for me.

What is your mantra for success?

Positivity, patience and perseverance. Inclusive learning opportunities are the outcome we wish for all our students, where they can all realise success independently. It's not always possible to get things right the first time (much as we'd like to), and therefore it is crucial to maintain an open mind and to be patient when things don't go the way you hoped.

We use the 'assess, plan, do, review' model which allows us to constantly revisit and revise our expectations and strategies to ensure we are adequately personalising the experiences of students to celebrate their strengths and to grow their areas for development.

How do you ensure that Gifted and Talented students are catered in the most productive way?

The needs of our students that are gifted and/or talented are just as nuanced as those that may have SEND related challenges, and therefore the response needs to be just as well considered. We operate a similarly diverse programme of enrichment opportunities, targeted accordingly to the relative strengths of the individuals. These often involve engaging with students from other schools and always cover an array of subject content.

How and in what capacity parents are involved in the whole process of educating the SEND learners at your school?

'It takes a village to raise a child', but it is the parent, as a child's first teacher, that can understand and share their personal and emotional needs. We value a level of trust with our parents that enables provision support to be contextualised to carefully meet their learning needs. We regularly meet with parents to discuss and review progress and to establish new targets for learning which ultimately leads to their child's success. The introduction of Seesaw has been a powerful tool for both parents and students, creating an 'e-window' into their classrooms and allowing opportunity to share in their accomplishments and efforts.

'Connections' is a fairly recent introduction. A learning support focused blog written to educate and empower parents, by shining a light on the development of children and to offer advice for when a child might 'meet a bump in the road'. We are pleased to see parents speaking openly and with more confidence about the challenges their children have faced. This blog is helping to alter perceptions



and to connect parents, offering expanded networks of support and guidance.

What is your message to the wider SEND community?

I have been involved with the Dubai Inclusion Network for a little over 3 years now and I think the sentiment that drives our collective passion speaks volumes for me too; we are strongest when we learn from each other.

Our young people of determination deserve the very best opportunities that we can afford them... we should work collaboratively to share in their determination for success and refuse to accept anything but enabling them to reach their true potential.

Parents' Response:

How do you rate your child's school in terms of catering all the needs of your child?

Parent of Y2 child - We have no hesitation in rating Jess Jumeriah Oasis department as simply outstanding! The help and support received by our son is excellent- We are confident that with the early intervention noted by the school and the learning plans and strategies put in place have been invaluable to Liam's current and indeed his future success. Liam's education feels like a collaboration between us his parents and the school.

Parent of Y3 child - The school have gone way beyond our expectations to help our really bright, fun, caring, vivacious boy. Understanding that Jack was not 'naughty', rather that he just experiences the world and learns in a different way. It was the collaboration of the school, where as parents we were overwhelmed. There is a dedicated counselor with whom Jack has developed such trust, it is a space he can express himself emotionally added to the already dedicated teaching and management staff and the ever hard-working Oasis team who offer learning support and so much more than that. With guidance, we now realise we have one of the 'special ones' - Jack has skills in spades that others may struggle to muster and we feel that he is developing those social, communication, inter-personal and independence skills that some others may struggle with.

Describe any special incidence wherein the school's support has made a significant change in your child's life.

Parent of Y2 child - It's difficult to describe anything specific as there have been too many to note! Although I believe the schools efforts to keep Liam excited and engaged whilst learning is significant- We work together with school to get the best from Liam recognising his challenges as well as his strengths. Understanding Liam as a learner is key therefore the in-depth and consistent evaluation of him means that we are confident that's he's getting what he needs and being the best he can be what else could a parent ask for!

Parent of Y3 child - When the Head Master takes time to sit with your child and explain that making mistakes is how we learn; utilising personal stories from his own childhood (one story involving a Star Wars light saber and a chandelier!), or to stop and chat with him as he greets us at the school gates, Jack realises that we don't have to be perfect. It's OK to make mistakes, this is how we learn.

The school created a dedicated video just for Jack to show him how 'awesome' he is. The result was truly over whelming, something to use as a reminder to Jack and a wonderful keep-sake for us! As parents this collaborative approach, with genuine care and open communication, has totally changed our experience of Jack's school years. Thank you JESS Jumeriah.



Response from Mark S. Steed:

How do you ensure that SEND learners are given equal opportunity in all walks of life at your school?

JESS is a school that has a holistic approach to education. As well as the academic development, we value, consider and provide opportunities for ALL our students to develop socially, emotionally and physically. We are effectively providing the building blocks for our students to make positive contributions in tomorrow's world. All students, including SEND learners, are encouraged to take risks, drive their own learning and challenge themselves. We recognise that we all have strengths and areas for development and with the a personalised support and guidance we can overcome learning obstacles. I like using the analogy of a tool box when it comes to learning. For a person to use a tool box effectively they must know which tool to use and the specific purpose. You can't use a hammer for every job. Our teachers with the support of our Oasis staff are experts at providing opportunities for ALL our learners to independently select the right tool for the right job.

The personalisation of the academic pathways extends beyond the primary school and our secondary colleagues have created multiple pathways to ensure students can make informed choices based on their preferences and areas of strength.

If you were to bring in one change or improvement in the present education system for the betterment of SEND learners, what would it be and why?

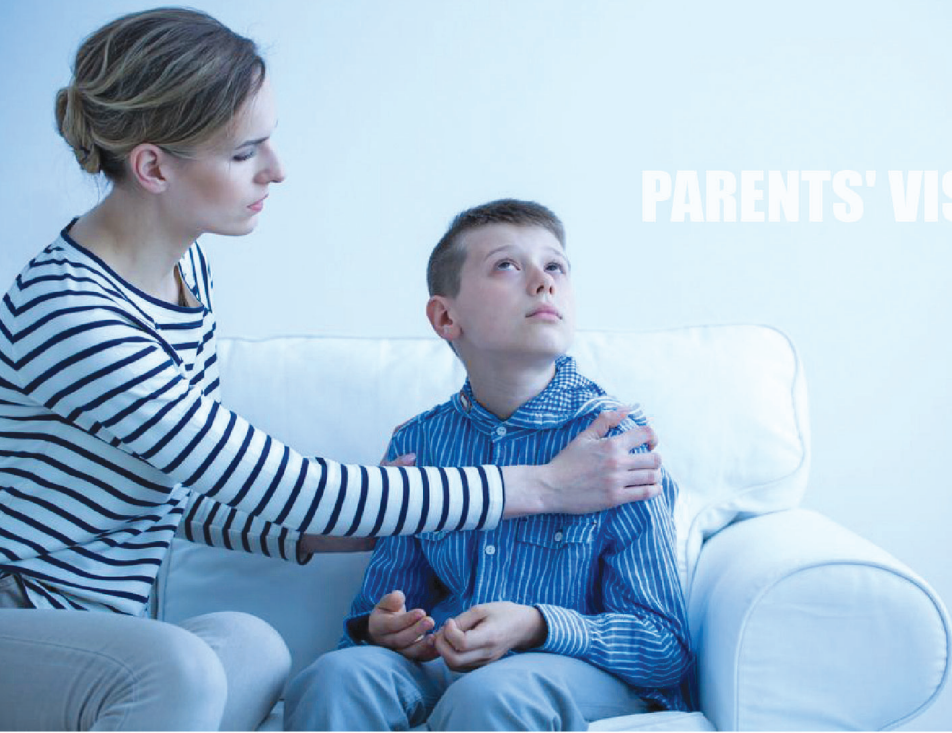
Re-design the assessment system to ensure SEND learners achievements can be fully recognised externally.

How do you visualize school's responsibility to make world a better place for SEND community?

Society is formed by a myriad of viewpoints, approaches, styles of interactions which shape the world we live in today. The way we tackle academic, social and emotional challenges is just what shape us as individuals. We must then celebrate, support and collaboratively help students overcome those challenges independently. This level of student independence and empowerment will generate new avenues with opportunities for success.



Andaleeb Ishteyaq
Head Inclusion and Pastoral Care
JSS Private School, Al Safa, Dubai



Early Intervention – A Parent's Story

We at Behaviour Enrichment, instituted a novel early intervention program for very young children (with some as young as 18 months) which we found was effective for improving IQ, language ability and social interaction. By starting as soon as the toddler was diagnosed, we hoped to maximize the positive impact of the intervention. So let's hear one of the success stories from a mother:

'I am a mother of a 3 year 9-month-old boy named Ardy*. He was suspected to be a child with autism when he was 1 year 9 months in India. Since my son was too young to be diagnosed, the doctors and psychiatrist in India recommended us to start with early intervention through ABA as that was the best for our child. At that point in time his mental development was that of a 9-month-old (a lack of a year).

We moved to Dubai when Ardy was 2 years 2 months and happened to meet Ms. Meera Ramani for an assessment. After observing the child, she agreed to start his program under her guidance. At the start of the intensive therapy our son had no language- not even babbling or minimal sounds. All his demands were expressed in the form of crying. Therapy was continued for ten hours every week without fail. As parents we would understand the reason for his crying and provide what he wanted. He seldom had eye contact and had a few behavioral issues.

After 2 months of therapy we noticed Ardy starting to pick up on a few sounds and the sounds slowly shaped up to

words. As months progressed the words shaped up into sentences. As parents we were always curious about his ability to manage in a normal school set up and admitted him in a special needs school. But observing Ardy's progress the school recommended us to move him to a normal nursery set up within 4 months of his time at the special needs school.

We were surprised watching our son's progress and we were able to get out of our state of depression in which we were from the day our son was diagnosed with ASD. Now Ardy has language to an extent where he can ask for what he wants and answer to most of the general questions posed to him. He is currently a child with excellent academic skills and will continue his education in a normal school set up. He is still under the ABA training program of Ms. Meera Ramani and I am sure our life has changed beyond our expectations. As days progress, the insecurity that we had earlier is slowly being replaced by our pride in our son.'

We are also proud to state that Ardy's mother underwent the training provided by Behaviour Enrichment and is a successful therapist today helping many children and families.

*Name of the child has been protected



Ms. Meera Ramani

MS (Edu. Psy), BCBA (USA)

Board Certified Behaviour Analyst

Program Director - Behaviour Enrichment

Email: applications.beenriched@gmail.com

WE SHINE

Let's meet Krishna and Ashu two amazing Determined Ones. Also featuring some of the brilliant art works of unappreciated geniuses of our Determined Ones across UAE.



AUTISM ART & ASHU

Anshuman Kar (Ashu) is a fun loving non-verbal 20 year young adolescent with Autism. Ashu is currently a resident at Autism Friendly Village in Hyderabad. Ashu is getting trained to live his life independently like any other boy his age. Ashu is actively involved in several Vocational Activities throughout the day along with music, yoga, dance and other holistic activities.



Ashu's artwork is warm, vibrant, bright, radiant, heartfelt and soothing to the eye and soul alike. Ashu mainly uses his fingers and thick brushes with washable water colours on paper and canvas. Painting tends to have a calming effect on him and makes him very happy. Ashu seems to have an amazing sense with colours without using any words since he is completely non-verbal, communicates via i-Pad and other augmented assistive devices. Ashu has been attracted to bright colours since the age of 10 when he picked up the skill of colouring on paper using crayons. Ashu's favourite painting seems to include flowers and fishes. Ashu's motor skills seem to have improved over time through his fascination towards painting. He expresses himself through his art. Art and Autism are two very big parts of who Ashu is. It is almost like communication for Ashu has taken the form of Art. Ashu continues to learn everyday not just from the multi pronged programme that he is a part of at The Autism Friendly Village - the assisted living centre but also through the experiences of living away from his mom and dad for the first time in his life.



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Mehak Garg
JSS Private School



ANAY SHAH





Rohan

Mansha Advani (SNF, Dubai)



NAME: Anon susison
GRADE: 1st
The Elite English School

Jonathan Anthony Paul (SNF, Dubai)





Do it with **KRISHNA**

Krishna Kisani is a 19 year old influencer with autism who enjoys being engaged in art, cooking, dance, playing piano and doing practical life activities. He finds ways to help people have an uplifting experience to boost ones creativity. As a teen, who grew up in Dubai, United Arab Emirates he and his team are now working to launch his blog entitled “Do it with Krishna” that will help people enhance their creativity through recyclable materials that he uses in his daily life. He has a strong passion for painting while spreading positivity in his belief that all people are beautiful and not broken, different and definitely not less.





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WHAT'S UP

CHILD EARLY INTERVENTION MEDICAL CENTER  مركز الطفل للتدخل الطبي

3 TO 5 MAY

Child Early Intervention Medical Center in collaboration with King Salman Center for Disability Research, Dubai Healthcare City and Maharat Learning Center has the

pleasure to welcome you to The Annual Autism Around the World Conference 2018 under the theme of "Behavioral Science, Technology and Strategies for Successful Inclusion".

Our Program is interactive and our conference is one of the major events supporting Autism services development in the region.



SNF Development Center collaborates with a Multinational Company to achieve His Highness Sheikh Mohammed Bin Rashid Al Maktoum's (Ruler of Dubai) vision of an inclusive society. Two of the students at the Center have undergone an extensive pre-requisite training to help them get into an internship program for 3 months with the company.



Modern Alternative Education

SUMMER CAMPS

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500 For Siblings

1150 AED Per Week

For registration, please contact us on: 04 3999 822
www.maeducation.me



JSS PRIVATE SCHOOL

16th May Well being for bus monitors - Thajneed at 8.00 a.m.

21st May (Grade 1 - 12) World Culture Wall – e- Pedia (Walls of Learning) Each child designs a book mark in the theme of a book that is closest to their heart. These book marks will have the name of the book written alongside the author and in a line or two the message received. These will then be pasted on to a wall, showcasing their learning from the book. The activity will be conducted for students in different languages.




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AUTISM ROCKS
Autism Rocks Support Centre,
Dubai Healthcare City



SAMBHAVANA

To honour the Year of Zayed, Eduscan Group organized a week-long annual event Sambhavana : A Ray of Hope. Sambhavana promotes the inclusion of Children with Determination and addresses the challenges faced by parents and members of the family. Eduscan has pioneered the training program for Children with Determination in 1993, training over 25,000 students in the UAE until now. Many of these children are now established professionals in their respective fields. Dr Alka Kalra, the founding director of Eduscan, believes that each individual has a unique quality which needs to be identified and fostered with the right spirit. Sambhavana was conceived with this objective in mind. Her Highness Sheikha

Hend Faisal Al Qassemi graced the Finale occasion on May 10, 2018. Sambhavana consisted of an inter-school Walk of Confidence, talent show, fashion show and dance performance, at the Ismaili Centre, Dubai. The winning students were given awards in various categories. This is a unique initiative that Eduscan has begun to acknowledge the efforts of the parents of Children with Determination.



EDUSCAN Summer Camp 2018

Eduscan courses are all designed by renowned educational psychologist Dr. Alka Kalra. Our holiday camps are designed to develop successful leaders and ensure that children are exposed to a variety of activities to boost their overall personality enhancing their academic and overall performances. Eduscan will conduct the Summer Camp 2018 from 1st July to 31st August 2018 (9 weeks) in 4 different locations in Dubai and Sharjah. The activities conducted will be Public Speaking, Memory aid concentration, swimming, Ice skating, Aerobics, Karate, Yoga, Sport, Dance, Singing, Arts & Craft, Creative Thinking, Pottery, Clay play, Night Camp and Stage Performance.

- **Progressive Academic Training** : It focuses on linguistic and logic to enhance academic achievement and pre-and post-assessment is done to understand the progress of your child at the end of the camp.
- **Skills development course** : This is an additional course offered only in our summer camps. It is more activity oriented and focuses on gross motor skills like the co-ordination of arms, legs and large body parts.
- **Leadership Training Program** : It focuses on developing the interpersonal and intrapersonal skills of a child

Early bird registrations will avail an attractive discount of 10%.

For further details please contact
Dubai – 04-2562770, 0562652244, 0559776080
Sharjah – 06-5515118, 0508417994
Website: - www.eduscan-group.com

TECHLUSION

The ever-evolving field of technology continually brings forth advancements in the field of SEND education, and below is a roundup of the latest exciting happenings

Virtual Immersive Playground



Cindee Quake-Rapp, chair at the Auerbach School of Occupational Therapy adds that i-pads are a much easier format of communication for some children than face-to-face interaction; hence, this dynamic new space is tailored to suit the needs of these children.



(Courtesy WDRB Media, 2018)

In an attempt to truly refurbish a defunct band room, Spalding University, Kentucky, has converted the space into a Virtual Immersive Playground for children with special needs.

The playground boasts sensory and video toys that cover concepts relating to the solar system, to numbers, to body parts in a fun way, and for students who face difficulties in interacting with others, this format of learning is very helpful.



Video self-modeling as a tool for enhancing SEND education

Who would have thought that a practice as simple as children viewing themselves successfully completing a task would have the potential of creating observable changes in their behavior in merely 3 views? Williard Elementary school in Berlin, through its BLAST (Berlin Learning and Succeeding Together) program has been successfully implementing a model based on this concept, and the results have been nothing short of remarkable.

Preschoolers who earlier faced difficulties in forming comprehensible responses, to those facing trouble with impulsivity, aggression and hyperactivity (among others) have shown clearly demonstrated progress as a result of these easy-to-edit videos, using softwares such as Imovie

Audio books and publications

Reordered books allow users to listen to text and are available in a variety of formats, such as audio cassettes, CDs, and MP3 downloads. Special playback units allow users to and search and bookmark pages and chapters. Subscription services offer extensive electronic library collections.



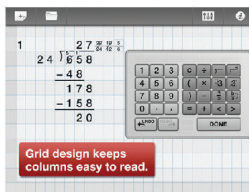
Audiobooks can help children become better readers and more effective learners. If any child is having trouble learning to read or is struggling to keep up with homework, audiobooks can be a powerful tool that can improve reading comprehension, boost confidence, save time on schoolwork and lead to better grades.



Abbreviation Expanders

An abbreviation expander is a program or part of a program that improves your typing speed and efficiency while you are working in word processing software.

Used with word processing, these software programs allow a user to create, store, and re-use abbreviations for frequently-used words or phrases. This can save the user keystrokes and ensure proper spelling of words and phrases he has coded as abbreviations.



Electronic Math worksheet

The problems correctly. This software will also read the math problem aloud to the student. This will be very helpful for the students that may have some difficulty in reading.

Electronic math worksheets help the student to align math problems. This will be particularly helpful for students that have difficulty with their fine motor skills and find it difficult to align



Talking spell checkers and ELECTRONIC DICTIONARIES

Talking spell checkers and electronic dictionaries.

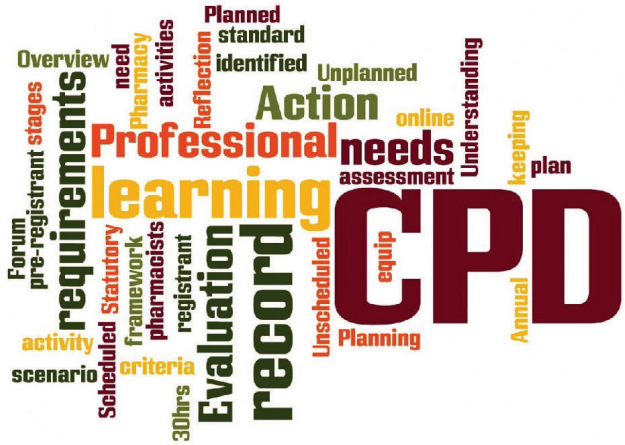
This device helps a poor speller select or identify appropriate words and correct spelling errors during the process of writing and proofreading. Talking devices “read aloud” and display the selected words onscreen, so the user can see and hear the words.



Shruti Sharma

Student, B.A(Hons.) Applied Psychology
Amity University Dubai
Email: shrutisi@amitydubai.ae

CPD ROUND UP



Promoting Positive Behaviour

Venue. Conference Center, Knowledge Park
Date. June 20th 2018

About. The focus on this session will be to understand the way in which children learn and how they behave as a result of the actions of the adults around them and the expectations we have of them. Often we ask a child to behave in a way that doesn't take into consideration their age and stage of development.

Mental Health First Aider

Venue. Lighthouse Arabia Center
Date. June 5th 2018

About. This is a support session for individuals who have been trained by The Light House in Adult or Adolescent MHFA. The session will offer support to Certified Mental Health First Aiders De-brief & reflect on first-aid situations you've experienced

Working with Grief: Clinical Seminar Series- Continuing Education in a clinical context

Venue. Lighthouse Arabia
Date. June 27th 2018

About. Understanding general grief reactions
How the UAE and expat life influences grief
Principles of guiding grief; dos and don't's
Grief Recovery Models
How to provide culturally competent care
Identifying complicated grief – what to do.

Mental Health First Aider

Venue. Lighthouse Arabia
Date. July 3rd 2018

About. This is a support session for individuals who have been trained by The Lighthouse in Adult or Adolescent MHFA. The session will offer support to Certified Mental Health First Aiders. De-brief & reflect on first-aid situations you've experienced

School Mental Health Improvement Programme for Senior School Leaders

Venue. Latifa School for Girls, Dubai
Date. June 25th-26th 2018

About. Aimed at all Primary and Secondary Senior Leaders who currently hold or are interested in taking on a role focused on well-being or school mental health. This may include but is not limited to Head Teachers or Deputy Heads with a well-being remit.

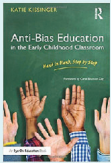
School Nursing

Venue. Dubai-TBC
Date. June 25th 2018

About. Aimed at School Nurse and Nurses. DHA Accreditation Points being applied for.



LET'S READ

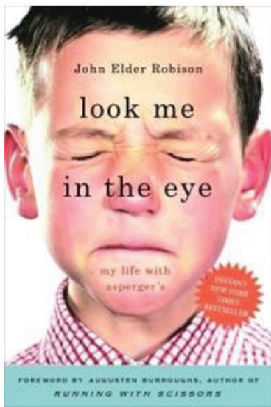


Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step edited by Katie Kissinger

This is an opportunity to do some serious searching deep within yourself. You know the searching we mean. We mean, checking in and asking “do I have biases and do I act on them?” That’s not an easy thing to detect in oneself, but when we’re honest with ourselves, we get there. If you’re ready to have that discussion, you’re ready for this book. We teach what we believe. If you’re looking for social justice to prevail in a major way, understand that you

are an incredible influence who will shape the prospects of diverse children’s futures, then this is the book for you! This book touches on race, disability justice, justice regarding means, institutions, and what could be getting in the way of learning for people who experience any number of those very critical issues in education. Would you agree that part of education reform should include a hopeful and bright future for every single student whatever that looks like? Great! This book will give you tools to enact hope for you students. This important work is not magical, does not just take that “special someone” and Katie Kissinger understands that this is going to take modeling to demonstrate how to enact anti-bias education effectively. This is an essential addition to your education collection.

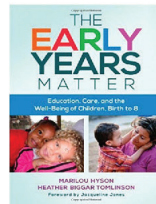
 **Katie Kissinger**



look Me In The Eye: My Life With Asperger's by John Elder Robison

I first picked up this book because I was a fan of Augusten Burroughs, memoirist and brother of the author. It ended up being one of the most life-changing books I ever read because it introduced me to Asperger Syndrome (which is no longer defined separately from the autism spectrum) and led to my realization that I have Asperger’s. Robison discusses his life growing up and how he had to overcome setbacks from a condition he didn’t even know he had until middle adulthood.

 **John Elder Robison**



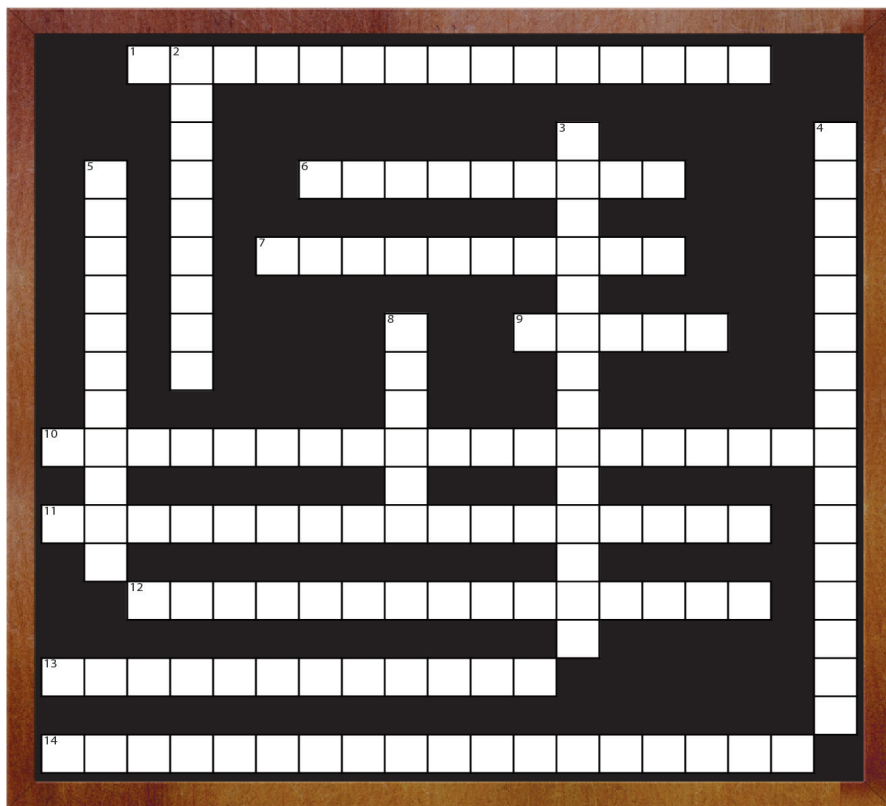
The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8 by Marilou Hyson and Heather Biggar Tomlinson

In *The Early Years Matter* Marilou Hyson and Heather Biggar Tomlinson include children of all abilities and backgrounds for their book. Hyson and Tomlinson start in the home with early care and learning for families. They move through the growth and development of babies and toddlers and examine ways to form relationships in the home and in the classroom without forgetting advocacy towards improved infant and toddler services. The book progresses through ages in school starting with preschool and expresses various options and ways to select the best program. The kindergarten through 3 year section continues to examine child development and how to create an educational experience that is truly positive for these young learners. We truly appreciate the attention Hyson and Tomlinson pay towards matters involved with low income families, children who experience trauma, children with disabilities, and children who have immigrated. When it comes to content, *The Early Years Matter* is thorough, and truly addresses contemporary issues found in today’s early childhood education classrooms.

 **Marilou Hyson and Heather Biggar Tomlinson**

SENDutainment

Early Childhood Crossword Puzzle



Question for crosswords

ACROSS

- 1) A service who hires workers who call the home to check whether the child has arrived safely
- 6) People who see needs and attends to solve them
- 7) A national credential that requires post secondary courses in childcare education and a minimum of hours of childcare experience
- 9) Provides care in a child's home
- 10) Children can be proved to learn by this
- 11) Tools that are agreed upon by state boards of education with the assistance of educators in the fields
- 12) University, college affiliated programs, are located on a post-secondary or college campus
- 13) A child who lacks a regular, fixed, or night time residence
- 14) Preschools, usually serving children 3-5 years old

DOWN

- 2) Comprehensive child development program that provides a variety of medical and social services to promote healthy development for children in low-income families.
- 3) The exercise of responsible behavior
- 4) State-provided certificate granting permission to operate an early childhood center or a family child care home
- 5) Responsible for aspects of class functioning
- 8) A guiding set of moral principles

MUSINGS



The cloud's Bane

 **Anjana Sunil Kumar Nair**

A proud home maker and a
freelance writer

The big grey cloud,
Sighs out very loud!
She can only float in air,
Which she thinks isn't fair,
She wants to run and play,
Be cheerful, happy and gay,
She wants to run like a stream,
Let her hair down and scream!
She wants to climb a tree,
Play truant and yell with glee!
She wants to play with the kids,
And be one in their midst.
But, she has to stay alone,
Which is why she is forlorn!
When the pain is too much to bear,
She lets out many a tear,
Her tears fall down as rain,
And eases out her pain.
With every tear that she sheds,
Her frame is distorted into shreds,
Till she completely falls apart,
Due to the poignant pain, in her heart.

ASK OUR EXPERT

What is early intervention? What services do you provide?

Early intervention is a system of services that helps babies with any delays in their development or having any disabilities. Early intervention services can help infants and toddlers with disabilities or delays to learn many key skills and catch up in their development.

If the baby has a delay in one or more of the developmental areas, it will be good if the parents can take necessary steps to get early intervention services. These services could be tailor made to meet the child's individual needs. "Providing services early helps children catch up and increases their chances for success in school and life overall."

Austin center for rehabilitation is a pediatric therapy center and we focus on providing all the necessary early intervention services. Special attention is given to make sure that the parents are an integral part of the program. This team work has really helped in mainstreaming the kids.

Which test should parent take for their child regarding early intervention? Who evaluates the child?

The initial screening is the first step in finding out if the child needs early intervention and, if so, which services may serve him best. The parents can approach a Developmental pediatrician or any early intervention center for the initial evaluation of the baby. Two or more professionals may evaluate your child. This is called a multidisciplinary evaluation. The team may include Behavior Analyst, Speech and Language pathologist, Occupational therapist and a Psychologist. An individualized educational plan will be made for the child which will include all the fundamental areas of development including communication or social-emotional milestones.

What are important communication, speech, and language milestones for young children?

Parents should have an awareness about the developmental milestones. Any regression in the early years of life should be taken seriously and considered as a warning sign. Babies will start babbling by 6 months and by 1 year they will be saying one words. By two years you can see that



they are able to understand more complex sentences and will be able to convey their needs. Occasional use of three word sentences can also be seen at this age.

What to expect during an early intervention evaluation?

An initial screening can determine if your child is eligible for early intervention. Depending on the decision of the evaluator, the baby and the family might undergo further assessments to find out which early intervention services may help the most. You must give your approval for any and all evaluations. Parents are a critical part of the team working toward what's best for your child. Counselling will be given after the evaluation which informs the family members about the delay in development. Guidance will also be provided on how to help the child and next steps to be taken. They have to get written permission from parents in order to release information about your child. Parents can change their mind at any time about who has access to this information.

Does your program have staff trained to work with very young infants and toddlers with hearing loss?

For children with hearing loss, an audiological evaluation is recommended to find out the extent of hearing loss. After that, a speech and language pathologist will be training the child to help him acquire the age appropriate language. Austin center has dedicated speech pathologists who will help the children and families.

What will happen when my child is too old for your program? What do you mean by transition?

Toddlers transition happens at various ages in different child care centres depending on a variety of factors. Whenever this transition happens, it may feel as stressful to us, as parents, as it might to our children. Whenever possible, it is better if your toddler can gradually ease into his new room. It is important to follow your child's lead. Some children have trouble going back and forth and the program should be flexible enough to adjust as needed. It is important to give yourself and your child a chance to get comfortable with the new classroom and to develop a bond with the new teachers. This process won't always happen instantly. Give time for the new relationship to develop among you, your child and the new caregiver as you all adjust to a different style.

If the child is too old for our program, we give guidelines to parents for choosing appropriate therapies for the child.

How long and how often are the intervention activities?

Early intervention services usually last up to age 3. We may need to extend early intervention services beyond your child's third birthday if needed.

What if the child is over 3 years old?

By the time they are three, most kids can utter complete sentences. If your child is already 3, it's not too late for help. Intensive therapy services are recommended for children as they get older. The key is to get your child the help he needs as soon as you think there's a problem. If you wonder whether your little one is falling behind in emotional, mental, or physical growth, "DON'T WAIT". Identifying these delays early is also important because the most critical time for brain development is before the age of three. The brain develops in an experience-dependent process. If certain experiences are not triggered, the pathways in the brain relating to this experience will not be activated. If these pathways are not activated, they will be eliminated.

Asha Susan Mani

Autism and behavioral consultant,
Austin center for rehabilitation
www.austincenteruae.com
971553119743



VITAL INFO

ABA Center for Special Needs

Specialization : Developmental disabilities, autism, pervasive developmental disorder
 Address : PO Box 29345, Ras Al Khaimah, UAE
 Tel : +971-7-296542, Fax : +971-7-2965057
 Email : info@abacenter.org

Abu Dhabi Autism Center

Address: PO Box 6908, Abu Dhabi, UAE
 Tel : +971-2-5821621, Fax : +971-2-5822068

Abilities Development Centre

Address: PO Box 109086, Abu Dhabi, UAE
 Tel : +971-2-6417996, Fax : +971-2-6417994
 Email : a.d.centre@hotmail.com

Abu Dhabi Center for Language and Speech Disorders

Address : PO Box 5962, Abu Dhabi, UAE
 Tel : +971-2-6656222, Fax : +971-2-6655236
 Email : adc.speech1@gmail.com

Al Amal Special Needs Center

Address: PO Box 58408, Abu Dhabi, UAE
 Tel : +971-2-8847919, Fax : +971-2-8847929
 Email : asawxia4@yahoo.com

Al Khaleej Autism Center

Address: PO Box 59815, Abu Dhabi, UAE
 Tel : +971-2-6652004, Fax : +971-2-6652005

Al Noor Speech Hearing Capacity Day Centre

Address: PO Box 3937, Abu Dhabi, UAE
 Tel : +971-2-4493844

Al Noor Centre for Children with Special Needs

(Departments for Autism, Occupational Therapy, Speech & Language and Physiotherapy)

Address : Al Barsha, behind Mall of the Emirates PO Box 8397, Dubai, UAE
 Tel: +971-4-3404844, Fax : +971-4-3417274
 Email : alnoor00@emirates.net.ae
 Website : www.alnooruae.org

Assistive Technology Learning Resource Center UAE

Areas: Deals with mental and physical handicaps and disabilities including Asperger's syndrome, attention deficit disorder (ADD), autism, vision and locomotive disabilities)
 Address : Abu Dhabi Women's College, Al Dafrah PO Box 41012, Abu Dhabi, UAE

British Institute for Learning Development

Address: Off Al Wasl Rd, between Park 'n' Shop and Spinneys PO Box 65725, Dubai, UAE
 Tel : +971-4-3945907, Fax : +971-4-3944169
 Email : reception@british-ild.com
 Website : www.british-ild.com

British Institute for Learning Development Sharjah

Address: Abdullah Al Salem St, Ramakiya/Ramakiah Sharjah, UAE
 Telephone : +971-6-5388262,
 Fax : +971-6-5382977
 Email : reception@british-ild.com
 Website : www.british-ild.com

Awladouna Center

Areas : Speech, Language and occupational Therapy
 Address: PO Box 2751, Sharjah, UAE
 Tel : +971-6-5387538, Fax : +971-6-5388952
 Email : awe72002@emirates.net.ae
 Website : www.awladouna.net

British Institute for Learning Development Abu Dhabi

Address: 22nd Street, Khalifa City A Abu Dhabi, UAE
 Tel : +971-2-5566078, Fax : +971-2-5561176
 Email : reception@british-ild.com
 Website : www.british-ild.com

Child Early Intervention Medical Center

Address: Al Razi Building, Block B, DHCC PO Box 505122, Dubai, UAE
 Tel : +971-4-4239667, Fax : +971-4-4298474
 Email : info@childeime.com
 Website : www.childeime.com

Dubai Center for Special Needs

Areas : Physiotherapy, OT and Speech therapy
 Address : Dubai, UAE
 Tel : +971-4-3440966, Website : www.dcsneeds.ae

Dubai Autism Center

Address: St 6B, off Al Diyafa Street, Satwa PO Box 103737, Dubai, UAE
 Telephone : +971-4-3986862,
 Fax : +971-4-3988262
 Email : info@dubaiautismcenter.ae
 Website : dubaiautismcenter.ae

Dubai Community Health Center

Areas : Specializes in Asperger's syndrome support group
 Address : Jumeirah PO Box 73810, Dubai, UAE
 Tel : +971-4-3953939, Fax : +971-4-3954343
 Email : dhc73810@hotmail.com
 www.dubaicomunityhealthcentre.org

Emirates Autism Center

Address : PO Box 37497, Abu Dhabi, UAE
 Telephone : +971-2-6427557,
 Fax : +971-2-6427558

First Steps Montessori Nursery

Areas: Caters to slow learners and those with ADD
 Address: Dubai, Umm Suqeim3 Community 366, Street no 15, Villa no 10, Opposite Burj al Arab
 Tel : +971-4-3483901/02, Mob : 0506524728
 Email : firststepsdubai@gmail.com

Dyslexia Dubai

Address : Dubai, UAE, Tel : +971-4-3446657

Emirates International Center

Address : PO Box 27474, Abu Dhabi, UAE
 Tel : +971-2-446580

Future Centre for Special Needs

Areas : Specialises in ADD, Down Syndrome, Cerebral Palsy, Traumatic Brain Injury
 Address : PO Box 5859, Abu Dhabi, UAE
 Tel : +971-2-6669625, Fax : +971-2-6651912
 Website : www.future-centre.com



Ramadan
Kareem
and
Eid Mubarak



JSS INSTITUTIONS
Dubai

