

# sanghadesh

Operations Manual

“Being disabled should not mean being disqualified from having access to every aspect of life.”

- Emma Thompson

# Introduction

## About the Programme

Sahyog believes that education is the cornerstone for social change. All of Sahyog's programmes are responses to the educational needs of children and women in low-income communities.

Of the numerous challenges faced by families in these communities, a child with special needs means an additional burden for parents. Due to lack of awareness and understanding, parents often tend to stay silent out of ignorance, guilt or despair about their child's disability.

Sahyog Sangharsh focuses on early identification and intervention of children with special needs by raising awareness amongst different stakeholders in the community, providing education and rehabilitation to children with developmental disabilities, and allowing access to mainstream special schools or vocational/employment opportunities.

The community based centre caters to children and adolescents who have, or are at risk of, developmental disabilities such as learning disabilities, hearing impairment, mild mental retardation, autism, cerebral palsy, and orthopedic disabilities. It provides them a safe space and access to basic education, extra-curricular activities and functional therapy, thereby preparing them for integration into the formal education system or vocational centres.

## About this Manual

This Operations Manual is designed to explain each activity of Sangharsh. It will serve as a guide and provide directions to the staff members, helping them to understand better their duties and responsibilities. It will also serve as an induction tool for new staff members at the beginning of their employment.

Regular reviews will be undertaken to ensure that the manual is relevant and up to date. Any changes in the manual will be communicated to the Sangharsh staff. (June 2014)

# Logical Framework

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
<p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>• 1 Centre Head</li> <li>• 1 Special Educator</li> <li>• 2-3 Programme Officers</li> <li>• 1 Speech Therapist</li> </ul> <p><b>Space/Facilities:</b></p> <ul style="list-style-type: none"> <li>• 1 classroom</li> <li>• 1 kitchen</li> <li>• 1 blackboard</li> <li>• Small tables</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• 1 computer</li> <li>• 1 tablet</li> <li>• 1 projector</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Toys</li> <li>• Books</li> <li>• Art &amp; craft materials</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Individual Education Plans</li> </ul>	<p><b>Outreach</b></p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Outdoor events</li> </ul> <p><b>Admission &amp; Assessment</b></p> <p><b>Centre-based</b></p> <ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Educational modules</li> <li>• Extra-curricular activities</li> <li>• Examinations</li> <li>• Parents Meetings</li> </ul> <p><b>Home-based</b></p> <ul style="list-style-type: none"> <li>• ADL Skills</li> <li>• Functional Therapy</li> </ul> <p><b>Placements</b></p>	<ul style="list-style-type: none"> <li>• # of workshops</li> <li>• # of outdoor events</li> <li>• # children enrolled in the programme</li> <li>• % improvement in learning outcomes</li> <li>• # of integrated children (school or vocational training)</li> <li>• # of parents meetings</li> </ul>	<ul style="list-style-type: none"> <li>• ADL skills</li> <li>• Increased mental and physical abilities</li> <li>• Increased social skills</li> <li>• Increased self-awareness and confidence</li> <li>• Development of their creativity and talents</li> <li>• Increased parents' involvement in children's integration</li> <li>• Increased awareness in community</li> </ul>	<ul style="list-style-type: none"> <li>• Self-dependency at home</li> <li>• Enrolment in special mainstream school</li> <li>• Enrolment in vocational training or employment</li> <li>• Increased socialization and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Independent living and ability to earn their own livelihood</li> <li>• Full development of their potential and sense of dignity and self-worth</li> <li>• Social integration and acceptance</li> </ul>

# Sangharsh Activities

## What activities do we conduct?

The activities at Sangharsh aim at improving the integration of children with special needs in the community. They are designed to provide them social and living skills, enabling them to become more self-aware and independent. Sangharsh interacts also with their parents, and with the community as a whole, to bring about positive change in the children's environment.

### Regular activities for children (take place every week)

- **Centre-based**  
The children participate in formal education and extra-curricular activities to optimise their potential and increase their chances of getting integrated into a mainstream school or a vocational centre.
- **Home-based**  
Each child is given an individual plan, which includes therapy and ADL skills to address his/her special needs and help them become more independent.

### Monitoring & Evaluation

- Attendance Register (# of children enrolled in the programme).
- Learning Outcomes (% of improvement in learning outcomes).
- Placements (# of children integrated in school or vocational training).
- Outreach (# of workshops, # of street plays).
- Involvement of the parents (# of parents meetings)

### Other activities (take place several times a year)

- **Outreach**  
Workshops are conducted with government officials and schools to train them in early identification of disabilities. Events are held in the communities to raise awareness about disabilities.
- **Admission and Assessment**  
Sangharsh's process when admitting a new child in the centre. Admissions and assessments can happen at any time of the year.
- **Placements**  
Sangharsh has been developing a network with other schools and NGOs to place children with special needs in mainstream schools or vocational training when they are ready.

### Methods

- Individual Education Plans
- NCERT Class 1 textbooks (Hindi and Numeracy)

Outreach

### 1.a. Outreach with Aanganwadi teachers

Conduct workshops with Aanganwadi teachers to train them in identifying disabilities.

- a) Send a request letter to the Child Development Officer.
- b) The Child Development Officer will give you the Aanganwadi Supervisor contact in your community.
- c) Contact or visit the Aanganwadi Supervisor to ask for permission to conduct a workshop.
- d) Once you have received the permission and the date from the Aanganwadi Supervisor; prepare charts, pictures and questions about early identification of disabilities.
- e) During the workshop, inform school and Aanganwadi teachers about the process for early identification of disabilities.
- f) Ask the Aanganwadi teachers to identify children with special needs in the future and refer them to Sangharsh.
- g) Distribute feedbacks forms and collect them after they are filled in.

### 1.b. Outreach with school teachers

Conduct workshops with neighbouring schools to train them in identifying disabilities.

- a) Assess in which neighbouring school you could conduct a workshop.
- b) Send a letter to the school you selected to ask for the permission to conduct a workshop.
- c) Once approved, decide the date for the workshop with the school.
- d) Inform the school that you would like the parents of their students to come to the workshop.
- e) Prepare pictures, movies, charts, pamphlets etc... for the workshop.
- e) Conduct the workshop and distribute the pamphlets to the audience. The workshop should not be more than 2 hours length.
- f) Ask teachers and parents to refer children with special needs to Sangharsh.
- g) Distribute feedbacks forms to the participants of the workshop and collect them when they are filled in.

### 1.c. Outreach in the community

Organise street plays and other outreach activities to raise awareness on disabilities in the communities.

- a) Spread the word about Sangharsh Centre in the community by organizing outdoor events such as street plays or go from door to door.
- b) For outdoor events, identify appropriate venue. Then ask permission to the local police station (for safety reasons).
- c) Write the play with all the Sangharsh staff.
- d) During the event, distribute pamphlets and have a register ready to have the participants write down their name, phone numbers, and their signature.

After having conducted your outreach activities.

## 2. Contact Parents

- a) Once children who have, or are at risk of, developmental disabilities have been identified, the next step would be to contact the parents to briefly introduce Sahyog and Sangharsh.
- b) Schedule a home visit.

## 3. Home Visit

- a) When meeting them, introduce yourself and get to know the child and the family.
- b) Explain Sangharsh in detail and what it offers to children with disabilities.
- c) Inform them on the fees, timing and other useful information concerning Sangharsh.
- d) Check what are documents that the family already has for the child.
- e) Be available for any questions and enquiries.

## 4. Follow-Up

- a) After your first contact with the family, find out more about the child's disability.
- b) Find the best solution for the child's needs (hospital, special centre, or Sangharsh programme...).



# Admission & Assessment

After 1 month of regular attendance

### 1. Admission Form

- a) If a child attends the school regularly for 1 month, the admission process can be started.
- b) To begin the admission process fill in the **Sahyog Admission Form** with the help of the parents.
- c) This form entails information about:
  - Various abilities (to talk, hear, eat...)
  - Educational status (level in literacy and numeracy)
  - Basic general knowledge on his/her surroundings
  - Creative abilities
- d) Provide a checklist of all the documents to be submitted to the parents.

### 2. Sahyog Disability Assessment

- a) Once the form is filled, assess the disability of the child by filling the **Sahyog Disability Assessment Form** with the following information:
  - Personal information (name, address, family information)
  - Disability background (disabled persons in the family)
  - Disability information
  - Impact of his/her life
  - Child's personality

### 3. Child Development Report

- a) Create a detailed **Child Development Report** stating:
  - When the child started to speak
  - When the child started to show motor abilities
  - When the child started to be autonomous
  - Family background
  - Child's strengths
- b) In case the child is less than 6 years old, fill a **GMCD** (Guide for Monitoring Child Development) form to ascertain the mental age of the child at the time when he/she is brought to the school.

### 4. Callier Azuza Scale

- a) The **Callier Azuza Scale Form** measures the performance of the child. Fill the form with the child and the parents.
- b) At the end of each term, fill this form for each child to assess any progress made during the child's time at Sangharsh.

After 2-3 months of regular attendance

### 5. Other Documents

- a) Ask the parents to bring you the following additional documents to complete the admission process.
  - **Birth Certificate** of the child.
  - **Proof of Identity** from parents and the child.
  - **Income Certificate(s)** of the parents.
  - **Disability Certificate** of the child. If not already in possession of the family, a member of the staff is required to help the family obtain the disability certificate.

### 6. Professional Assessment

- a) The child can also be taken for a professional assessment of their disability in an appropriate centre.
- b) There are various centres:
  - **Jai Vakeel:** Centre for mentally challenged children. Cost for assessment is around Rs. 900. If a psycho genetic test is required, the cost can go up to Rs. 3000. Give a concession request letter to the family and take an appointment for the assessment.
  - **Ummeed:** Centre for multiple disabilities, Cost for assessment is Rs. 100-150. Take an appointment for the assessment.
  - **Manav Seva Sangh:** Centre for deaf. Cost for assessment is Rs. 650.
- c) In case the parents are reluctant to bring their child for assessment due to the cost, Sahyog can try to get some concessions and participate in covering the costs. Parents have to contribute to the maximum amount they can.

### 7. Individual Education Plan

- a) Analyse the Sahyog Admission form, the Sahyog Disability Assessment form, the GMCD form and the Callier Azuza Scale form that were filled with the parents and assessments done by professional centres.
- b) Build a plan with activities for the child according to his/her disability.
- c) Integrate goals you want to achieve in the child's progress.
- d) Integrate the home programme (see home based activities).
- e) Integrate the examinations that you plan to do with the child. Examinations are designed according to the child's disability and level in various skills.

# Centre-based Activities

Activity 1

# Daily Activities

### 1. Morning Prayer

When the children reach and before starting the class, do a morning prayer with the children:

- a) Put the girls in one line and the boys in another line. Sort them by height.
- b) Start reciting the morning prayer while performing the sign language for the hearing impaired children.
- c) At the end of the prayer, children have to say good morning (to be continued during the rest of the day, after lunch children have to say good afternoon).

### 2. Date of the Day

Use the calendar to show teach them the date of the day:

- a) Start with the number of the day by crossing the date of the day before and circling the number of the right day.
- b) For teaching the months to the children, use a board with the name of the months written on it. Each day, draw a star next to the month of the date of the day. Write a 1 in the star. Write the number of the day in the star. There should be 30/31 stars at the end of the month.

Focusing on the date everyday helps them improving their general knowledge as well as their literacy and numeracy skills.

### 3. Attendance

The attendance is registered through two methods every morning:

- a) Call their names to register their presence in the register book.
- b) Ask a child to come next to you and ask him/her to read the cards with the name of the students. The child has to recognise the name and give the card to the right child.
- c) The children who receive the cards with their name have to say “Thank you” to the child that has given the card to them.

Making the children read the cards with their names on it will enhance their literacy skills.

Activity 2

# Educational Modules

### Literacy

The literacy module is designed to enhance the children's oral and written skills. Children receive literacy education through various methods.

Help the children have a better assimilation of language by:

- Reading and writing according to their level.
- Teaching them daily vocabulary.
- Telling and acting stories.
- Learning and recitation of poem.

Note:

- The NCERT Hindi textbook for Class 1 is used for the literacy module.
- The educational modules are designed according to a monthly theme calendar.

### Numeracy

The numeracy module aims at teaching basic mathematics (such as counting) to the children. Children receive numeracy education through various methods.

Enhance the children's counting skills by:

- Teaching them pre-math skills: size concepts (big/small), quantities (more/less).
- Teaching them actual numeracy: making them count beads etc.
- Accustoming them to coins and bills.
- Teaching them how to read the time.

Note:

- The NCERT Math textbook for Class 1 is used for the numeracy module.

### General Knowledge

The general knowledge module aims at teaching about:

- The children's self consciousness.
- Personal safety.
- The children's environment.
- The surrounding world.
- Religions and customs of India through the celebration of various festivals.

You can use several methods to teach general knowledge: charts, demonstration, stories, news time etc.



Activity 3

# Extra-Curricular Activities

Twice a week

### Yoga

Yoga exercises are conducted to enhance the motor capacities of the children. It also improves the children's breathing and flexibility.

Help the children that have problems doing the exercises by helping them place their arms or legs.

Twice a week

### Physical exercises

Physical exercises help the children to enhance their motor skills, their ability to listen to instructions, their spatial awareness, and their hand-eye coordination. The exercises also increase social skills as they are done as a team.

You can do physical exercises with stretching, dancing, demonstration of particular movements etc.

Twice a week

### Art & Craft

Drawing and crafting activities aims at enhancing the hand-eye coordination and the motor ability of the children. It also makes them use their imagination and increase their concentration.

Depending on the theme of the month, choose the art & craft activity that you will do with the children.

Once a week

### Action Song

Action songs are performed to enhance the children's verbal skills and vocabulary. They also help their memory skills, and their ability to follow instructions in a fun way. It can be used as a way to provide speech therapy.

Sit in a circle with the children and perform the action songs.

Twice per week (only for elder children)

### Cooking

- a) In the morning or the day before the cooking session, take the children to the market to buy the items needed for the recipe. It will help them have an idea of the price and the quantity of the ingredients.
- b) With pictures and explanations, conduct the cooking session through each steps: cleaning, cutting etc.

Every month, a team meeting is conducted to decide on the monthly theme and on the recipes for the cooking sessions.

Activity 4

# Examinations

### 1. Preparation

- a) Depending on the learning goals set in the individual education plan, prepare individual examination sheets.
- b) The examination should contain distinct parts for each of the skills taught throughout the year: language, maths, art & craft, physical training, performance of the child as per the **Callier Azuza Scale**, (see Admission & Assessment), behaviour observations. For elder children the functional training is assessed too.

### 2. Examination

- a) Take each child individually.
- b) Go with them through the examination sheet by asking them the questions and writing their answers.

### 3. Grading

- a) Grade the examination sheets.

#### About the grading system:

- The grading system is done with stars. One star equals 20 points.
- Each skill examined is given a maximum mark. Literacy, numeracy and functional skills are given grades. Art & Craft and Physical Training are qualitatively assessed.
- The marks are weighted as per the amount of time dedicated to each skill and/or theme. (For example, if one week has been spent on the theme of Diwali and only two days on the one of Holi, Diwali will have a bigger mark than Holi).

### 4. Results

- a) During the parents meeting following the results of the examinations, speak with each child's parents to explain and comment the results of their child.
- b) The child will understand how well he/she has done thanks to the number of stars he/she has.

Activity 5

# Parents Meetings

Twice a month, 14<sup>th</sup> and 28<sup>th</sup> of each month (not done on Fridays).

### 1. Preparation

#### 14<sup>th</sup> sessions:

- a) The session of the 14<sup>th</sup> is planned to discuss the progress of the children in the Sangharsh centre.
- b) Share information on the children's progress and ask the parents to give updates on their child's progress at home.

#### 28<sup>th</sup> sessions:

- a) Decide on the topic that will be discussed during the meeting. Choose a topic that you feel should be addressed with the parents (examples: child abuse, money management etc.).
- b) Decide what material you need for your session (*movies, pictures, stories...*).
- c) Consider inviting an external speaker that is specialised in the topic of the meeting and contact him/her to check on his/her availability.
- d) Create the agenda for the meeting.

### 2. Inform the parents

- a) Inform the parents of the day and agenda of the meeting two or three days prior to it.
- b) If parents are reluctant to come, explain them the benefits they can gain from those meetings.

### 3. Conduct the meeting

- a) Conduct the meeting according to the agenda.
- b) Take record of the number of parents present at the meeting.

# Home-based Activities

Activity 1

# ADL Skills



Twice a week for each child

## Home programme

A home programme is created for certain children attending the Sangharsh centre and for children unable to come to the centre. When designing the individual education plan, include a home programme for the children in need of it according to the advices of the professional centres that assessed them (see list on p.9).

The Home Programme aims at:

- a) Involving the parents in their child's education.
- b) Encouraging the parents to involve their child in:
  - Daily chores such as cooking, shopping, cleaning to improve the child's literacy and numeracy skills, as well as developing his/her ADL skills.
- c) Involving the parents in the development of their child's social skills through:
  - Activities encouraging their child to play with other kids.
  - Encouraging their child to speak with shoppers and other community actors.

### 1. With the Parents

- a) During the first home visit, suggest activities for the parents to do with their child. Show the parents how to conduct the activities.
- b) After the second home visit, review the progress of the child and the way in which the previously suggested activities conducted by the parents.
- c) Suggest and demonstrate some new activities for them to do with their child.

### 2. With the parents and the child

- a) Observe how the parents conduct the newly suggested activities with the child.
- b) Also, for some children, it might be necessary to show feeding techniques. Show the techniques to the parents so that they can support their children every day.
- c) You might encounter children with behavioural problems. In this case, advice the parents on how to behave with the child and help them solve the behavioural problems.

Activity 2

# Functional Therapy

### Physiotherapy

The physiotherapy programme is provided by professional centres that have previously assessed the child and tailored to the disability of the child.

Physiotherapy is done during home visits by engaging the children in physical exercises. Whenever you go to a child's home, make the child stretch his/her muscles with exercises given by the professional centre.

Ensure that those children requiring more intense physiotherapy are regularly taken to a specialised centre by their parents and accompany them if required.

### Speech Therapy

The speech therapy is done in two ways:

- A professional speech therapist comes twice a month to the Sangharsh centre and works with each child individually on their speech and communication skills.
- A home programme is given to the children by professional centres so that they can carry out speech therapy during their home visits.

The speech therapy is done with children with hearing impairment and delayed speech.

### Occupational Therapy

The occupational therapy is a set of activities that aims at developing the children's living skills.

It is a combination of functional activities that help the child to be more independent (Physical Training, ADL skills, daily tasks).

They are carried out by an occupational therapist in a specialised centre.

# Placements

Ongoing

### 1. Networking

Extend Sangharsh's network by getting in touch with:

- a) Employers.
- b) Vocational centres.
- c) Mainstream special schools.
- d) Community organisations.

Networking will help you:

- Advertising the centre and advocating for disabled children's rights.
- Find placements for the children.

### 2. Progress Assessment

If you notice:

- a) Any improvements in learning skills.
- b) Possible capacity to cope with a school or vocational centre.

Take an appointment with the parents of the child to talk to them about possible placements.

### 3. Advising Parents

- a) Ask the parents if they agree with placing their child in a vocational centre or school.
- b) Consult them on the different choices they have and what is in the best interest of the child.
- c) Answer any enquiries or worries they might have.

### 4. School/Centre Visit

- a) Before starting the admission process, send a formal letter to the school or vocational centre.
- b) Visit the school with the parents and the child to check if the environment is suitable for the child and his/her disability.

### 5. Admission Process

- a) Accompany the parents during the whole application process.

### 6. Follow-Up

- a) Conduct weekly or monthly visits to check the child's adaptation to his/her new environment.
- b) In case visits are not possible, check how the child is doing over the phone.

