



Dear Students and Parents,

The month of September was filled with interesting topics and activities for the students. Term I was completed with fun filled virtual Dussehra Celebrations.

In Academics, the students successfully completed the topic of Food with the idea of Comfort food and what it means to them and to the others in their family as well as their teacher.

In Skills, the students have slowly but steadily settled into the rhythm of the advanced level activities. They attend sessions regularly and also have shown much gusto to complete the activity as independently as possible.

Sight word reading related to the topics have also been integrated along with their sessions.

Three cheers to all our students and their efforts!

Happy to connect with you through the Sath Sadhana Newsletter

Chettinad-Sath Sadhana Team

## **EQUIP ENLIGHTEN EMPOWER**

### ***A Learning Space for Persons with Different Abilities***

*To be a heartfelt centre of holistic learning that heals, enlivens, equips and empowers differently-abled individuals and their families to realize aspirations and potential.*





## HIGHLIGHTS:

- Life Literacy and Numeracy
- Skill Development
- Blended learning
- Motor development
- Aerobics
- AIMS Multimedia
- Learning corner

## LIFE LITERACY AND LIFE NUMERACY



The students worked on an interesting concept - "Comfort food". To make the discussion less abstract and more relatable, the facilitator roped in the parents to share their comfort food from their hometown and also encouraged them to share fond memories related to the food item from their childhood.

The spontaneous smiles, expressions of joy, and conversations during classes gave the much-needed fuel for the students to understand the concept of comfort food, relate to it and further dwell on their personal comfort food.



To add to this, a customized map of Tamil Nādu with pictures of food items from the respective hometown of parents was discussed in detail during the class. This helped them understand the local cuisines.

Overall, food does not mean just discussing recipes, but it involves childhood memories, different cuisines, and its origin too.

The image displays four screenshots of a Google Slides presentation. The top-left slide shows a table with the following content:

Mrs. Indhu	Kumbakonam	Mango Vella Pachidi	
	Chennai	Sundal	

The top-right slide shows a table with the following content:

Mrs. Nimitha	Trivandrum	Fish curry	
Mrs. Indhu	Kumbakonam	Mango Vella Pachidi	

The bottom-left slide shows a table with the following content:

Mrs. Indhu	Rasam	Have when not feeling well
Mrs. Mythili	Fried aval with fried gram	While studying engineering drawing
Mrs. Nimitha	Biriyani	Eat with sisters lunch, evening, dinner watching Movie
Mrs. Nithya Mrs. Rupa	Jackfruit pickle	Childhood school

The bottom-right slide shows a map of Tamil Nadu with various regions highlighted and labeled: Kanyakumari, Thondai Nādu, Kongu Nādu, Chula Nādu, and Palayam Nādu. Small images of food items are placed over the map to indicate their regional origins.



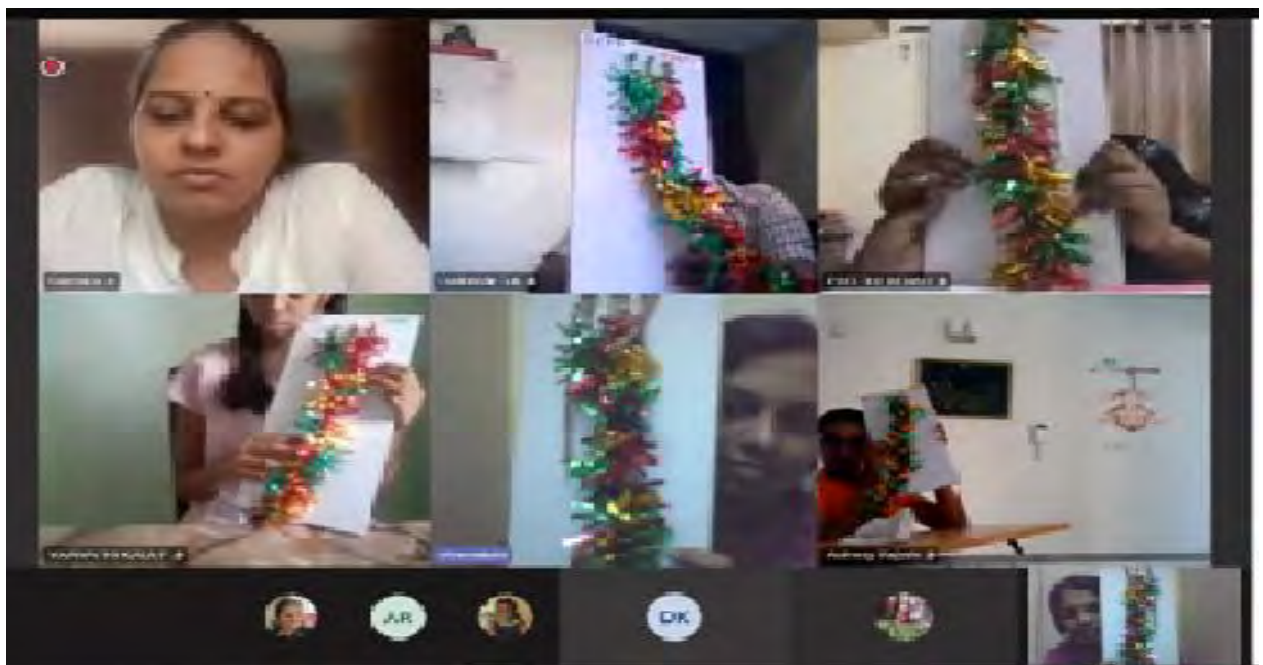


## SKILL DEVELOPMENT

As a part of Skill training, this year the students have been introduced to 'braiding'. This activity uses multiple skills and in turn stimulates overall development in students.

While braiding, the students use both hands rhythmically and systematically to form a braiding pattern. This indirectly stimulates the ability to coordinate and activate both sides of the brain.

The students will move the strands from one end to the other end which enables crossing the midline of the body. Such skills are prerequisites needed for higher-level skills like body awareness, hand-eye coordination, postural control, sensory processing, muscular movement, and much more.



## BLENDDED LEARNING

Blended learning at Sath Sadhana, makes the students more flexible to adapt themselves in learning through digital platform and the online sessions conducted by the teachers.

This approach allows the facilitator to spend more time meeting and interacting with smaller group of students, in helping them understand specific concepts, skills, questions etc. Here, the students are required to use digital and online technologies which helps them to acquire more technological literacy and gives them greater confidence using new technology, which is very essential in today's life circumstances and for their future.



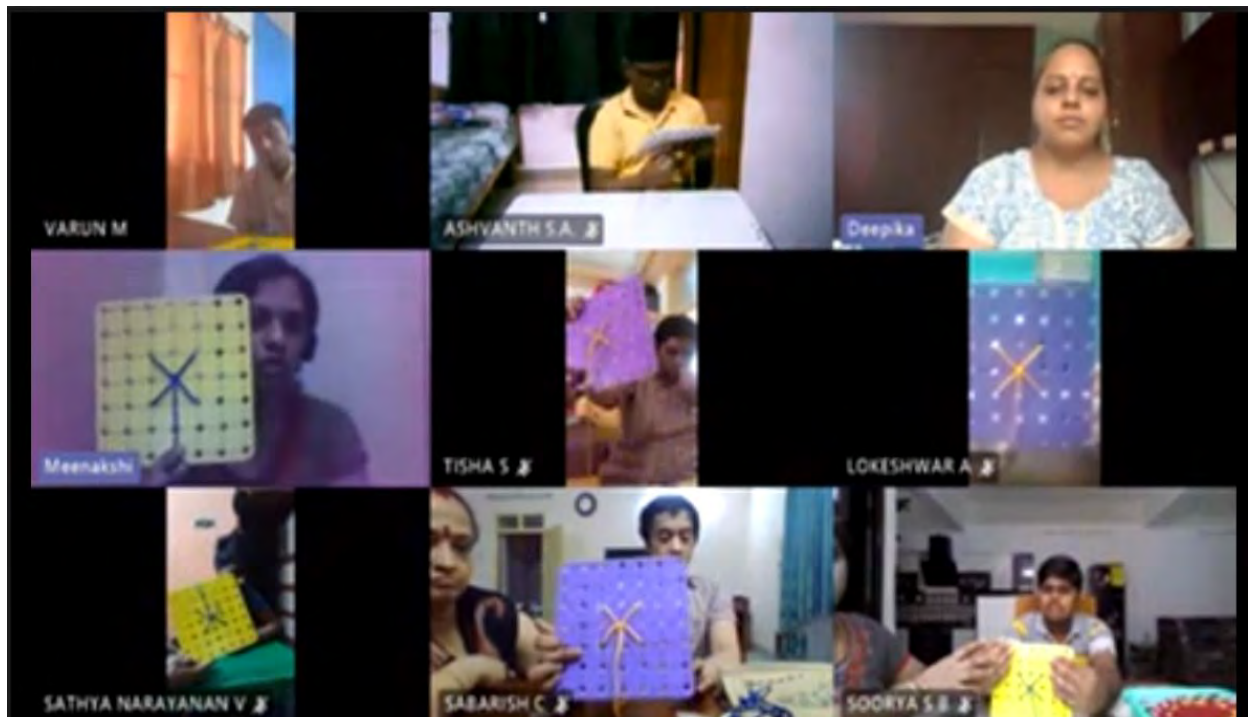




## MOTOR DEVELOPMENT

Motor actions are never performed in isolation, it is a part of a varying physical environment, often requiring object and social interaction. To develop one's motor skill, a student requires the ability to emulate skills with efficient and voluntary postures and movements. These repeated and definite movement patterns or motor skills need to be performed in interaction with the environment and in response to diverse stimuli.

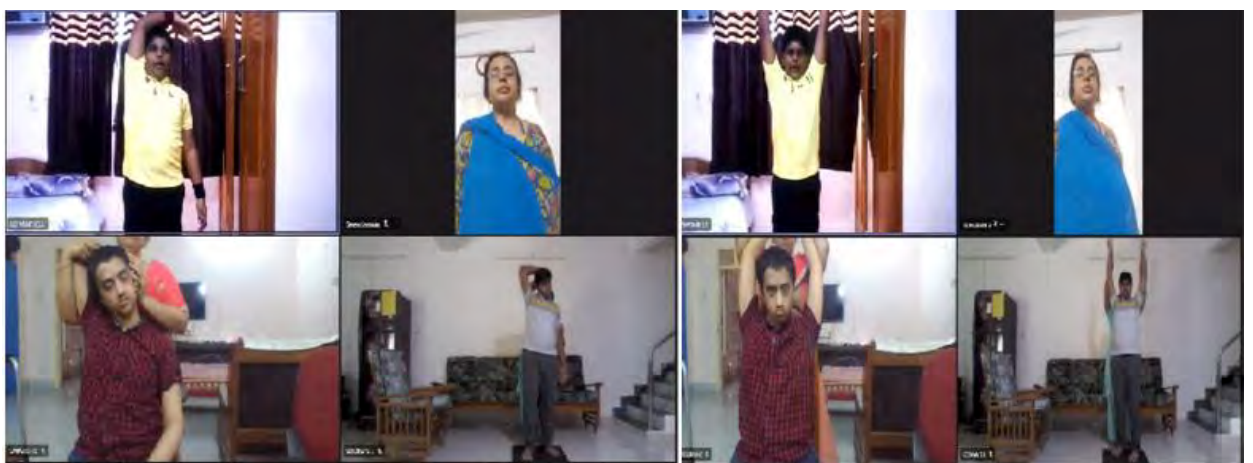
Motor development is a fine balancing act. The most basic form of motor control is maintaining balance. Balance is not only necessary for stationery positions like sitting and standing but it also provides the necessary stability to support movement of head, torso and limbs.



## AEROBICS

We have witnessed that constructive, definite, repetitive and consistent practice has shown enormous effect on the student's capability, confidence and interests. This year, the Aerobic practice consists of simple and specific exercises from head to toe where, most students were able to perform the exercises appropriately with verbal prompts with very less support from their caretakers / parents.

Students take ownership, enjoy and participate with much vigor when responsibilities are given to them, the aerobic session is a good example for the same. During every class, the facilitator chooses one of the students to take up the responsibility to model the exercises. Gradually, they have started looking forward to their turn and enjoy the attention. The most important part is, they model and deliver the exercises exactly the way the teacher had demonstrated and the other students follow in order with rapt attention.





# MULTIMEDIA

The Multimedia level 2 students are continuing to work on paid projects. This month the students created poster for Urban Car Care and AIMS Productions.

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 <p><b>CERAMIC COATING PROTECTS PAINT FROM</b></p> <ul style="list-style-type: none"> <li>FADING CAUSED BY UV RAYS</li> <li>SCRATCHES</li> <li>SWIRL MARKS</li> <li>ACID RAIN</li> <li>BIRD DROPPING</li> <li>WEATHER CORROSION</li> <li>WATER SPOTS</li> <li>TREE GUM</li> <li>RUSTING</li> </ul> <p>GIVES PERMANENT CANDY GLOSS WITH SMOOTH &amp; ABRASION FREE FINISH WITH HYDROPHOBIC EFFECT</p> <p>Urban Car Care SD 02, Sector 116, Noida Uttar Pradesh 20130 7289901888, 7669543555 info@urbancarcare.in</p>	 <p><b>Paint Protection film</b></p> <p>Permanent transparent film wrapped on car to protect paint and car against</p> <ul style="list-style-type: none"> <li>Stone chips</li> <li>Swirl marks</li> <li>Fading caused by UV rays</li> <li>Scratches</li> <li>High impact resistance</li> <li>Stains, Spills bird droppings</li> </ul> <p>Gives <b>high gloss</b> and <b>smooth finish</b> to your car for 7 years.</p> <p>Urban car care SD 02 Sector 116, Noida Uttar Pradesh 20130 7289901888 7669543555 info@urbancarcare.in</p>	 <p><b>ALLOY WHEEL CERAMIC COATING</b></p> <ul style="list-style-type: none"> <li>PREMIUM DETAILED LOOK ALL YEAR AROUND</li> <li>NO POLISH REQUIRED</li> <li>BRAKE DUST CAN BE REMOVED FROM ALLOYS SIMPLY WITH WATER</li> <li>RUST RESISTANCE</li> <li>CREATES AN UNPARALLELED SHINE</li> <li>HYDROPHOBIC EFFECT</li> </ul> <p>URBAN CAR CARE SD 02, SECTOR 116, NOIDA UTTAR PRADESH 201305 7289901888, 7669543555 info@urbancarcare.in</p>





## LEARNING CORNER

### Adolescents and going forward!

A boy or girl, reaching the age of adolescence face many challenges which is typically common to all categories both with differential abilities or otherwise. However, the way they resolve it may be different from person to person.


The term disability today has become obsolete as those with such special abilities have also proven to thrive and live as equally as any other. However, the societal and cultural views of differential abilities take on an additional meaning during one's adolescent years.


The age of adolescence is a time marked with physical, social, emotional, cognitive changes and transitions. Like anyone, a boy or a girl with differential abilities desire to have developmental experiences and social opportunities similar to their developing peers. Typically, this young group faces many more rejections while participating in social activities which leads to stress, negativity and loneliness in them and their immediate family.





## FACTORS OF IMPACT ON OUR GROUP OF INTEREST:

- **Family relationships:** As these young people seek to form an identity for themselves and explore relationships outside of the family, they rely heavily on their family for support. One of the most influential people in the family is the parents and especially the mother. On the other side, parents especially the mother also experience high levels of stress along with their growing adolescents. Due to the stress, typically many communication issues arise between the parent and their young adults which results in both parties feeling disappointed, guilty and dissatisfied with their state and in turn results in decreased social interaction for the growing adolescent. However practical understanding and communication with the growing individuals about their differential abilities, including the differences and limitations that they may have to face and sound education programs help families to successfully tackle this sensitive period.
  - **Sibling:** A developing sibling along with the adolescent sibling with differential abilities may struggle with many important decisions like college, leaving home, forming other relationships and end up taking lot of responsibility at home to support the growing adolescent and the family. On the other hand, the growing adolescent is provided with a role model, which gives them an opportunity to experiment behaviors, attitudes, likes & dislikes, making choices and learn vicariously from their sibling.
  - **Friends and Peer:** Many at times, adolescents with differential abilities do not perceive themselves as different from their peers, they seem to look beyond it and seek for normalcy. However, friends and peers end up treating them differently. The truth is like anyone else, these adolescents too look for good friendship and value it. Unfortunately, because of their stunted social skills and communication, they struggle to establish meaningful friendships. Common concern for parents, is that they have fewer friends, lower participation in social and recreational activities which results in loneliness throughout their childhood.
  - **School:** A school gives the opportunity for them to interact with their peers and other adults. It allows them to participate in extra curricular activities which may otherwise not be available to them. The teacher's view of their responsibility for student learning is an important factor for providing effective education to all students, be it differential abilities or others. Providing the necessary social training to interact in different environment and empowering them with the skills needed to build and maintain relationships other than the family is the need of the hour for our dear growing adults.
  - **Positive interventions** will require inclusion of individual, family members, teacher/staff and other people involved in their lives taking a team approach to make the individual with differential abilities live a meaningful life and make independent choices. Providing the necessary social training to interact in a variety of settings and empower them with the skills needed to build and maintain relationships other than their family.
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It is a pleasure to summarize our events for the month!

As always, we will catch up with you soon with many more interesting developments and programs soon.

Till then stay safe and stay positive!

Cheers and All the best!  
***Chettinad-Sath Sadhana Team***



**Chettinad**  
**Sath Sadhana**

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