

BODHI TREE SCHOOL FOR CHILDREN WITH SPECIAL NEEDS –
RAWCS PROJECT # 71-2016-17
ACTIVITY REPORT JULY – DECEMBER 2017

ACKNOWLEDGEMENT:

The School acknowledges with utmost gratitude the Rotary club of Albert Park to facilitate resources to develop facilities for the children with special needs and in the sincerest spirit of humility and appreciation thank Antoinette for her extraordinary generosity and warm heartedness. The School also takes privilege to thank all teachers, volunteers and staff members for the efforts they make each day, and is moved by the attitudinal changes of the parents and cross communities in destitute to trust and have faith in the process. Sincere thanks also go to the multidisciplinary team comprising psychiatrists, psychologists, social psycho educators and pediatricians.



CHILDREN WITH SPECIAL NEEDS MEETING BUDDHIST MONKS



CHILDREN WITH SPECIAL NEEDS CELEBRATING VALENTINE'S DAY

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DEPUTY INSPECTOR GENERAL OF PARA-MILITARY FORCES VISITING THE SPECIAL SCHOOL

HUMOR:

There have been noticeable changes in humor of the children in the past a few months as well as substantial improvement in the hygiene of these children. Self-enhancing, adaptive humor in children is seen as a marker of better mental health, self-esteem and social adjustment. Children using a consistent style of self-defeating humor, making fun of themselves in a broadly negative sense, were found to have less self-esteem and felt more lonely or depressed over the course of the school year. In a vicious cycle, these dips in confidence led to more self-defeating humor. When kids varied their styles, though, and incorporated self-defeating amongst other, more positive styles, they fared much better.



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LIFE SKILLS:

All kids have to learn how to “play well with others.” Even the most socially aware child will encounter a hurdle or two. For parents and teachers of children with special needs, ordinary “bumps in the road” to healthy societal acceptance can seem like insurmountable obstacles. The School has designed a module to give even the most socially challenged child the tools that can make life a little more manageable. The programs teach how to recognize and identify feelings and how to respond to them in positive, emotionally healthy, and self-loving ways. The results are better social skills, a higher sense of personal self-esteem, and a more emotionally intelligent mindset. The matrix is caring for clothing, consuming food, identify unfamiliar odors, identify unfamiliar sounds, dress appropriately, count money and make correct change.



HYGIENIC AWARENESS:



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Students with disabilities do not always naturally acquire a regimen of personal hygiene like their typical peers. The added tasks of showering, brushing teeth, and combing their hair usually seem like too much work, which results in them refusing to take care of themselves. They also may not pick up on the nonverbal social pressure to look and smell nice. Parents of children with disabilities often experience frustration as these activities become a major battle at home. For this reason, focus on personal hygiene skills at school is necessary.

PERSONAL HYGIENE INSTRUCTION:

In this lesson, techniques for individualized instruction are reviewed, while focusing on specific personal hygiene skills, such as brushing teeth, and washing hands..

TASK ANALYSIS:

Task analysis is a technique used to break down a complex skill into small, manageable parts. Learning skills in small steps allows students to focus on one basic task at a time, helping them master each individual part. Task analysis is also conducive to positive reinforcement. Teachers are encouraged to praise students as they complete each step of a task, encouraging them and making the activity a positive experience that builds self-esteem. The students must master each step before moving on to the next one and as they do this, they will experience success and learn to complete all of the steps independently.

SCHEDULES:

Personal hygiene is part of a daily ritual that usually follows the same pattern. Making it part of students' daily routines, where they do the same things in a specific order each morning, help them remember what they need to do.

1. Say Good Morning
2. Pray
3. Take your seat
4. Look in the mirror to correct your uniform
5. Comb hair.
6. Brush teeth
7. Clean your hands properly
8. Eat breakfast.
9. Put on socks and shoes.

The children follow this schedule on a daily basis.

BREATHING EXERCISES:

The model connecting the power of conscious breathing is to encourage children with special needs to explore it for themselves, this is considered a way to cultivate their own inner wisdom and strength. Teaching children how to manage and alter their mood and behavior with an appropriate action can prevent poor behavior, especially in the classroom, and it can calm symptoms before they become unmanageable for the child. One of the best methods and strategies for calming sensory defensiveness is breath control. Breath control is one of the quickest and easiest ways to get a child back to using their executive function skills.

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CALMING DOWN:

During a sensory meltdown, children with special needs have very little control over their behavior. They may scream, break things, attack others and even try to hurt themselves. While it's painful to see children losing control for seemingly no reason, meltdowns help us to understand when the children are experiencing sensory overwhelm. During a meltdown, a person with autism is completely unaware of their actions and what's happening around them. Their behavior is an involuntary, knee-jerk response to sensory overwhelm. Calming down exercises are organized for children with special needs.



CHILDREN WITH SPECIAL NEEDS PRACTISING CALMING DOWN EXERCISES AT THE ACTIVITY HALL

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ISHA HAVING BORDER LINE MENTAL RETARDATION WITH SPEECH AND HEARING IMPAIRMENT AT CALMING DOWN SESSION

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BRINGING CHILDREN WITH SPECIAL NEEDS CLOSE TO NATURE:

The School has designed a curriculum with broader perspectives of allowing children more to observe natural atmosphere. This is sad reality that children with special needs in the region where the school is located have lived over the years in the most heart wrenching conditions. Many of them have never been on a bus ride. Even in ceremony, the parents were embarrassed to have a child with mental health issues. Bodhi Tree School for children with special needs is very much into bringing these children to multiple avenues to explore and grow. It is noticed that these children are truly experiencing peace and a sort of satiation while being close to nature. It is unfortunate that even schools for general children are more into forcing information, however, this school is deeply directed to inculcate innate qualities of children. The children with mental health issues have almost been imprisoned over the years in the villages they were born. One can see incredible amount of happiness and curiosity once they are in the bus heading to new destinations.



CHILDREN WITH SPECIAL NEEDS EXPLORING THE RIVER TOGETHER WITH VOLUNTEERS AND SPECIAL EDUCATORS

SAND PLAY THERAPY

Over the months of working in the field of developmental delay and sensory processing difficulties, it has been observed that many children struggle to make sense of their emotional world alongside their struggles to create an effective response in their central nervous system. Since tactile exploration is a natural media for occupational therapists it was not difficult to find that this particular mode of therapy was a very good fit. Children with developmental delay generally do not want to discuss their emotions, but prefer to play them out. Sand Play therapy has provided us with an avenue to understand these children more fully, and to improve intervention planning. Sand Play therapy reminds all every day that the child is experiencing emotions through every therapeutic experience provided and there is a need to respect these emotional adaptations just as much as their sensory adaptations. Through Sand Play one is able to elicit the child's beauty from within. *WHY USE SAND THERAPY?*

Original Script edited by Ish Prasad

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- Gives expression to non-verbalized emotional issues. Play is the language of children and the sand tray provides a safe medium for expression, free from evaluation.
- Has a kinesthetic quality. Sand has a sensory quality and the experience of touching and manipulating the sand can be therapeutic in and of itself.
- Creates a necessary therapeutic distance for the children with special needs. This distance can allow the children to have a safe place to work through and process their experiences.
- Provides a setting for the emergence of therapeutic metaphors.
- Provides a needed and effective communication medium for the children with poor verbal skills. When unable to effectively communicate needs, it can create a great level of frustration. In Sand Play therapy expression of needs is not dependent upon words.
- Provides a place for the children with special needs to experience control.



PRINCE AND ANCHAL EXPERIENCING SAND PLAY THERAPY



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RITU, A GIRL WITH SPECIAL NEEDS EXPERIENCING SAND PLAY THERAPY



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CHILDREN WITH SPECIAL NEEDS ENJOYING A MOVIE SESSION



CHILDREN WITH SPOECIAL NEEDS ENJOYING SWIMMING SESSION WITH VOLUNTEERS

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CHILDREN WITH SPECIAL NEEDS TOGETHER WITH SPECIAL EDUCATORS ENJOYING TREKKING



ARYAN TOGETHER WITH SPEVCIAL EDUCATOR EXPERIENCING NATURE

ARYAN AND NEHA THE TWO WITH DOWN SYNDROME DURING AN ACTING GESTURE



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VISITING DISNEY PARKS WITH THE SPECIAL NEEDS CHILDREN:

Travel allows children to take a step outside of their normally scheduled programming, helping them learn to adapt to a variety of situations outside the norm. It also allows these children to experience the same things that typical children get to experience, with those similar ear to ear smiles of pure joy. Visiting a place like Disneyland may be harder with a special needs kid but the rewards can be incredible. Many children have breakthroughs while experiencing the Happiest Place on Earth and many parents realize that their kids are capable of so much more than they imagined. Here are some pictures to show how much children had joy on their first Disney Park.



CHILDREN WITH SPOECIAL NEEDS EXPLORING TRAMPOLINE AT DISNEY PARK IN BODHGAYA



ENJOYING THE SWING AT THE DISNEY PARK

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ENJOYING BALLOON CASTLE LADDER AND BALLOON CASTLE SLIDE AT THE THEME PARK

MAGIC THERAPY:

The School of late has included magic therapy the art of magic with the fundamental goal of growth and development of the children with special needs. It is designed to assist children and adolescents with learning disorders regardless of their specific strengths and or weaknesses. Magic Therapy has been successfully implemented in school systems across the nation. Working with Special Education Instructors and Therapists, the use of magic tricks has helped students develop fine and gross motor skills as well as concentration, following simple and complex directions, task follow-through, communication and socialization/interpersonal skills, and numerous other objectives.

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YOGA:

Yoga techniques designed to enhance the natural development of children with special needs. Yoga is gentle and beneficial, safe for babies and children with Down Syndrome, Cerebral Palsy, Microcephaly, Autism and other developmental disabilities. These methods also provide an effective treatment for children diagnosed with Attention Deficit Disorder, ADHD and Learning Disabilities.



IMPLEMENTING FANCY DRESS IDEAS FOR THE CHILDREN WITH SOPECIAL NEEDS:

During the growth stage, everyone would have all probably tried to use their imagination to dress up. It may be denied, but most boys would have tried on some of their mothers' clothes at some point. Getting children into fancy dress costumes can give a real benefit to their social and emotional development.

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Using their imagination as a starting point allows them to interact and engage with other children, as well as improve their self-confidence.



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PARENTS MEETINGS:



PAERNTS DURING A MEETING AT THE SPECIAL SCHOOL



CHILDREN WITH SPECIAL NEEDS ENJOYING WITH NORMAL CHILDREN AT A CULTURAL EVENT