

NEWSLETTER

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Boman Irani Says, "Yes! You can."



 YouTube

Services at MDA

1. Awareness
2. Training Programmes
3. Assessment
4. Full-time Remediation
5. Part-time Remediation
6. Occupational Therapy
7. Intensive Teacher Training Programme
8. Remedial Kits/Workbooks in English and Tamil
9. Tamil Vazhi Payirchi
10. MDA Avaz Reader

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NPTEL-IIT Madras and MDA Launch Free Tamil Remediation Programme



Read the press reports here:

1. India Today
2. The Hindu BusinessLine
3. Deccan Herald
4. NDTV



Sushi Natraj

On January 1st, 1991, we returned to Chennai after a hiatus of ten years. We ushered in the new year cheering the familiar and learning to deal with the unfamiliar.

In the latter list was my four-year-old child, who showed signs of needing a little extra help with her academics. Fortunately, I did not have to look far for a solution. It helps to have an expert in the family! Usha Ramakrishnan

pointed me in the direction of Nirmala Pandit, who in turn showed me the way to a new born group for dealing with exactly the kind of questions we had.

Thus, began my 30+ year association with the Madras Dyslexia Association. I think there must be some serendipitous connection, when you realise that MDA was set up just when I needed them!

Formally registered in May, 1991, they functioned from a house on Sambasivam Street in T. Nagar. Even in those early days, when dyslexia and learning difficulties were terms very few understood, and even fewer knew what to do about, MDA was already providing systematic evaluation, remediation, creating pull-out spaces in schools, and setting up a number of other initiatives to ease the way for children who were not coping.

As for me, my daughter and I kept our weekly date with MDA every Saturday morning. She would wander into the rooms to be met by Shobha or Shubha or Savithri or some other smiling soul, who would try to help her unravel the mysteries of the written word.

As I sat in the waiting area for about 2 hours each time, I would meet worried parents, confused parents, parents in denial and a whole spectrum of emotions. Some of them would talk to me about what confounded them. My only consistent message to them was they had come to the right people. My belief and confidence in the MDA was a huge comfort.

I remember how they worked on a shoestring budget, and yet delivered quality. Their dream was to create a

place where children could come to INSTEAD of going to a regular school. Soon it became necessary to raise some funds. But the exercise focussed equally on spreading awareness – letting the person-on-the-street know that children who are not coping with routine academics need not be considered retarded or relegated to the back benches.

I still have a bookmark I had had designed by Mr. Ramnarayan of Kalamkriya, which we used to spread the message. We had I think 5 different slogans printed on them. I wish I could remember all of them. They were succinct and catchy.

The function at the Taj Ballroom had all the attributes that MDA, led by D. Chandrasekhar has become known for. It had clarity of purpose, class and sincerity. Those of us who played even a small part in the evening felt satisfied that we had helped raise a then decent sum of Rs. 10,000/- nett.

Thereafter, as my child was weaned away from regular visits to MDA, Mr. Chandrasekhar continued to involve me with the Association in some way. They revived the publication of a regular newsletter, which I helped to edit for a while.

Sometime around then, MDA also launched Ananya – a happy ‘school’ where children who needed more than just a little help would come and discover the joy of learning through methods more suited to their requirements.

There were phases when I got busy with other activities – involving other groups like Inner Wheel, and others. But I found ways of weaving some

involvement with MDA into those too. Thus the line of connect continued – sometimes with frequent interactions and sometimes with the kind of comfort only old friends can give each other even in absence.

MDA has come a very long way from its modest beginnings. It has also built for itself a credibility that allows it entry into the higher echelons of education, participating in policy making and therefore achieving exponentially increased reach.

I have been following the various forays they have made into devising new and user friendly methodology, sometimes with technology. They

have also entered the bastions of the government with training the trainer programmes, which will undoubtedly have a far-reaching effect, benefitting children in remote areas with meagre access to such facilities.

In the last few years, the quarterly newsletter has been reawakened, rejuvenated and reinvented! A whole new, young team brings its energy and expertise to it. And I am so glad to be a part of them and enjoy being part of this family again.

God bless MDA. May your tribe increase.



Are You Listening?

Lakshmi Radhakrishnan

Vol. 22 No. 1 April 2011

“One friend, one person who is truly understanding, who takes the trouble to listen to us as we consider a problem, can change our whole outlook on the world.” — Dr. E. H. Mayo

“You never listen,” is the refrain one hears from every one; mothers to children; children to parents; teachers to students and so on. One can listen with eyes and ears. The signals from body language and verbal language prove that one can communicate and comprehend effectively. Just guttural sounds between two like, ‘hun’ and ‘hun hun’ can convey meaning to the persons involved. Listening is the ultimate state of awareness.

Listening is an important tool of communication. A good listener is able to focus their attention on the speaker, understand, think and respond properly. Listening skills are essential for both teachers and students. For a student to do well in academics, they have to listen to lectures and take notes; follow instructions and explanations in class. Listening depends on both body language and verbal language. The best teachers are those who are excellent

listeners; they are the ones who intuit the needs of the students and act upon them. Through conscious listening teachers can intuitively feel the sagging interest among students while they teach. Non-verbal cues and verbal interactions help the teacher to understand the students’ state of mind and suitably adapt the communication pattern.

Learning a language begins with listening, then speaking, reading and writing respectively. Listening is as important as speaking when it comes to face-to-face communication. Speaking and listening work in tandem. To communicate well one has to listen. The most complicated skill of writing is taught last. But in the present times, listening gets the lowest priority and writing gets the highest attention. Children are made to write at the K.G. level without any prior pre-writing motor exercises.

The Adult with Dyslexia: Issues of Self-Esteem, Assistive Technology, Self-Discoveries and Attitude



Usha Ramakrishnan

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Vol 27 Issue 4 December 2016*

What is it like for an adult to have dyslexia in today's world? To get an insight I conversed with bright adults with dyslexia in their early 20s, 30s, 40s and 50s, and they responded with enthusiasm and sincerity. Their attitudes were remarkable.

We started with challenges they face in the workplace. Matter-of-factly they all said the challenge continues in adulthood. It's extra challenging as the disability is hidden and their social skills and command over spoken language present a different picture. "It's like being alone in a crowd and none the wiser," one said.

Difficulties included following rapidly spoken instructions, tasks related to reading, spelling, writing, documenting, connecting creative thoughts to paper and coordinating multitude of thoughts. Making project reports were tedious, stressful and daunting.

Most frustrating for one who could conceptualize and plan strategies effortlessly and speak it too was, penning it down for proposal writing. Routines smother them. It was a challenge to not get through in an interview despite obvious ability because of marks.

What was exciting was their continuing this train of thought with self-discovered solutions.

Use of Assistive Technology and team work headed the list.

From using Dictaphone- for follow through on rapid spoken multiple instructions, text-to speech apps,

audio-books, MP3s for reading, spell check and keyboarding for spelling and writing; to using mind mapping, visualization, GPS apps, notepad reminders in tablets iPhones and androids for planning. They were tech savvy.

One of them said with age he employed his own strategies and was reading better.

Working in a team, was a remarkable "win-win" strategy. The Dyslexic adult did the thinking and planning, the non-dyslexic did the writing. It built vibrant team spirit and moved the vision to operations. They understood the impact of the difficulty on their work, prioritized their difficulties, reasoned it through and found resources that suited them as they encountered the difficulty.

They used effective alternates and "reasonable accommodations" to suit their unique ways of decoding, encoding and metacognition. Strategies and Assistive Technology increased their work output, reduced stress of having to rely only on reading, spelling and writing in order to perform and allowed creativity of the intelligent dyslexic mind flow.

Recent research in Neurosciences shows that the dyslexic brain performs reading related tasks differently. We need to respect this and use alternates

that help bypass difficulties of a normal method right from childhood.

Assessments must lead to enabling rather than limiting a different intelligence and potential. Programmes for children with dyslexia should include central executive function activities of problem solving in real life situations. It would be valuable for them through life.

The next point focused on what enabled them to find their own solutions to their challenges. As one (different ages, backgrounds locales) they said it was their belief in their abilities. All the adults first spoke of the adverse effect of early negative experiences in their lives, when they felt lost and overwhelmed; left alone to fend for themselves; worthless and humiliated, when treated harshly by adults who did not understand. They spoke candidly. The youngest in his twenties was the only one who spoke about his difficulty being identified early by his parents. However, he said, they focused on medical intervention to try to fix it. Two of them identified the difficulty in themselves as teens. Having an assessment and understanding themselves correctly gave them relief. Things fell into place. It changed their lives. They spoke of the huge energies it required for them to motivate themselves, pull themselves up from feelings of worthlessness that they had been scripted with.

And then they spoke of what helped them come over it. They spoke with gratitude of people who were with them at critical moments. Who believed in them, nurtured them despite not knowing about dyslexia. Who showed them new vistas of non-academic learning where they found abilities and new confidence that greatly restored self-esteem in their impressionable years. In hindsight, they feel this bank of unconditional love and appreciation they received became the pole vault that enabled them to motivate themselves further in their own adult lives.

Those who were married spoke of the valuable support they receive from their spouses who just felt "they could do it". This further built confidence and honed their abilities. I watched them with their children - doting and nurturing - it made a circle. They were reaching out with the same love they had received. One of them said the early knocks in themselves make one better equipped to face new hurdles. Psychosocial development must be nurtured.

Only when the child can trust, feels loved, is allowed independence, initiative and, given opportunities to develop competence in areas that they are intelligent in will they be better equipped to find their own identity in the teen years, and form intimate relationships with others in the adult years. And later on, reach out to others.

Roots to grow, wings to fly. The confidence also enabled self-discoveries of their potential in order to pursue studies or work options they had abilities and aptitudes for. The profile of intelligences among the younger adults was apparent in their career choices. Alongside this, their resilience, awareness of their strengths and weaknesses and compassion for others stood out. Unique Multiple Intelligences profiles were apparent.

Adult dyslexics face challenges of a different kind. They also have unique profiles of intelligences. When as children self-esteem is nurtured, when they are made aware of their strengths along with difficulties, when they are not shamed for being different, when assessment and intervention programmes focus on holistic development and are updated with advances in user friendly technology and neuro-scientific findings, the adults they will grow into will be charmingly and valuably different. (When dyslexia, ADHD, NVLD, and other SLD coexist with dyslexia, different sets of challenges will be apparent, but that calls for a different article.)

Inclusion of Dyslexia in ‘People with Disabilities’ (PWD) Act – 2016

Dr Geet Oberoi,

Orkids Foundation, www.orkids.in

Vol. 29, Issue 1, April 2018

The most important milestone in the history of Specific Learning Disability (SLD) in India was the inclusion of SLD in the Persons with Disabilities Act in December 2016. SLD can now be acknowledged as a ‘real’ disability especially in our schools. The PWD Act 2016 now empowers not only the children but also the parents to be the advocates for their children. Schools, irrespective of the types or education board, are now mandated by law to cater to the needs of a child with SLD. Various academic accommodations are provided to the child on the basis of a formal assessment report made by a professional registered with RCI (Rehabilitation Council of India). This milestone promises to have far-reaching impact on children with SLD across the country. Children who until now have been ridiculed, scolded and misunderstood by teachers, peers and even parents, can now become productive individuals of our communities.

The awareness of SLD and it being different from ID (Intellectual Disability) has helped in tapping the

potential of children with SLD. Teachers are now aware and in some places oriented in different aspects of SLD and its ramifications in the classrooms. Schools are also mandated to do periodic screening of children in schools to identify ‘at-risk’ children and initiate early intervention.

The task in front of us is daunting to say the least as there are hundreds of thousands of schools which need to be made aware of SLD and many more children who need to be identified in order to get the intervention which is now their constitutional right. The government - whether state or central - needs to have a system in place which covers aspects of not only expectations from schools and teachers but also accountability (or lack of) all stakeholders. Having SLD is not the end of the world and in some cases individuals with SLD have declared it to be their strength. Demystification of SLD is the need of the hour and professionals working in the field need to unite to reach out to as many children and families as possible.

Parenting is not a Practice. It’s a Daily Learning Experience

Deepa Venkat

Vol 31, Issue 1, January 2019

And I am still learning! When I look back on how we have come so far with my children, I remember only one phrase which had a deep impact on me – “The best way to make children good is to make them happy”.

This single phrase changed my entire perception towards bringing up my children especially my elder one, Vishnu who has grown up to be a very sensible, truthful, hard-working and a happy person. Now, as he enters adulthood

with confidence and happiness I am grateful to all teachers in Ananya and Bala Vidya Mandir who laid the path of confidence for him.

The foremost quality of parenting is to accept your child the way they are and work towards enabling them to overcome their fears/difficulties with better understanding, without imposing peer pressure, or comparing them with others, including their own siblings, and keep feeling sorry.

I know it's not easy but nothing is impossible. It reminds me of the early days when I had to explain so much to some of my family members on how my child is different. We as parents had to prepare ourselves just to stand by him 'come what may' and assist him in overcoming his difficulties as he advanced in age. Days and nights were spent on coming up with ways and methods to make him overcome in his own way albeit at a slower pace. Indeed, we could achieve what we as a family aimed for.

In this process, I can say with pride that my daughter Sushma who is 3 years younger to my son played a key support role in dealing with the situation. She had her own style of doing things and we made sure that she too understood that her brother is unique with many positives. To her, he was a hard worker and a good hearted person. Except for normal sibling fights, both my children never fought for attention because of the background set by us as parents and thus gave them equal attention/affection. The best mantra which worked out was letting him do what he likes and enjoys doing with little explanation. We helped in setting easy goals and gradually moved to bigger ones and fulfilling all the promises given to him, big or small.

We let him do things in which he is good at, more than lamenting upon things which he had trouble

with, right from academics to doing work at home and letting him pursue different sports activities where he was the winner many a times.

Letting him go through the NIOS stream based on the advice from his teachers at Ananya was one of the best decisions. He scored well with good grades in his 10th and 12th which would not have been possible if he had appeared through the mainstream schooling. We discussed everything openly which gave him clarity and made him understand how every step he was taking would benefit him in the longer term.

Now in his third year of under graduation in Mass Communication, I remember how I would scribe for him when he was in smaller classes. I also remember how his teacher or another student would scribe for him in the higher classes. Today, with confidence, he has written undergraduate exams all by himself without scribes and has scored very good marks.

He has set a target to achieve an aggregate score of 85% in his graduation. He practices public speaking without any inhibitions and says with sparkle in his eyes that he wants to start his own enterprise to prove his ability rather than join our family business. This attitude has brought joy to our family.

Vishnu is 21 now with sixteen years of hard work, discipline, punctuality, and respect for elders and concern for the needy has because of one simple reason - being parented to let him be happy. Coupled with this, let us as parents "hear" the things our children will not or cannot say, and be generous in giving compliments. Create an environment to enable them hear the nice things we say about them. It gives a boost to their confidence level which in turn leads to success.



Technological Scaffolding for Reading

Mala Natarajan

Systems Head, MDA

Vol 31, Issue 3, October 2019

MDA Avaz, an Assistive Reader App

“To learn to read is to light a fire” said Victor Hugo in Les Miserables. If this is so, then sadly many people with Specific Learning Difficulties are in darkness since fluent reading eludes them. While remedial classes teach coping strategies, continuous support during every instance of reading may not be possible.

“MDA Avaz”, the reading app, provides this assistive framework. Based on well researched and successfully implemented practices, this easy to use app provides familiar reading strategies on demand for any textual material of interest in a personalised manner. These reinforcements work towards building and strengthening all the facets of reading decoding, fluency and comprehension.

With sustained use of Avaz Reader, children who struggle with print become better at processing words and reading independently. Firstly, the paper discusses the need for an app that provides assistance for reading. The presentation then goes on to showcase the different features of the app – the visual appeal, seamless migration from print to digital content, choice of reinforcing reading strategies, predominantly offline features, customizability etc.

The paper showcases the well-thought-out integration of this app into the teaching-learning process in schools associated with MDA.

It then discusses the model adopted to make it economically viable for the developer to sustain progressive improvement in the features of the app, while ensuring it can be afforded by most people.

Madras Dyslexia Association has been working closely with children and observing and measuring the gains from the usage of this app.

The paper provides evidence through case studies on the academic, emotional and social impact of this app on its users (with Specific Learning Difficulty). MDA proposes to take this scalable and customizable assistive device to people with reading difficulties across different demographics, empowering them to read gainfully and independently. It is an educational resource; a productivity tool people with reading difficulties need to succeed.

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செய்தித் துளிகள்

டிஸ்லெக்சியா உள்ள மாணவர்களுக்கு முப்பது வருடங்களாக தொடர்ந்து ஆற்றிவரும் தொண்டினை கொண்டாடும் நிகழ்ச்சிகளின் தொடர்ச்சியாக நியூஸ் லெட்டர் குழுவினர், ஏர்லி ஐடென்டிபிகேஷன் குழுவினர் மற்றும் அஸஸ்மென்ட் குழுவினர் கௌரவிக்கப்பட்டனர்.

பயிற்சிகள் ஜூன்-ஆகஸ்ட்

டிஸ்லெக்சியா பற்றிய விழிப்புணர்ச்சி பயிற்சி பதினாறு பள்ளிகளுக்கு அளிக்கப்பட்டது.

டிஸ்லெக்சியா பற்றியும், அதற்கான சிறப்பு பயிற்சிகள் பற்றியும் பத்து பள்ளிகளை சார்ந்த ஆரம்ப பள்ளி ஆசிரியர்களுக்கு ஆறு நாள் பயிற்சி அளிக்கப்பட்டது.

தமிழ் மீடியத்தில் பயிலும் டிஸ்லெக்சியா உள்ள மாணவர்களுக்கான தமிழ் வழி பயிற்சி, அமர் சேவா சங்கத்தின் சிறப்பு ஆசிரியர்களுக்காக நடத்தப்பட்டது. நடு நிலை பள்ளி ஆசிரியர்களுக்கான பயிற்சிகளும் அளிக்கப்பட்டன.

டிஸ்லெக்சியா பற்றிய சிறு பயிற்சி பி எஸ் பி பி பள்ளியை சார்ந்த மழலையர் பள்ளி ஆசிரியர்களுக்கு அளிக்கப்பட்டது.

வள அறை

டிஸ்லெக்சியா வள அறைகள் அமைப்பிற்கான ஒப்பந்தத்தை விவேகானந்தா எடுகேஷனல் சொசைட்டி புதுப்பித்தது. இதை தவிர மூன்று பள்ளிகளில் வள அறைகளும் அமைக்கப்பட்டன.

தொடக்கம்

எம் டி ஏ, இணையதளம் மூலமாக வழங்கப்படும் இ - சிக்கூணம் பிரிவில் தமிழ் வழி பயிற்சி என்னும் மற்றும் ஒரு பயிற்சியை தொடங்கியது. இது, ஐ ஐ டி சென்னையின், இயக்குநர் திரு.காமகோடி அவர்களால் தொடங்கிவைக்கப்பட்டது. இது என் பி டெல் தளத்தில், கட்டணம் ஏதும் பெறப்படாமல் முற்றிலும்

இலவசமாக அளிக்கப்படும் பயிற்சி ஆகும். இது எம் டி ஏ வால் உருவாக்கப்பட்டு ஐ ஐ டி யால் வழங்கப்படுகிறது. இப்பயிற்சி, தமிழ் மீடியத்தின் ஆரம்பப் பள்ளியில் பயிலும் குறிப்பிட்ட கற்றலில் குறைபாடுள்ள மாணவர்களுக்கு உதவ ஆசிரியர்களை பயிற்றுவிக்கிறது.

இப்பயிற்சியின் முக்கிய அம்சங்கள்

- இதில் உள்ளடங்கிய தொகுதிகள் - குழந்தை வளர்ச்சி, டிஸ்லெக்சியா பற்றிய அடிப்படை கருத்துக்கள், திரையிடுதல், டிஸ்லெக்சியா மதிப்பீடு, வாசித்தல், எழுத்துக்கோர்வை, எழுதுதல், கற்கும் முறைகள், பன்முகத்திறன்கள் மற்றும் கணக்கு
- இணையதளத்தில், கட்டணம் ஏதும் இல்லாமல் தனிப்பட்ட நபருக்கு ஏற்ற கால அவகாசத்தில் பயிற்சி
- ஒவ்வொரு தொகுதியும் சிறு சிறு பகுதிகளாக பிரிக்கப்பட்டுள்ளது
- ஒவ்வொரு தொகுதிக்கும் காணொளி
- கற்றதை மனதில் பதியவைக்கும் விதத்தில் வடிவமைக்கப்பட்ட வினா விடைகள்
- 7 நிகழ்வு ஆய்வுகள், அவற்றின் பகுப்பாய்வு மற்றும் தீர்வு

அனன்யா லேர்னிங் அண்ட் ரிசெர்ச் சென்டர்

மாணவர்களுக்கான பேச்சுப் போட்டி, நம் நாட்டின் 75ஆவது சுதந்திர தினத்தை முன்னிட்டு நடத்தப்பட்டது. அனைத்து மாணவர்களும், ஆசிரியர்கள் மற்றும் பெற்றோர்கள் முன்னிலையில் மிக உற்சாகத்துடனும், தன்னம்பிக்கையுடனும் பங்கேற்றனர்.

பகுதி நேர சிறப்புப் பயிற்சி மையம்

சுதந்திர தினத்தை முன்னிட்டு “சில்ட்ரன் ‘ஸ் கார்டினர்” எனும் சிறப்பு பதிப்பு வெளியிடப்பட்டது. மாணவர்கள் சுதந்திர தினத்தை பற்றியும், அன்றாட வாழ்வில் தங்களது சுதந்திரம் பற்றியும் தங்கள் கருத்துக்களை தெரிவித்தனர்.

விருது மற்றும் அங்கீகாரம்

1. குறிப்பிட்ட கற்றலில் குறைபாடுடைய மாணவர்களின் சிரமங்கள் மற்றும் திறன்களை உணரும் கொண்ட சமுதாயம் அமைப்பதில் முப்பது வருடங்களாக ஆற்றி வரும் தொண்டினை பாராட்டி ஹிந்துஸ்தான் சேம்பர் ஆப் கா மெர்ஸ் அண்ட் இண்டஸ்ட்ரி மெட்ராஸ் டிஸ்லெக்சியா அஸோஸியேஷனுக்கு விருது வழங்கி கௌரவித்தது.
2. குளோபல் மல்டி டிசிப்ளினரி ரிசெர்ச் அண்ட் அகாடெமிக் பவுண்டேஷன் சிறப்பு பயிற்சி தேவைப்படும் மாணவர்களுக்கு மெட்ராஸ் டிஸ்லெக்சியா அஸோஸியேஷன் ஆற்றியுள்ள தன்னலமற்ற சேவையை பாராட்டி விருது அளித்துள்ளது.

3. அங்கீகாரம்

ஆரம்பப் பள்ளியில் உள்ள கற்றலில் குறைபாடுடைய மாணவர்களை பள்ளி ஆசிரியர்கள் எளிதாக அடையாளம் காணும் விதத்தில் ‘திரையிடுதல்’ படிவத்தை நம் அமைப்பு வடிவமைத்து உள்ளது .இப்படிவத்தை நிப்மெட் அங்கீகாரம் செய்துள்ளது.

தமிழக அரசுடன் இணைந்து செயலாற்றல்

2300 சிறப்புப் பயிற்சி பெட்டிகள் தமிழக அரசுக்கு அளிக்கப்பட்டன. இவை ஆங்கிலம் கற்க மிக உதவியாக இருக்கும்.

Happenings in MDA

In continuation with our year long celebrations of 30 long years of meaningful service for the cause of dyslexia, the Newsletter team, Early Identification and Intervention team, and Assessment team were felicitated.

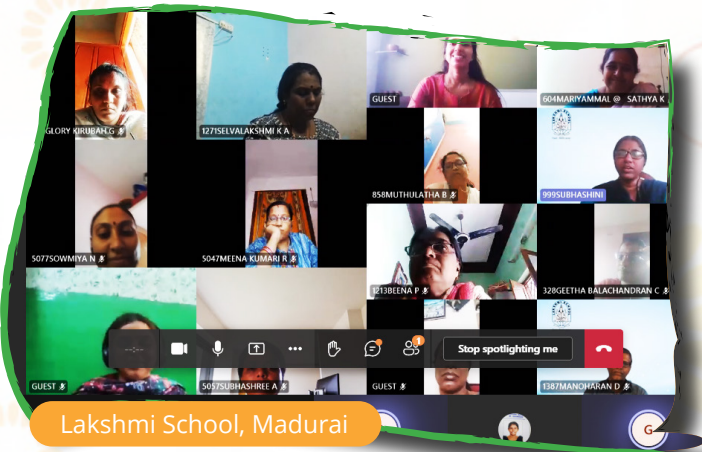
Training programmes



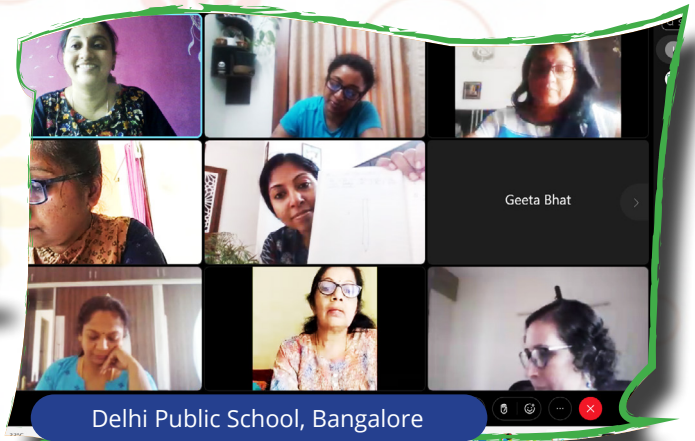
St. Joseph's School



St. Ann's Matriculation School



Lakshmi School, Madurai



Delhi Public School, Bangalore



Dharmchand Jain School

In the period, June-September, awareness programmes were conducted in 16 schools. Primary school teachers of 10 schools were trained for 6 days on the basics of dyslexia and the associated remedial strategies. In addition, Tamil Vazhi Payirchi - a programme on remedial strategies for children studying in Tamil medium schools - was conducted for the special educators of Amar Seva Sangam. Effective Learning Programme was also conducted for the middle-school teachers. A short module on dyslexia was conducted as a part of the PSBB - Kindergarten teacher training programme.

Resource Room

New Resource Rooms were set up in 3 schools, and the affiliation with the schools belonging to Vivekananda Education Society was renewed.

Launch

MDA Eshikshanam - our online training service - offers one more course. Tamil Vazhi Payirchi was launched on Sept 2, 2022 by Prof. V. Kamakoti, Director, IIT Madras. It is a free, online course available on the NPTEL portal. The programme was developed by Madras Dyslexia Association and was produced for us by NPTEL, IIT-Madras. It enables the teachers and care-givers to provide academic support to Tamil medium primary-school children with dyslexia.

The key features of this programme are:

- Comprehensive - includes modules on basics on dyslexia, child development, screening, reading, spelling, writing, mathematics, study skills and Multiple Intelligences
- Free, self-paced, online
- Modular and split into short segments
- Videos for each module
- Module-end short quiz to aid effective learning
- 7 Case studies amply supported by case analysis and quiz

Ananya Learning and Research Center

An oratorical event was conducted for the students of Ananya, commemorating 75 years of Independence. The children spoke with a lot of confidence in front of the gathering consisting of parents and staff.

After-school Remedial Center

A special publication "Children's Korner" was brought out on the occasion of Independence Day. The children wrote about Independence Day and about their views on independence in their daily activities

Awards and Recognition

1. Hindustan Chamber of Commerce awarded MDA Humanity Award recognising the 30 years of contribution towards enabling a dyslexia-sensitive society.
2. Global Multidisciplinary Research and Academic Foundation awarded MDA Humanity award in recognition of the selfless service in the field of child education with special focus on special needs.

Certification

MDA has designed and implemented a checklist - a simple tool that can be administered by primary school teachers to spot children struggling with academics probably due to dyslexia. NIEPMD has validated this checklist.

Work with Tamil Nadu Government

2045 remedial kits were supplied to Tamil Nadu Government to aid remediation in English.



Sri Gokulam Public School



MWA School, Chennai

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