

# Center For Autism And Other Disabilities Rehabilitation Research and Education



YEAR BOOK 2020 - 2021



# Contents

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Director's note	3	Wow moments	52
The CADRRE School	5		
The CADRRE model	8	It's Father's Time	58
Social Skills	10	<i>Lending an ear to the challenges of fatherhood</i>	
Occupational Therapy	13	Parental testimonials	60
Speech Therapy	16		
Communication: <i>Avaz helping students communicate better</i>	18	Autism Awareness Video Series by CADRRE	68
Learning Made Fun through PPT games	21	Introduction of Curriculum Based Conventional Methods of Evaluation	82
Social Stories <i>To help children in online learning</i>	23	Autism Screening, Assessment and Parent-Mediated Intervention program	85
Celebrations and festivities	25		
ISL Tutorial Series Aiding Communication	30	Our Team	91
Launch of 100 <sup>th</sup> ISL Video By Hon. Governor of Kerala	32	Thank You!	92

# Director's note

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2020-21 was a year with unforeseen challenges and difficulties which none of us had ever encountered or were prepared to meet with. One would never have imagined the complications and obstacles that come with a pandemic and the lasting impact that it would have in all our lives.

Last year saw us having to spend more time than ever in our homes. While it has been nice to be able to spend more time with our families, we also had to find innovative new ways to keep the children engaged and accustom them to online learning.

It was even more challenging for our children at CADRRE who require a higher level of consistency and for whom daily support is crucial. But the children have surprised us with their resilience and ability to adapt and cope with the circumstances which have now become the new normal.

This would not have been possible if not for the remarkable synergy with which our team at CADRRE and the parents have worked together. The innovative methods that were adopted and the commitment and hard work have yielded the desired results.

This year provided us with immense learning in devising an effective curriculum for our children and coming up with creative ideas to transcend the drawbacks of remote or online learning. The team was able to connect better with parents and work hand-in hand for the child's progress.



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We thank our parent community for their constant support and trust in CADRRE. Despite the struggles that we all faced, it was pure joy to watch our children exceed our expectations and rise above the limitations that the pandemic had forced on all of us.

I would also like to thank my entire team at CADRRE who always puts in their earnest efforts in providing the best interventions and support to the children, thereby ensuring that every academic year is productive and fruitful. Some of our team members were impacted by COVID yet their shared efforts and planning helped us sail through these testing times.

All of us at CADRRE are eagerly waiting just like you, for our children to be able to return to school where they can learn, play, share and form friendships and create memories which are not restricted by screens or monitors.

CADRRE expresses its gratitude to its donor patrons - Chandaria Foundation, UST Global and K. Nandakumar and SunTec Business Solutions for their continued support

Regards,  
**G Vijaya Raghavan**  
*Honorary Director, CADRRE*

# CADRRE school – *Where your child feels at home*

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When it comes to creating a learning space for children on the Autism Spectrum, we need to be extra mindful about classroom design and not just state-mandated standards, we need to create and include conducive, cognitive, social, emotional, and sensory modulated classroom environments.

Students with a diagnosis of ASD frequently experience some level of sensory sensitivity. Sensory overload can be caused due to bright light, colours, cramped spaces etc. Recognizing this sensitivity and the effect it can have on children neurologically is meaningful and essential.



PMG Centre



Sasthamangalam Centre



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At CADRRE, we wanted children to have creative spaces featuring flexibility, a unique atmosphere, and an inspiring environment which can lead to better engagement and joyful learning where children find themselves at ease.

Though located in the heart of the city, both our centers provide our children with a soothing environment of beautiful greenery, landscaped premises, a walk-in aviary with calming bird sounds, sensory room- pathways, library, play area and more...



Sensory path at CADRRE, Sasthamangalam center

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Every detail, every aspect and aesthetic has been created by keeping the child's comfort at its core to help in bringing out their best self and a perfect nurturing environment for our children.

Due to the COVID 19 restrictions, we had to close the centers and opt for remote delivery of our curriculums/programs. We have however kept the school premises well maintained and disinfected so that we are able to move in as when the restrictions eases.



Occupational Therapy Session at CADRRE Sasthamangalam

# The CADRRE Model

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CADRRE has an inter disciplinary approach to providing intervention services to children on the Autism spectrum. To meet the individual requirements of children with autism, several disciplines have to work in synergy. Our Physician, Psychologists and behavior analysts, Speech Language Pathologists, Occupational-therapists and Special-educators work together to ensure that our children receive the best.

Every aspect concerning the developmental needs and progress of the child can be possible only if these disciplines come together:

(a) Overall health of the child by our Physician (b) communication guided by Speech Language Pathologists, (c) social-emotional learning/behaviour guided by Psychologists (d) sensory-motor issues guided by Occupational Therapists, (e) daily living skills guided by Occupational Therapists, (e) academic requirement and cognition guided by Special-Educators





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Providing an efficient process for autism diagnosis is a crucial component of CADRRE's goal to develop a streamlined and collaborative method catering to the varied needs of the children. Our team comprising of a General Physician, Speech Language Pathologist, Occupational Therapists, Special Educators, Psychologists come together for a thoughtful diagnostic evaluation that would shape the child's intervention path to progress.

Our interdisciplinary team together with parents, evaluates and draws out an Individualized Education Plan (IEP) for every child after identifying their individual learning styles and strengths. Group and individual goals are set for the children as per their assessment which is reviewed and updated as the children meet the goals mentioned in their IEP. Group sessions are encouraged over one-to-one sessions to facilitate interactions, communication (verbal and non-verbal) and learning in a dynamic environment.

We were unable to provide the required emphasis on group learning this year due to the limitations of remote/online learning. Our team rose up to the occasion by working out strategies and ways through which online learning could be made more engaging. The team was able to implement creative strategies that were unique and not implemented elsewhere before.

# Social Skills

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When you parent a child who experiences the world around you differently, getting to know more about individuals who share similar experiences, seeking help and getting expert advices can provide powerful insights. It helps in parenting your child from a place of compassion rather than just observation. The team at CADRRE earnestly tries to help you in your journey of helping your child grow into their best selves.

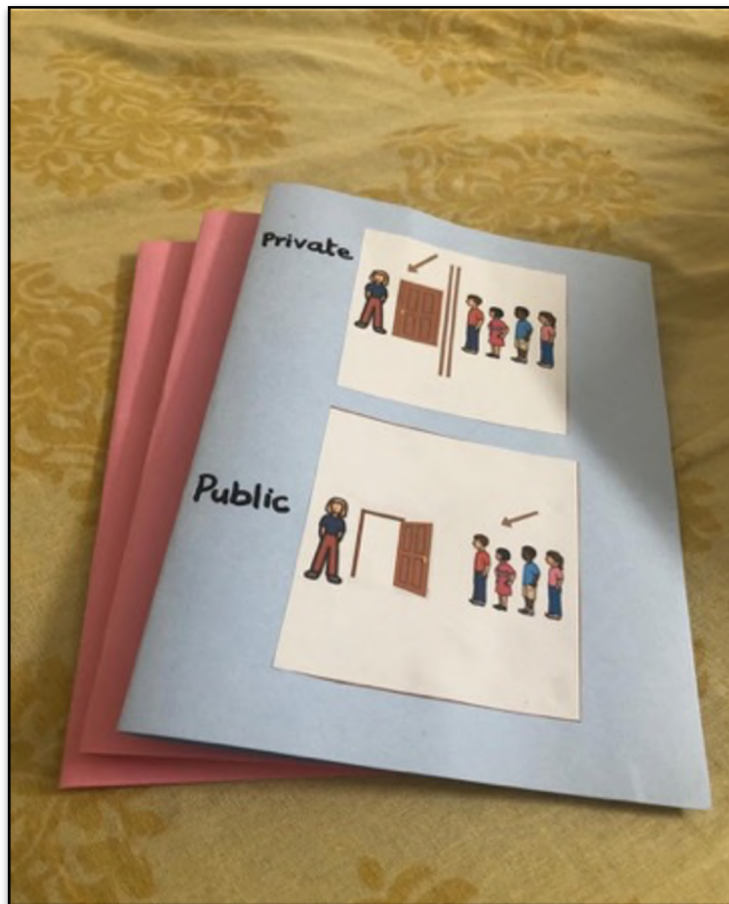
During the academic year, we have introduced new focus areas in our intervention plan like attention, visual scanning, visual tracking, working memory, visual and auditory gnosis and memory, reasoning and problem solving. We continued our support in the areas of personal safety and emotional skills that involves teaching about privacy, sexual safety, personal space and emotional regulation. We were able to extend our support for parents in those areas where they thought they needed more clarity as to how to approach their child with the topic of study.



Even though the impact of direct interaction and stimulation is necessary for our children's psycho-social development, surprisingly, the individual online sessions with therapists with an active involvement of parents reflected the impact on children quickly. As children could remain in the comfort zone of their homes and meet their teachers and therapists, they could pay attention to the activities, and amazed us with accurate responses

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Most of them showed improvements in their understanding of concepts, language, attention and memory skills, and we could understand their hitherto unexplored abilities in different areas. We were happy to watch them get excited about new activities, memorizing numbers, patterns, pointing to pictures consistently for the first time, identifying teachers and giving meaningful exchange of smiles, using our names in conversations, and improved quality of therapist-child relationship.



The therapists experienced the shift in their own understanding about children, they learned together that the adapting to a new system of learning was difficult but not impossible.





# Occupational Therapy

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In occupational therapy sessions, in-person contact is very crucial, hence, to make sure to provide online therapy sessions which was equally effective as in person sessions, was a very daunting task for the Occupational Therapists at CADRRE.

Further, online learning places added responsibilities on our students' parents, who have varying abilities to be available in the home to assist with remote learning opportunities.

But as the days went by, and with a couple of trial-and-error sessions, the team established structured therapy sessions where the parents took up the role of the primary therapist and teachers guided them through the entire process.



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Owing to the lack of resources at home which were readily available at school, parents were finding it difficult to manage behaviours that were a result of sensory overload or deprivation which is common with children on the spectrum. These concerns were addressed during the online sessions by efficient provision of home plans and techniques that were specific to each child's needs. Parents were also taught how to work on these concerns with resources that were available at home. They were also taught to make toys, obstacle courses and create an environment that mimicked what was provided for their child at school. For example, tunnels were made out of dining tables covered with bedspreads under which the children could crawl during an obstacle course!



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The COVID-19 lockdown also brought about a disruption in everyday routines. This in turn made most children dependent on their parents and caretakers in their daily life activities. Keeping this concern in mind, parents were counselled in groups and in individual online sessions where they were reminded of the importance of each child being independent in their personal care routines. Activities like brushing and dressing were also tried during online sessions with appropriate measures for privacy being maintained.

Albeit the past year has had its ups and downs, our biggest takeaway has been that we should not limit and doubt ourselves but to instead move out of our comfort zones and encourage each other to think out of the box in order to deliver engaging value-added sessions



# Speech Therapy

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Speech therapy provided by a Speech Language Pathologist focuses on the intervention in the areas of speech, language and communication difficulties. The focus is on individualised therapy techniques. The SLPs at CADRRE focus on all areas of speech, language, communication and feeding. Children who are minimally verbal and nonverbal are trained to use Augmentative Alternative Communication(AAC) based on their capabilities. Oral Placement Therapy and PROMPT techniques are implemented to improve areas like feeding, oral sensory normalisation and speech clarity.

Online parent training sessions were conducted with a view to empower parents through training to carry out speech interventions. .SLPs guided parents on the various ways to improve communication with their child and how to work on language goals. Preparation of therapy resources from simple household materials was also explained. After a month, video tutorials were sent to parents on various IEP goals followed by weekly meetings with parents to discuss the progress.







Initially parents struggled with implementing these techniques as it was new to them, and as children had to spend the entire time at home, communicating with them through some methods became imperative.

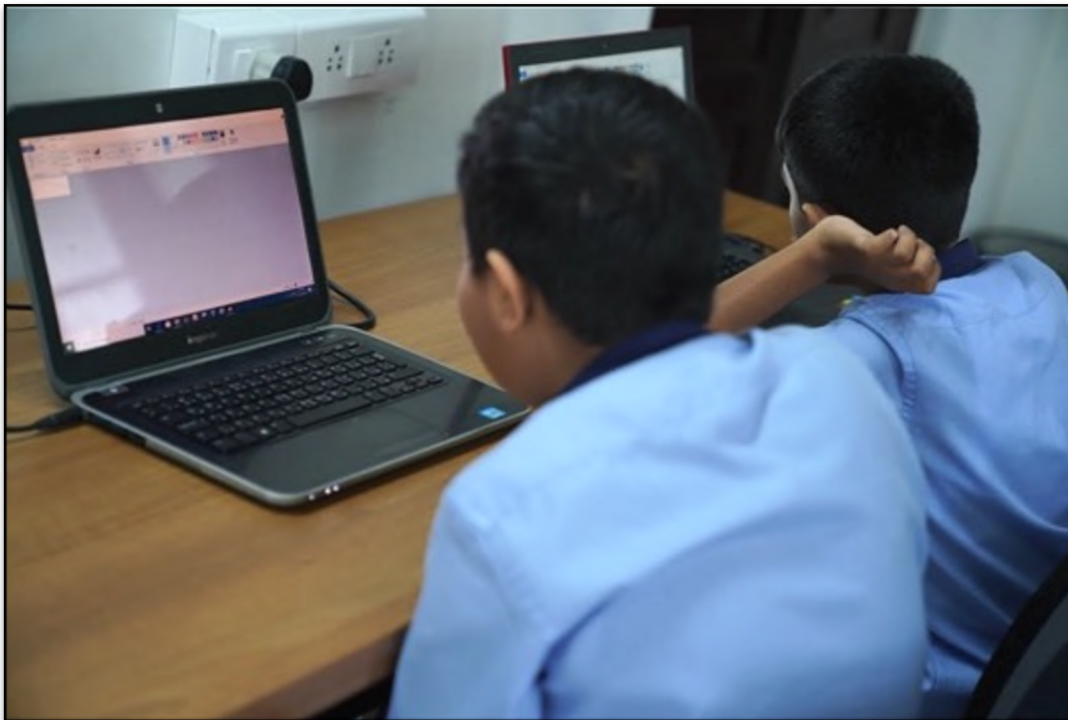
Many parents who were sceptical about AAC started accepting it. In due course of time parents were able to understand the child's needs. Many grandparents took undue efforts to learn AAC and use it with their grandchildren. Communication started improving day by day and parents did home training on language goals and brought in great improvements. Therapists provide videos and hands on instructions to parents during online sessions to work on feeding and speech through OPT and PROMPT.

# Communication – Avaz Helping Students Communicate Better

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In these sessions focus is placed on developing three major areas – speech, language, and communication. Emphasis is placed on overcoming oral sensory issues and motor deficits; developing a child’s language comprehension & expression skills along with ability to follow language syntax and semantics and encourage them to communicate using different modes of communication such as using sign language, PECS (Picture Exchange Communication System) or speech generating devices and so on.

Avaz is a picture and text-based app that empowers individuals with special needs to communicate and learn. By tapping pictures on Avaz, words and sentences get spoken out in a clear voice enabling them to communicate their needs, wants, thoughts, and emotions.



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During the pre-lockdown period, most of our students had their speech therapy sessions using the Avaz app, but then the time they got to use it, was limited. The desired efficacy of using this app can only be achieved if it was followed up at home too. But now parents were able to consistently interact with their children using this app.

For some students, visual discriminations skills will be comparatively less making it difficult for them to identify the icons on the app. Step by step intervention and repeated assistance from parents helped the children who are now able to request their highly preferred items such as ball, chocolates or a snack of their choice using the app. Children are encouraged to use the app for requesting for a break during the session or for any communication that happen during the online sessions.



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The Speech Language Pathologists at CADRRE gave a one-on-one training session to the parents on using the app, setting the app and folder creations. They were made to use the trial version of the app for a month to see if the child is able to communicate and respond well using the app. Also, the app was used in other sessions also, occupational therapy, literacy sessions etc. for the child to get comfortable with this mode of communication.

Using the app and noticing positive responses from children rules out the myth that using such apps impede speech in children, in fact such apps facilitate the child's speech generation by giving them the confidence to communicate and to be heard. Such apps can even help partially verbal students with ASD.

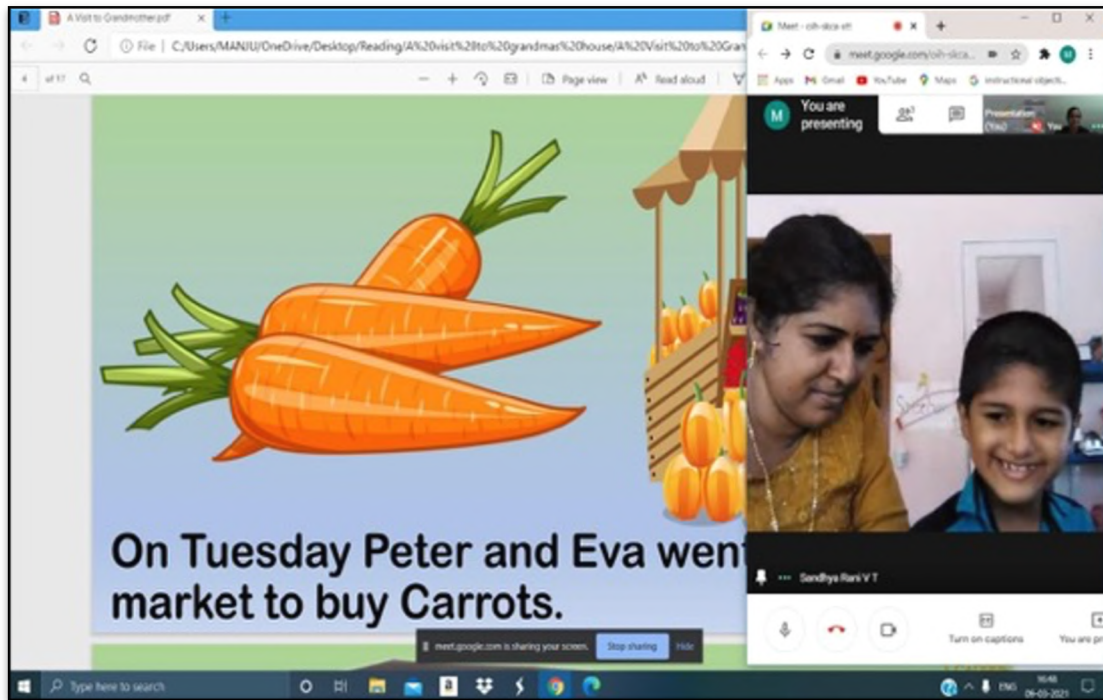




# Learning Made Fun Through PowerPoint Presentation Games

Initially we started out online sessions by sharing activity resources and aids with parents, which they used to take print outs and cut out into cards to do various activities like matching, sorting etc. However these conventional methods tend to be less effective for our children, as they need a high degree of personalization and engaging them for a small duration can itself be challenging as they are not accustomed to online learning.

That is when our team came up with teaching concepts through PowerPoint presentation activities. Children with ASD find it hard to concentrate for a long period of time, but when they are visually engaged, they are motivated and encouraged to excel. Doing their assignments on a computer can improve a range of abilities — including balance, attention and gaze control.



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This mode of learning was more useful for parents as well because PPT games could be replayed time and again as per the child's pace of learning and could be tried out multiple times when compared with an activity which was purely in a physical mode using pen, paper and cards.

Also, the usage of gifs (graphics interchange format), attractive images, and various sound effects as responses to their answers, increases their liking for the activity and also help increase their attention span.



# Social Stories to Help Children in Online Learning

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A social story is a narrative made to illustrate certain situations and problems and how people deal with them. They help children with autism understand social norms and learn how to communicate with others appropriately.

Children on the spectrum are usually characterized by adherence to routines and insistence on sameness. Any change in their schedule can cause a lot of tension and confusion in the children. Hence teachers at CADRRE used social stories to help them adjust to online learning and helping them comprehend these changes.

MY SCHOOL

I am a very clever boy



I love doing school work



I used to go to CADRRE to study.



Now, my teachers teach me on Google meet



I have to sit at my desk and chair and attend my classes



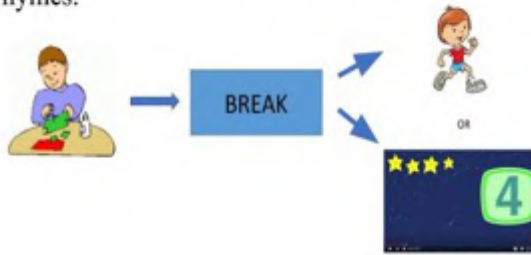
I sit on my chair. I keep my worksheets on the table.



I listen carefully to my teachers and finish my work. I am a smart boy.



When I finish my work , I can take a short break and move around the room. I can also listen to rhymes.



# Celebrations at CADRRE

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Unlike other times where we planned group activities and performances for children, helping them to understand each festival better, we were now restricted to our screens, where the possibility of celebrating was through virtual conversations and interactions.

However, we did not let that hinder our celebrations as our children deserved to have fun as they have been silent warriors all through this pandemic, where they are forced to be indoors for more than a year without meeting their friends, without being able to play outdoors, yet they bravely dealt with the pandemic in ways their little hearts could take!

To understand the essence and the story behind every occasion and celebration our team created videos depicting the importance of the festival and how it is celebrated by sharing engaging images and photos of the various traditions associated with every festival.



# The Chachajis of CADRRE – Children's Day

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# Republic Day



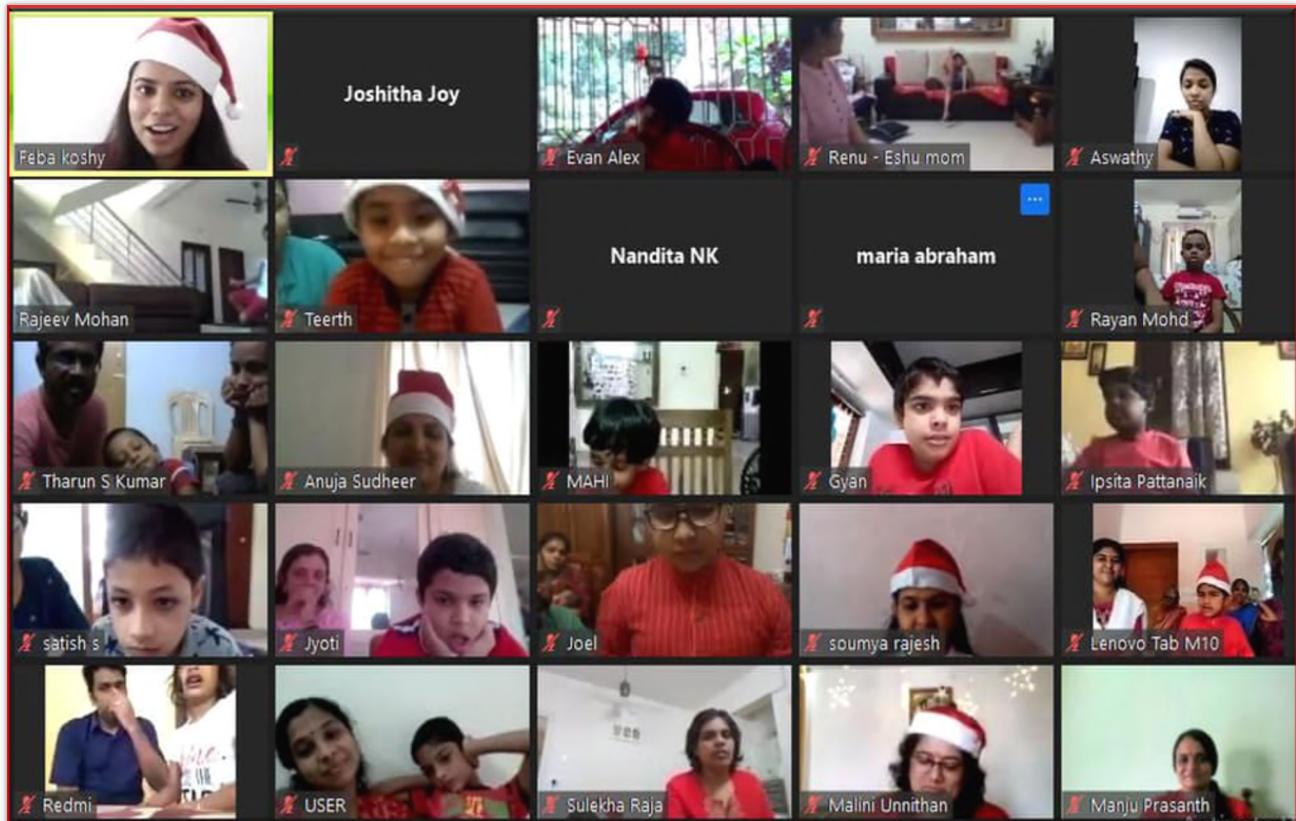
# Our Online Christmas Cheer

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All the parents and children of CADRRE joined us from their homes on a Zoom call. When we shared videos of crafts and artwork done by our students for Christmas, our screens filled with colours of Christmas trees, Santas and X'mas bells. Story behind Christmas and the Christmas traditions and sights were narrated by our teachers using interactive pictures, videos and songs. Videos of the children singing Christmas songs and dancing to carols warmed our hearts. The participation and encouragement from the parents made the occasion a special one!



# ISL Tutorial Series Aiding Communication

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No two individuals with autism are alike, hence we keep an open mind towards interventions and practices that might not be effective to all children alike but still would make a world of difference, at least to one child or family.

Many autistic individuals have some difficulties or delays with communication and speech. These can be on a spectrum from mild to severe. But some people with autism may not speak at all. In fact, as many as 40 percent of children with ASD are nonverbal. But with use of some functional sign language, they would be able to communicate their basic needs and their lives can become much easier.

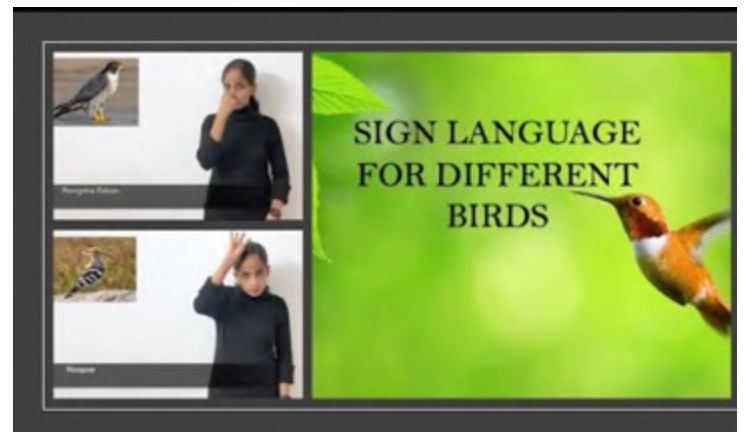
Signing can be effective for individuals with autism because it is visually based, unaided and provides a mode of quick communication. Additionally, it is something that can be used anywhere and at anytime.

We saw that some children at our school benefitted from being taught to sign their needs, and that is when we decided to teach Indian Sign Language as a video tutorial series to make it accessible to the general public free of cost. The series was launched on 23rd September 2020 on International Day of Sign Languages



Though we started this video series with parents of children on the autism spectrum in mind, these are lessons that are helpful for anyone who wishes to learn Indian Sign Language. These are 5-10 min videos that are uploaded on CADRRE's YouTube channel. Signs being introduced are illustrated with videos or static images to retain the interest of young children. The videos have subtitles and voice over. We have covered many topics starting from basic functional signs to ISL vocabulary on a various topic of everyday usage such as commands, action words, basic grammar, basic words on different places, classroom vocabulary, fruits, vegetables, sports, nature related signs and so on. We also cover topics of relevance – disability etiquette, COVID -19 guidelines, and celebrate special days – Christmas, Republic Day, Valentine's Day, Holi, Vishu, Easter, Eid and so on.

To watch these [videos](#):

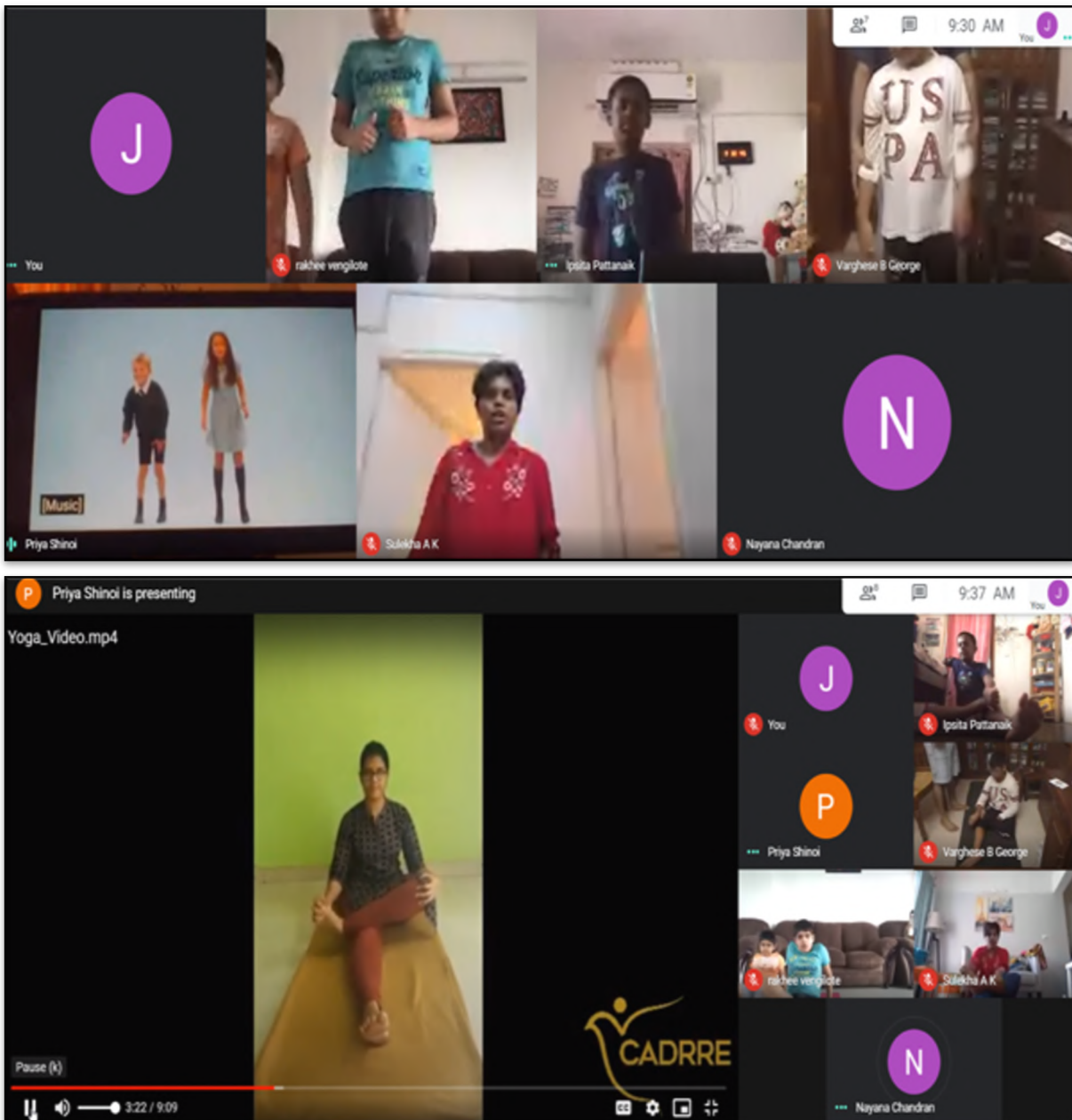


# Governor Shri. Arif Mohammed Khan Launches the 100<sup>th</sup> Video in CADRRE ISL Series

It was a moment of great pride when the Honorable Governor of Kerala, Shri Arif Mohammed Khan, launched the 100<sup>th</sup> video of CADRRE's Indian Sign Language video tutorial series. The ISL team met with the governor at the Raj Bhavan and the governor gave his message of support towards ISL through sign language. Lekshmy Raghavan and Parvathy Raghavan taught and helped the governor in giving his message through sign language. The governor also congratulated CADRRE and its entire team in bringing out this initiative.

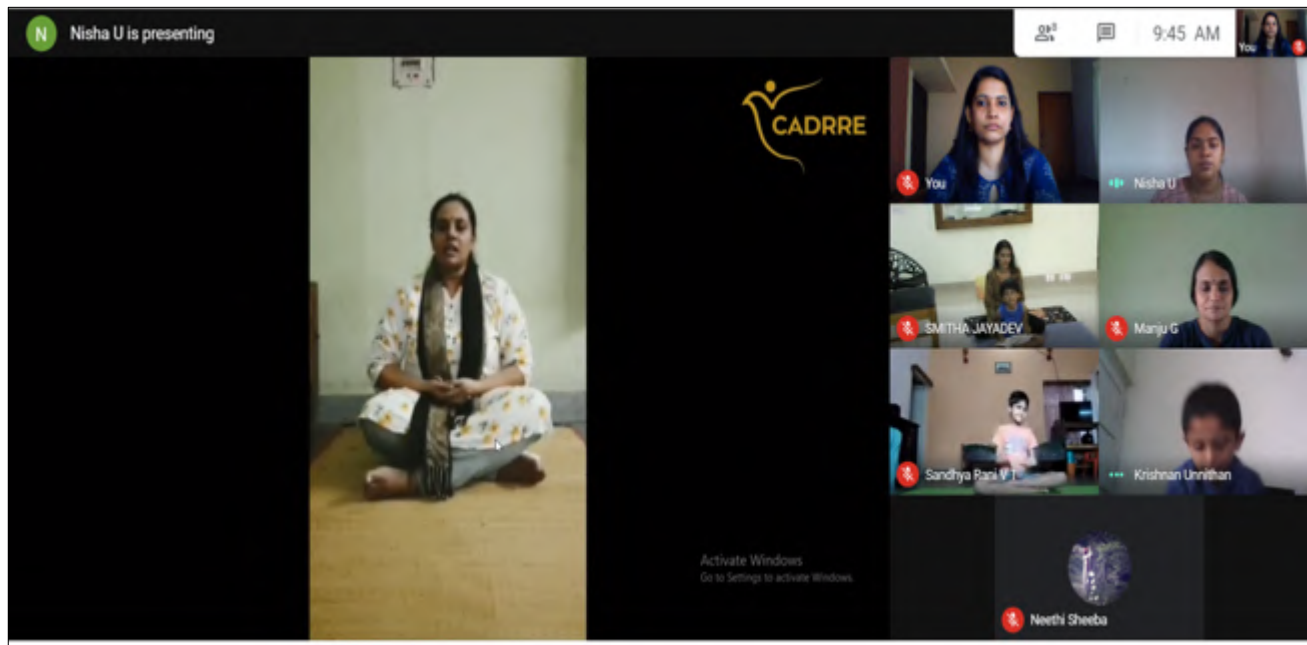


# Starting A New Day – Morning Assembly (Teen Group)

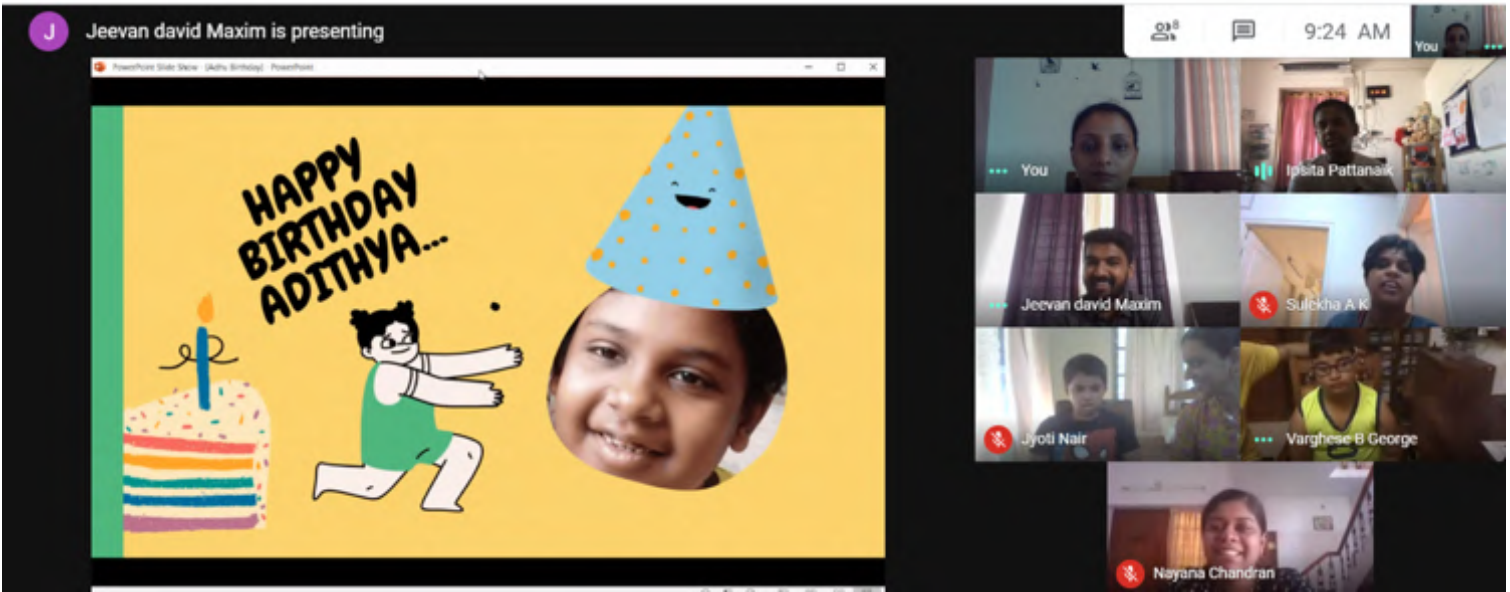


Morning Yoga session

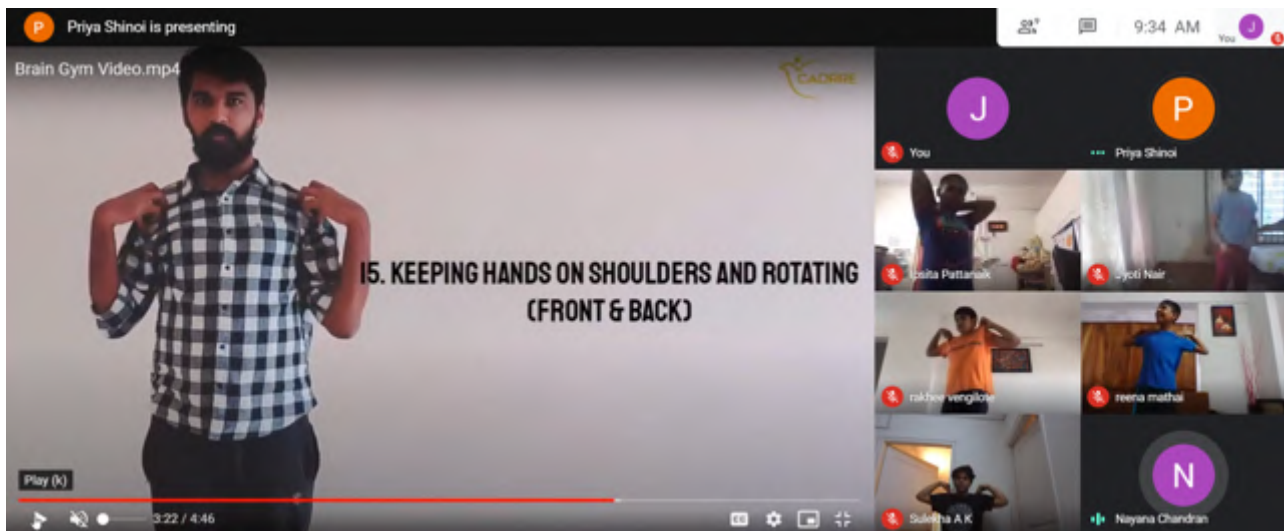
# Morning Assembly (Junior Group)





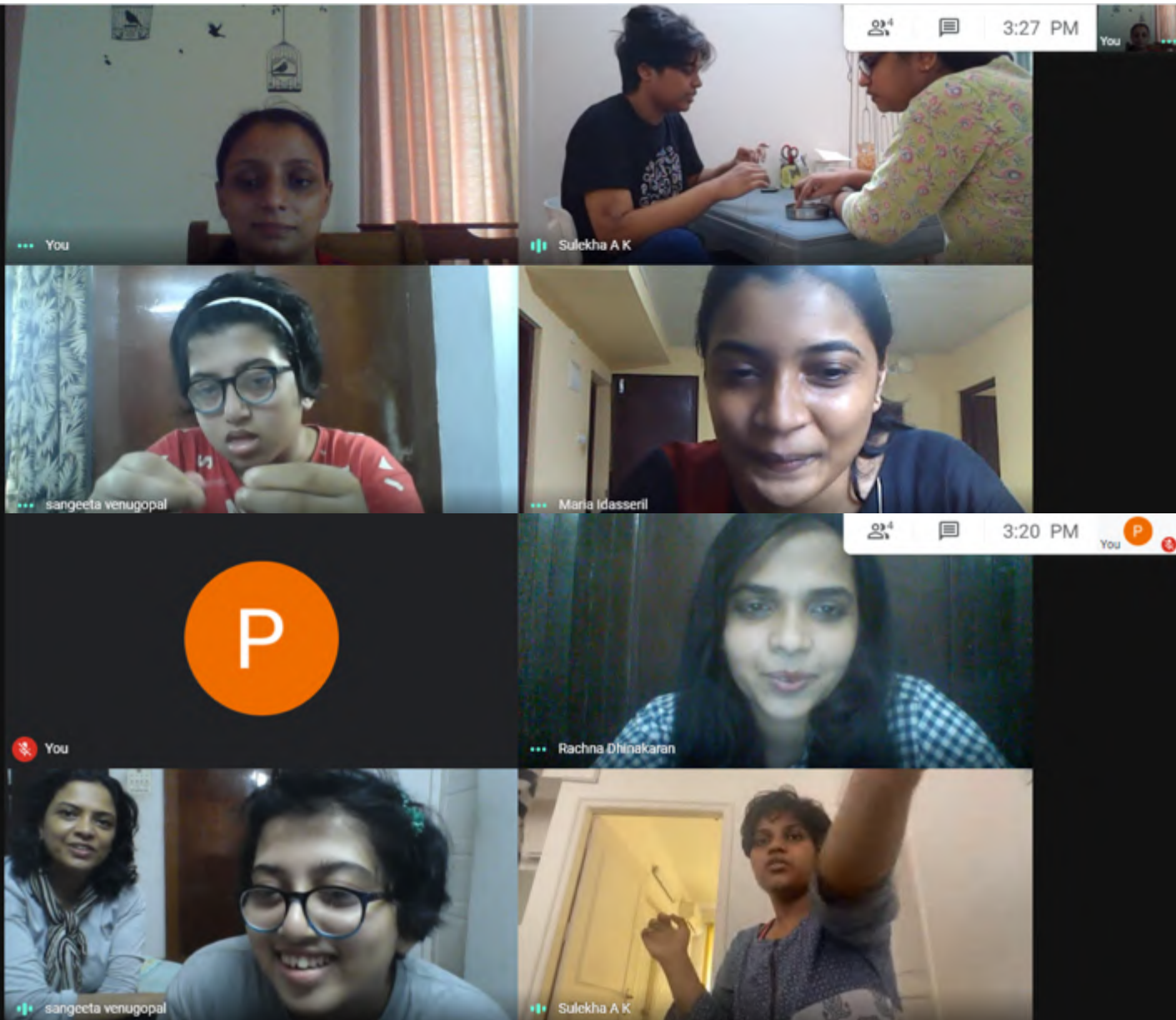


Celebrating their classmate's bday during their online session

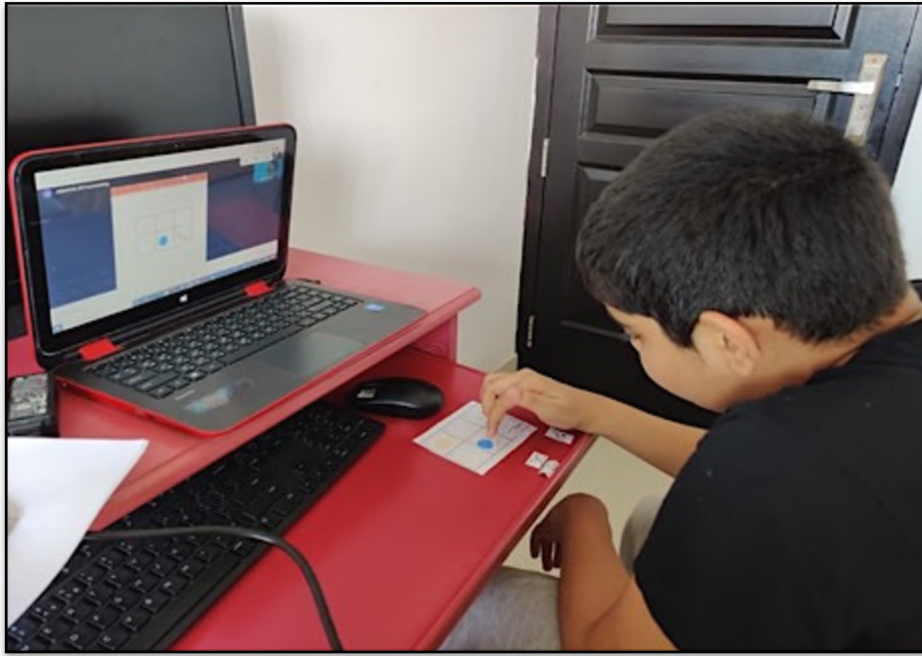


Brain Gym





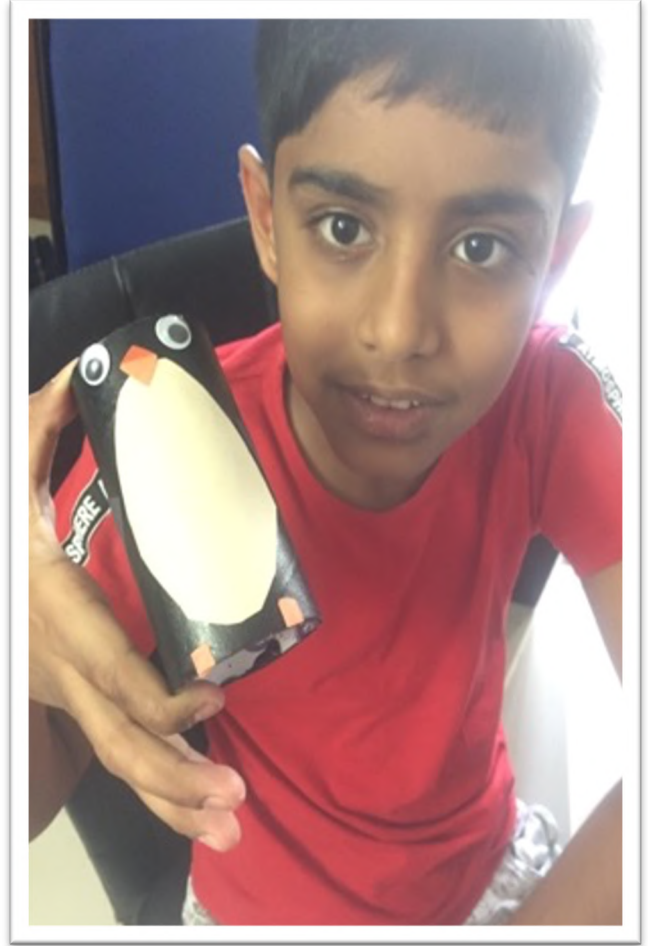
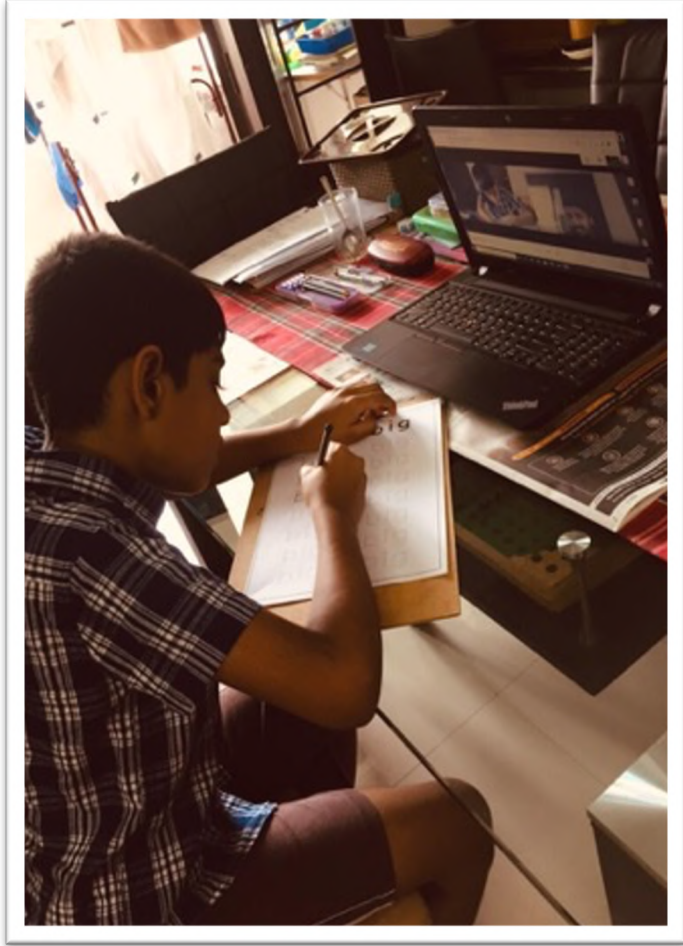
Pooja and Ruwi attending Independent Living Skills (ILS) Session along with their parents



Gyan in a Session on Executive Functions



Aditya attending a social skills session on story formation

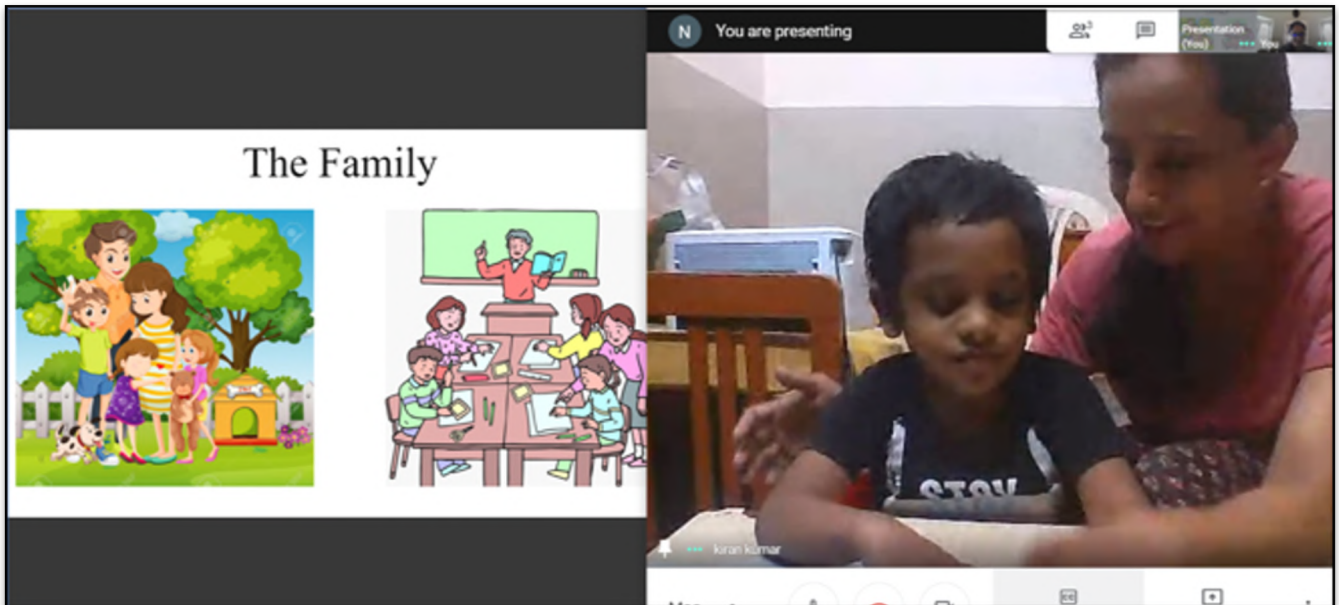


Evan attending a session on Literacy and Art





Sreehari in a session on Occupational Therapy



Tharun attending a session along with his mother

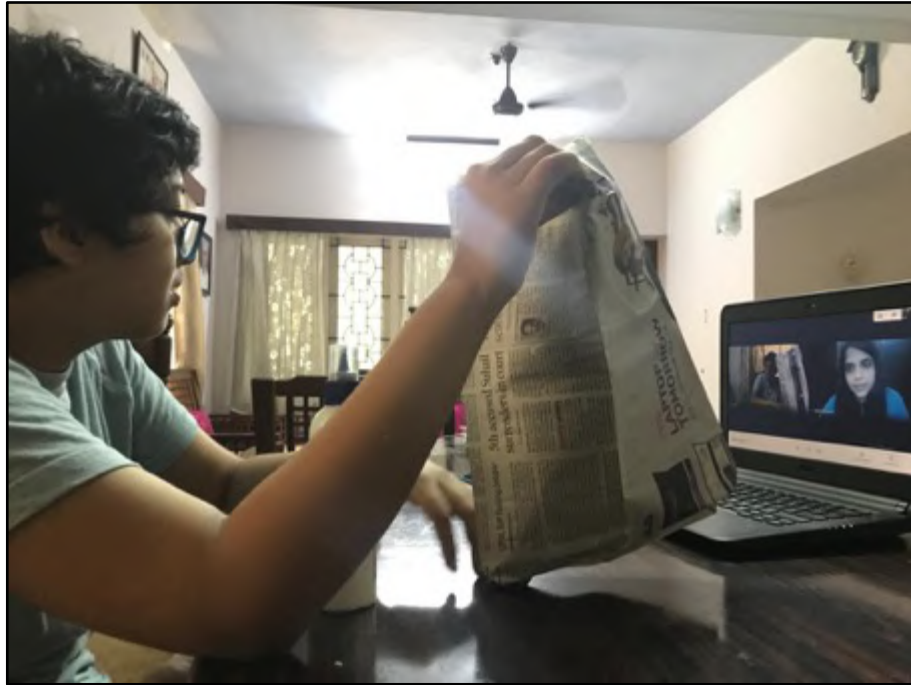


Nandu's activity time with his mother

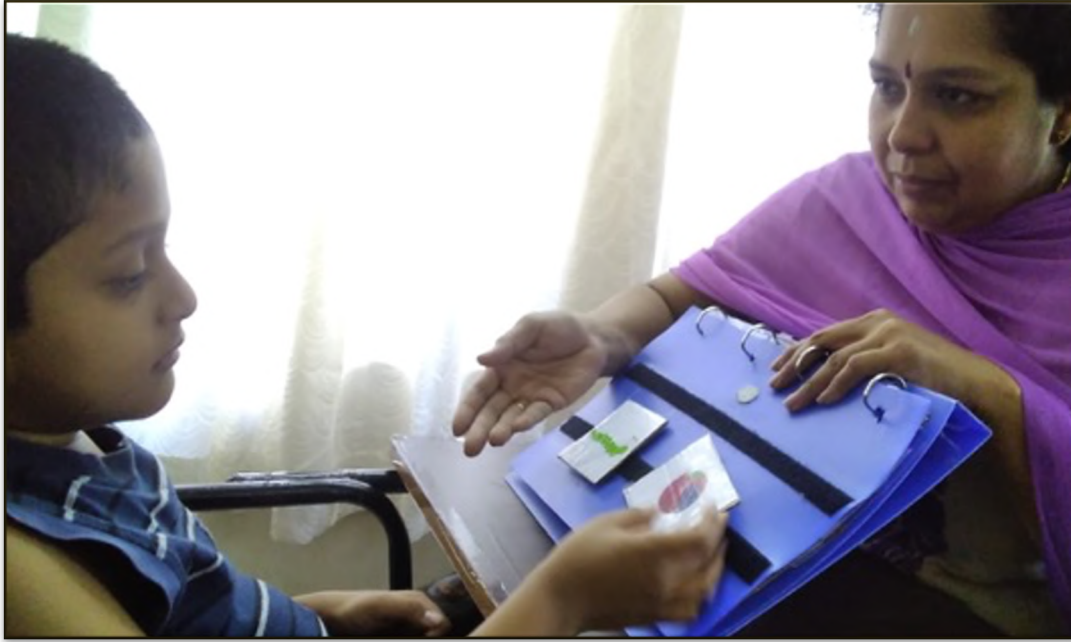


Abhiram's activity time with his mother





Pooja attending Session on Occupational Therapy



Abhiram using the PECS board for communication



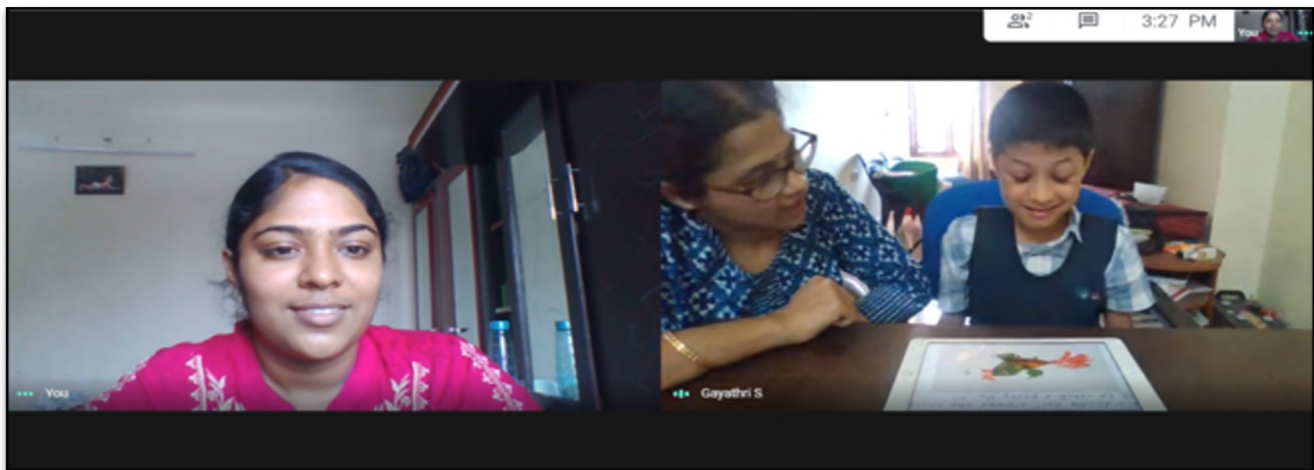
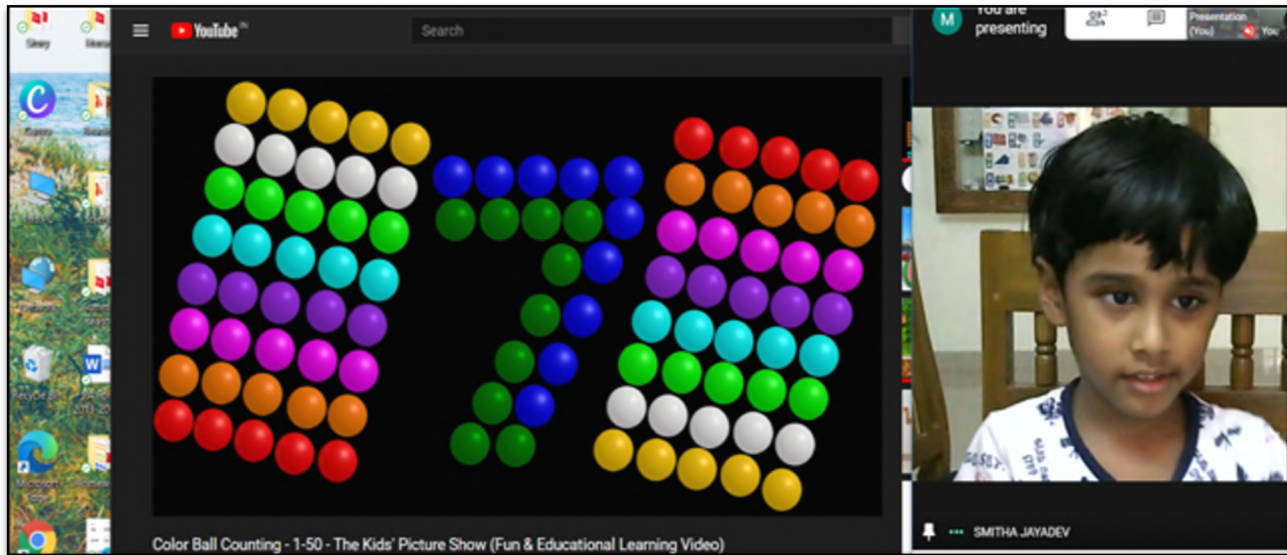


Madhav's activity time with his sister



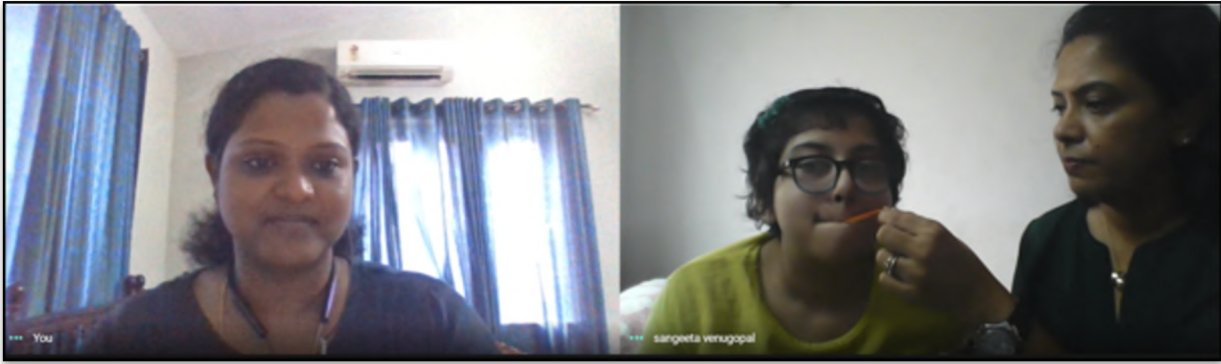
Deva's activity time with his mother





Session on Counting using colour balls

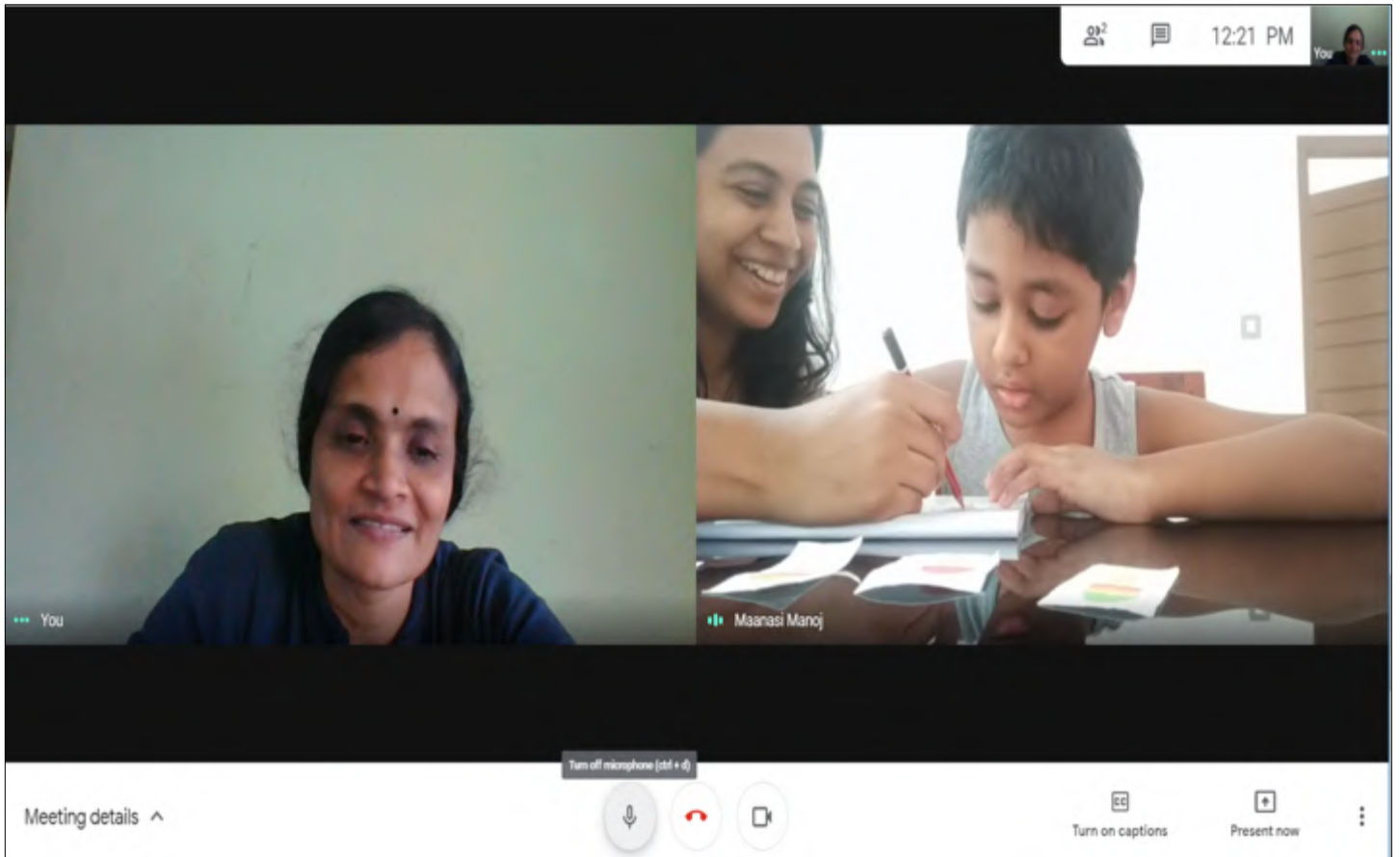




Pooja attending a session on Oral Motor Skills along with her mother



Ruwi attending Session on Occupational Therapy



Madhav attending an online session along with his sister



Mahi's activity time with his mother



Mahi buttoning a shirt as part of OT activity



Rayan attending online art session



Teerth's session on OT





Ayaan using Avaz app for communication



Session on writing skills – OT



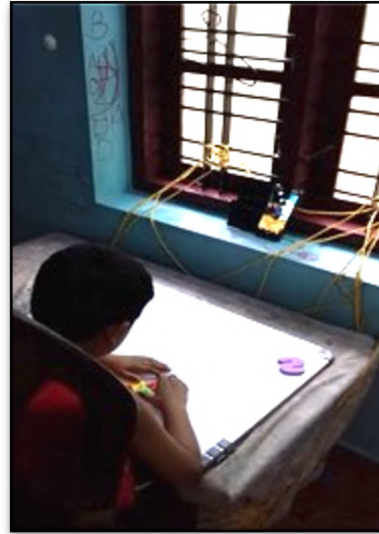
Ayaan attending an OT session



Doing a numeracy activity



Aadidev doing an activity on 'Me and My World'



Literacy activity



Teerth attending a session on OT



Teerth's session on numeracy

# Wow Moments

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## *Thumbi by Ruwi*

16-year-old Ruwi's mother, Sulekha was worried about how Ruwi would cope during the lockdown without the one-to-one sessions with her therapists and group activities at CADRRE and her favorite part of the day, her ride to the school and back.

Ruwi loves to do marbling and decoupage, her liking towards repetitive tasks helped her excel in decoupage technique to create various utility items like pen stand, key holders, bangle boxes, fridge magnets etc. After giving it a lot of thought, Ruwi's mother decided to take her art to more people by starting a Facebook page named 'Thumbi by Ruwi'. At every step, the Art teacher with CADRRE guided her in learning these techniques. The page showcases the art works Ruwi has done during the lockdown period. People can place orders through the page. Videos of her creating these artworks can also be seen where she is humming a song, all immersed in the process she loves doing over and over again.





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Artworks done by Ruwi were an instant hit among her near and dear ones. The enthusiasm with which Ruwi created them was a matter of great joy and pride for the entire team at CADRRE.



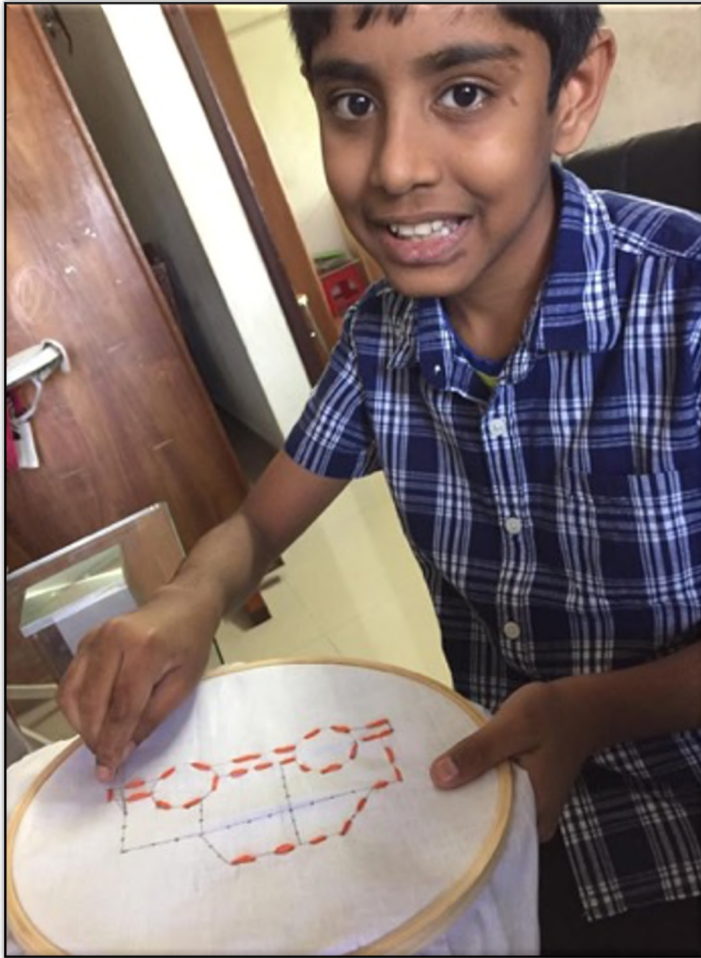


Ruwi set an example to other children at CADRRE by putting her talents to the best of use. The adorable fridge magnets and pencil holders and her other lovely creations continue to add sunshine and warmth to cute little corners of many homes. You can view her artworks and place orders by messaging in the [page](#).



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## ***When Stitching Turned Out To be His Happy Place***

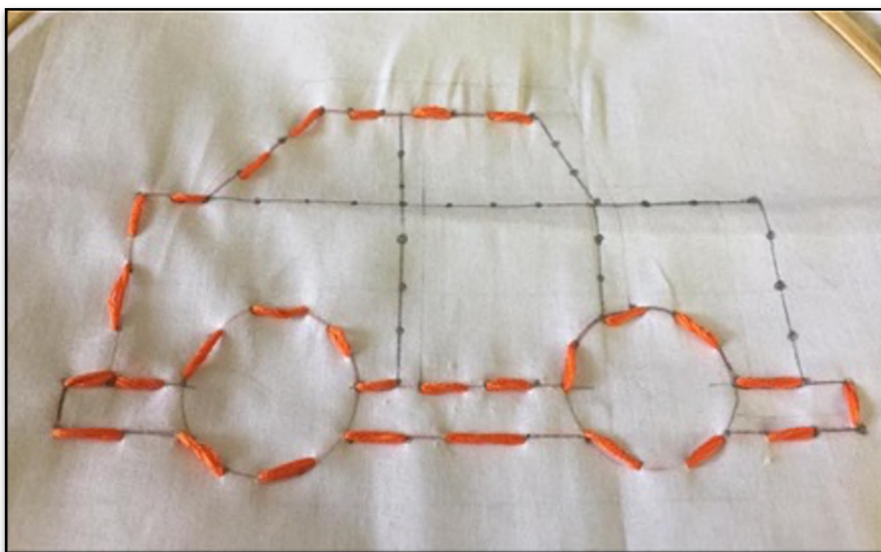


Hand activities, such as playing tug-of-war or building things out of clay provide deep, heavy pressure that stimulate muscles and joints. Children with autism often crave this type of stimulation. It is also why children crash into cushions, sleep better when using a heavy blanket and like having a huge pet lay on top of them. Hand activities can also be chosen or adapted to provide deep pressure as children squeeze, pull, or push materials. This type of sensory stimulation helps them to engage, use their hands, and at the same time, decrease touch sensitivities.

We started with stitching session for Evan in his art sessions and his teachers were amazed at the kind of response we received. His areas of strength being fine attention to details and being able to concentrate for long hours, his teachers felt it would be good to introduce him to stitching.

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Sewing is seen as a very calming activity by many. The absorption demanded by the needle work and its sense of flow calms the mind and reduces stress. Seeing the dedication and interest with which he does it, gave his parents and teachers pure joy and hope that Evan will further excel in it and will be able to express himself better using the tactile language scripted by the needle and a thread. And soon his lockdown days were filled with stories and colors and pictures woven in thread.



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### ***When they amaze you with fascinating responses***

During a session on ‘Picture Comprehension’, Gyan was given a picture and asked to write few sentences about it. The picture given was of a milk packet. He wrote ‘This is milk.’ The mother asked him, where does it come from, expecting to hear him say the usual answer ‘cow’. But instead, he said, ‘Milk comes from a factory!’ She was surprised to hear the answer as she never thought he knew that milk was processed and packaged in a factory.

### ***Discovering the artist in him!***

As part of a reading comprehension passage, Adithya was encouraged to draw the topic in hand which was a car. Much to the surprise of the teacher, he drew a car with all details and coloured it beautifully.



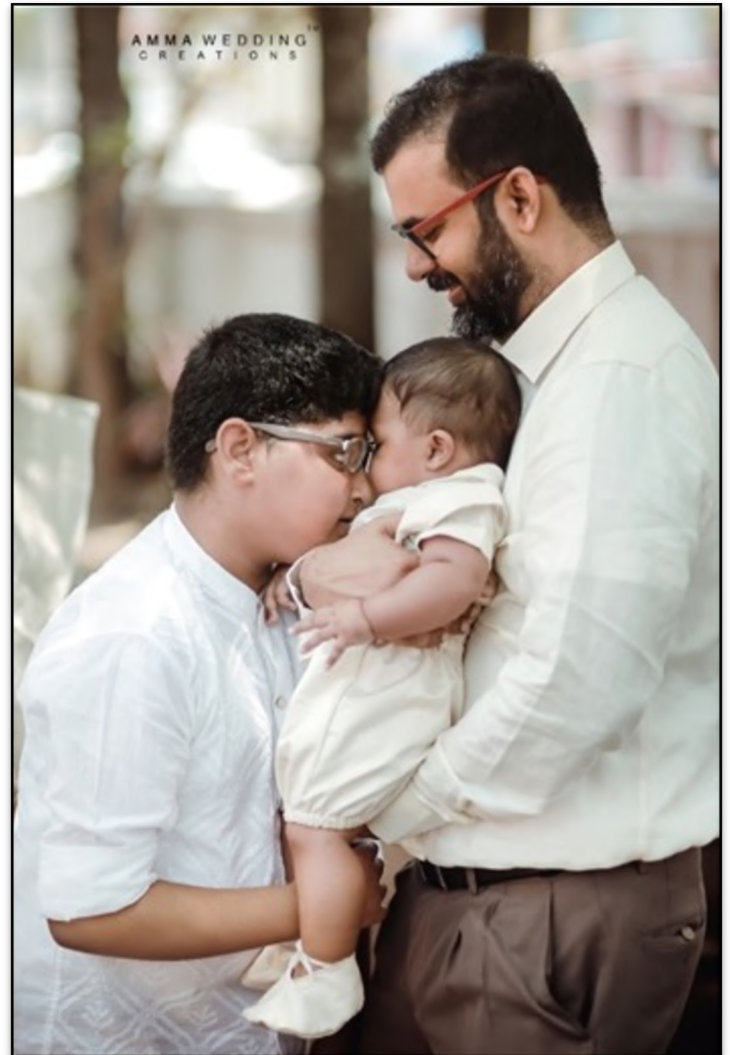
# It's Father's Time – Lending an Ear to the Challenges of Fatherhood

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A mother is always seen as the family's primary nurturer and emotional guardian. However, seldom do we give due importance to the fact that a father plays an equal role in shaping a child's character and when it comes to raising a child with Autism, a father can play a pivotal role in boosting the mom's mental health too.

Fatherhood is not a cakewalk, with the demands of this fast-paced life and the needs of your child who requires extra time and attention. So, we thought we will devote some time solely for the fathers of children at CADRRE to have a discussion on concerns that they might have, and to provide mutual support. The meeting was attended by the fathers, and Jeevan, Psychologist and only male staff at CADRRE and Mr. Vijaya Raghavan.

The meeting started with a short introduction given by all fathers and then Mr. Vijaya Raghavan spoke about how the strongest partnership for the betterment of the child would always be father, mother plus educator and its imperative for the father to play their part.



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He also stressed the need for making a schedule so that both parents get ample time to spend with their kids and with each other.

A few of them expressed their intent to be more involved in parent meetings and their child's online sessions. They ended the session with a hope for all fathers to meet up in person for a small session once the pandemic is over and when life returns to normalcy.

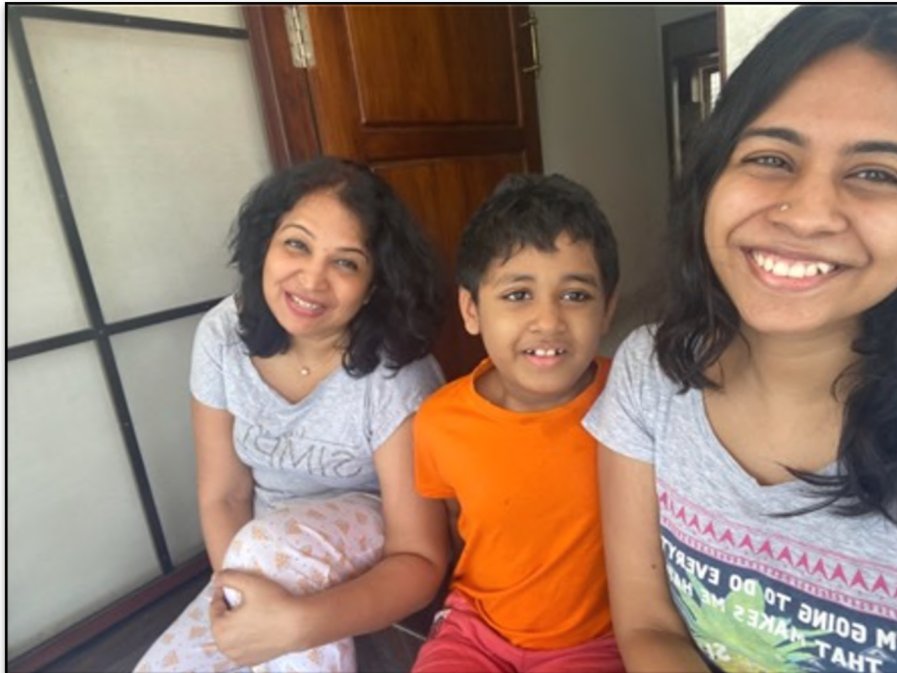


# Parent Testimonials

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From April 2019 we were on the lookout for a school at Trivandrum for our special needs son Madhav with Autism and came to know about CADRRE from his doctor. I still have vivid memories of the day of his interview at CADRRE where he bit two of the teachers and a support staff.

From the moment he walked through the doors of CADRRE, he was greeted with open arms, acceptance, patience and had a comfortable place to be himself. He was five years old then, and was enrolled in Juniors-2. CADRRE not only focused on improving my son's areas of need, but also put a huge emphasis on his individual strengths.



The academic year 2020-21, even though clouded by Covid-19, was productive for the students at CADRRE. The classes were conducted online systematically on a one on one basis. Even morning assembly, yoga and music classes were not missed. Madhav is seven years now and has completed Juniors-3

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I am proud to admit that he has become smarter, has good cognitive skills, is affectionate, independent and well behaved. He has come a long way in academics too. I am grateful to the incredible team at CADRRE for nurturing and educating children with special needs like Madhav. Thankyou just doesn't seem adequate. With love and heartfelt appreciation.

- Madhav's mother





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Sreehari was diagnosed Autistic at the age of 2 years. Like most of the parents we were not in a position to admit the fact that he is autistic. We started our search for doctors and hospitals for treating the 'speech delay' and overcoming some 'behavioural problems' with our son. We were in a hurry to get the best treatment or medicine that will cure all the problems of our son. Slowly we realised the fact that autism is not a disease to be cured rather it is a condition and the effective way to improve his state is to impart appropriate training and therapies.

Our next goal was to identify therapists and started Speech therapy, Occupational therapy, Physiotherapy etc. Several therapists worked towards improving his speech, behaviour and sensory issues etc. Some improvements were there, but as parents we were not fully satisfied, because we felt that something is missing. Finally we realised that the missing factor was the most important aspect i.e. a holistic approach. How can we expect much from several therapist working inside closed rooms without any co-ordination/discussion, and at times pointing fingers to others for some flaws. This realisation and further search took us to CADRRE. Sreehari joined CADRRE at the age of 5yrs in CADRRE's first batch Admission to 'The Autism School' itself was our way of accepting that our child is Autistic.



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At CADRRE, Sreehari has an Individual Education Plan (IEP). The professional and experienced therapists at CADRRE work in unison to achieve the goals set in the IEP. Every week, the mentors and therapists sit together with parents to review the progress during the week. The schooling atmosphere nurtured daily routine, sitting behaviour, interaction and communication with peers and exposure to academics, music, art and yoga all directly or indirectly clubbed with therapies. The thrust given to Activities of Daily Living (ADL) enabled him do certain activities on his own and demand for his needs independently. At CADRRE, parents are not persons waiting outside closed therapy rooms. We have access to what is happening every moment in school. Now amidst covid pandemic, while attending individual online classes with Sreehari, we also learn how to teach him and to tackle different situations or mood swings. The online sessions also provided us an insight about the strenuous efforts taken by the therapists in identifying and applying innovative methods for training our child. We thank all at CADRRE team for the efforts and strain taken by them in moulding Sreehari. Now Sreehari is 9 yrs old and he listens to us, understands our words, gestures, reciprocates our words meaningfully and improved a lot in ADL

We respect and are indebted to the uncompromising attitude of CADRRE for enabling a better life for Autistic children.

- Sreehari's Father



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My son Mahadevan (Mahi) who is 6 years now, is a student of CADRRE from October 2018.

I would like to take this prospect to thank the teachers for their continuous care, support, collaboration, and most importantly patience. We have witnessed substantial and exponential development in Mahi. He is so blessed to have teachers like you all and I feel exceptionally obliged to have my son studying in CADRRE, Thanks for your endurance, quality care, enthusiasm, diligent efforts and passion you provide every day.



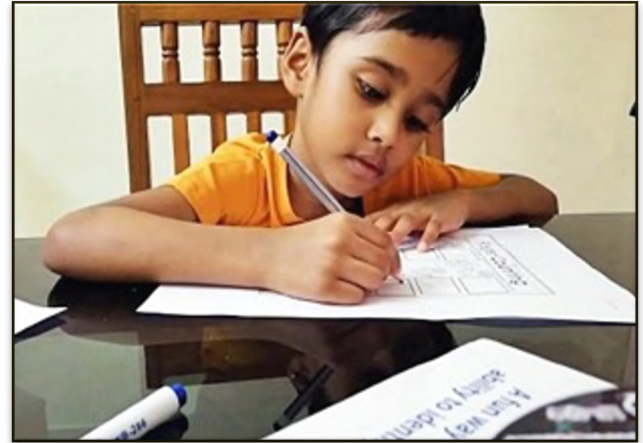


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"No words can describe how thankful I and my husband are to have Mahi to be part of the CADRRE family , under the diligent teachers, who provides sessions on academics, therapies for sensory issues, yoga, music, ayurveda all under one roof. It was a good experience when the online class started because of this pandemic situation, which helped Mahi & myself with educational programs, guidance & interaction with each teacher you have arranged to improve with individual sessions, through which I was able to experience the difference in Mahi. Daily Assembly made Mahi accustom to a routine time table, and help create a bond with other students & teachers who were so helpful, full of support and encouragement, which brings confidence in me.

"It gives us an immense sense of achievement that our son is with CADRRE. I am glad that we took this decision. It is imperative to stay positive and I am glad that our son is in such an amazing environment that fosters a positive attitude. I trust CADRRE will be recognized by more and more people as one of the best education providers.

- Mahadevan's mother





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The last academic year with only online classes were a bit of a challenge for Joel and us in the beginning. He later adjusted and started cooperating for the sessions.



The streamlined resources and the relentless effort by the teachers helped making him more involved in the sessions. Joel surely missed going to school and seeing his teachers and friends. I hope that this current situation changes and Joel can enjoy his school days once more.

- Joel's father



This year, owing to pandemic, CADRRE introduced online classes for our kids. Initially I was skeptical of how effective this initiative would be for my son , but as we transitioned by session after session, I realized I couldn't have been more grateful to this idea of online classes. The structured program, individualized attention, coordinated effort from all staff members including teachers, therapists and psychologists has really helped my son throughout the year and we could see a notable progress in him. Besides the transparency, flexibility and support that I received from each and every professional has really helped me as a parent to be more confident to cope and deal with any problems whether it be behavioral or learning issues. Thanks to the entire team of CADRRE who are committed to helping not only the child but parents too. Thank you for all you do.

- Aditya Menon's mother

# Autism Awareness Video Series

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Every year CADRRE observes International Autism Awareness Day on the 2<sup>nd</sup> of April with an activity or session that helps create awareness about Autism.

For the society, Autism is a term or a diagnosis that is life altering to many families, but seldom do they know what it means to lead a life as an autistic individual. What does it mean to have the condition of Autism?

Most of us are unaware of their strengths like attention to detail, having deep passions and intense interests, logical thinking, less concern for what peers think, and excellent abilities as independent thinkers. These strengths result in a different way of thinking. These insights provide a different way of looking at things, ideas, and concepts and make them a valuable contributor to a work environment and our society as well.

But their challenges in the areas of communication and social interaction, makes their lives harder and most importantly it can be taxing to families and caregivers of autistic individuals.

Unless the wider society understands the challenges associated with autism, we would not be in a position to accept individuals with autism to the mainstream society or make accommodations that would be helpful to families with autistic individuals.

So, we reached out to parents of children with autism to share their story to raise awareness about autism and help in building an inclusive world where diversity is sought for and celebrated. Parents of children from CADRRE and other families also came forward and shared their journeys with autism. We were amazed by their honest and stirring messages.

You can watch the entire series by clicking [here](#)



2<sup>nd</sup>  
April

World Autism Awareness Day

A \_ T I S T I C

R U

seeing them for what they are.

10% of individuals diagnosed with Autism are said to exhibit genius skills, compared with only 1% of the general population. It isn't a coincidence that several children on the spectrum are artistic geniuses. On Autism awareness day, let's get together for an inclusive world for our children.



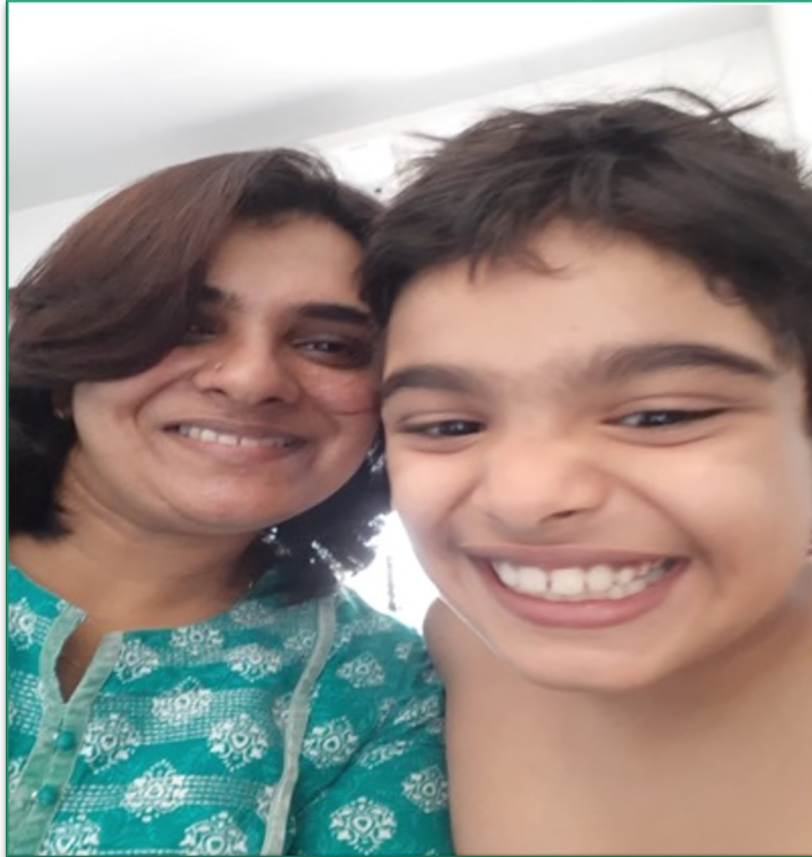
TC 12/43, PMG - Plamoodu Road, Thiruvananthapuram - 695 009, Kerala, India.  
Mobile: +91 92074 50001, 92076 50001 Email: [contact@cadrre.org](mailto:contact@cadrre.org) [www.cadrre.org](http://www.cadrre.org)





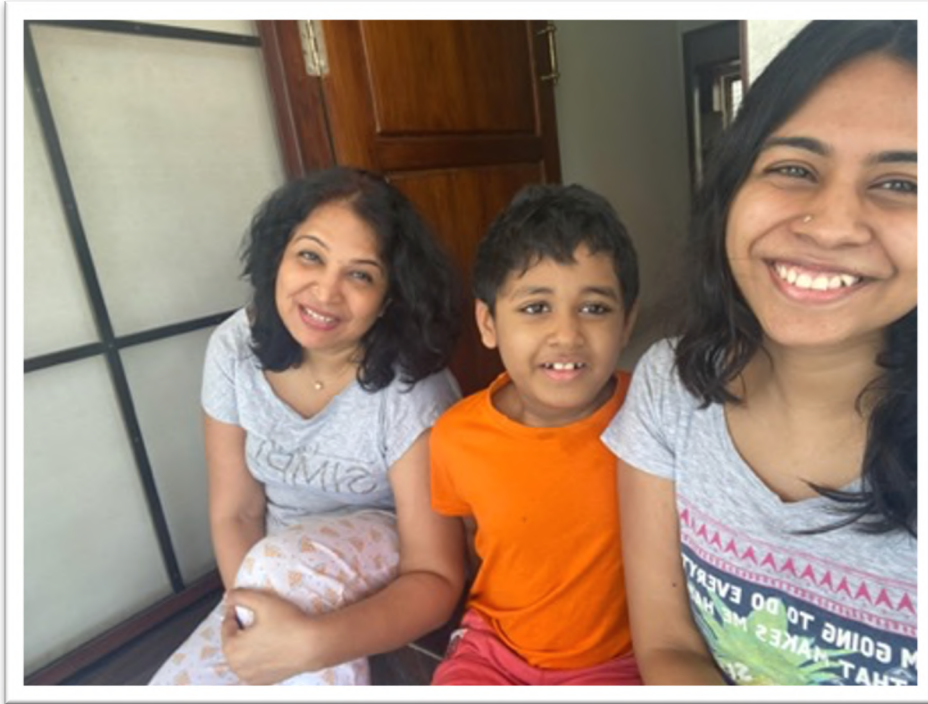
“The next time we talk to parents who are raising children with autism, let us be more kind in our use of words, and remember to encourage, motivate and validate their efforts ” —

- Ruwi's mother



“Anybody can make a difference! Just talk to them, interact with them even if they do not respond. Do not force them to fit in. Do not force them to be normal. Let them be! Make the world a better place for autistic people to fit ”

- Gyan's mother



“It is high time society at large try to understand neurodiversity and accommodate such children without stigma ”

- Madhav's mother



“I feel inclusiveness and kindness should be imbibed early on to schools. Schools and curriculums need to be equipped to provide the environment to the kids with special needs also. Empathy more than sympathy is what the kids really need ”

- Joel's father



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“We should not try to change them to be like us, rather we should be willing to accept them as how they are! May we interact and support them with a proper understanding of Autism ”

– Sreehari’s father





“Let us hold hands together to motivate and help all parents of autistic children, not to limit but to lift their children to face the challenges of the world”

- Mahadevan's father

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“Look at the child beyond the diagnosis. There is a beautiful child within. Talk to them even if there is no response. Behave with them age appropriately. Believe me they understand the vibes”

– Harinandan’s mother





“If a child has a problem, let us accept that and stop keeping it a secret from others. Instead of worrying about how they will live after us, let us teach them to be capable of handling themselves”

– Neeharika’s (Ammu) mother





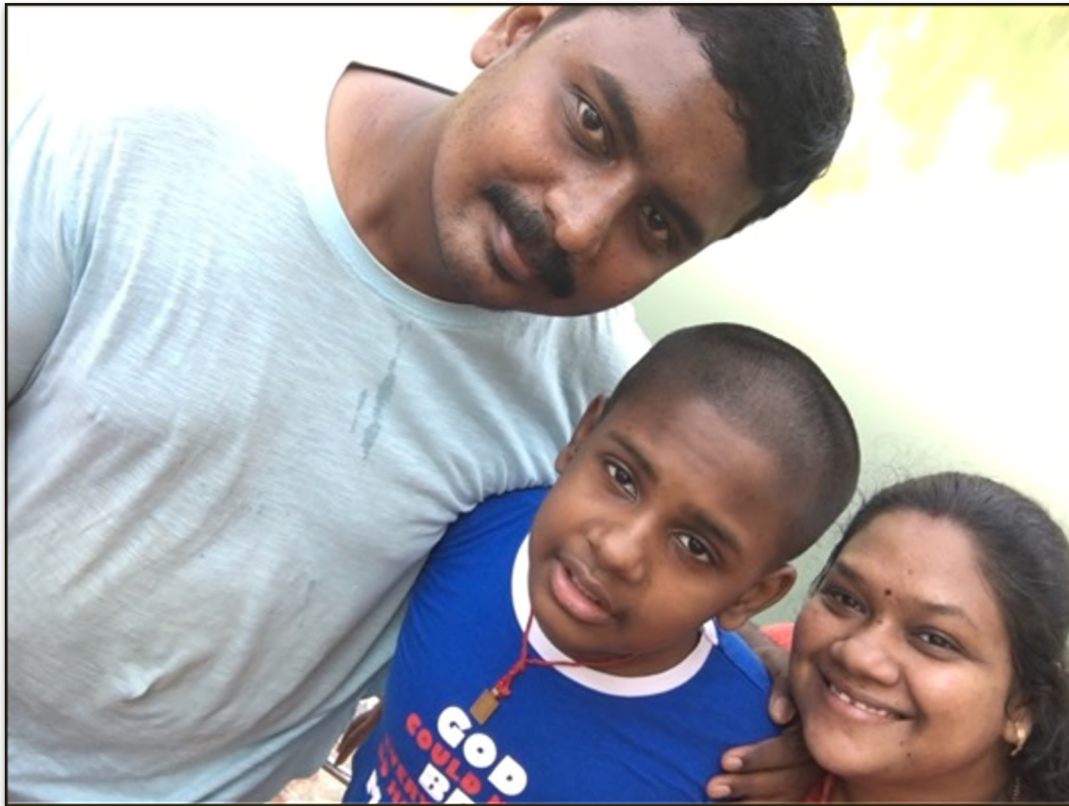
“We should take care to not ignore our hopes and dreams at any stage of this journey with our children. It’s only then that we realize, that we should live for ourselves too and this makes life more beautiful ”

– Deva’s father



“ It is our mission to provide the love and consideration to our children just like every other child and provide them with a promising future and handhold them to go forward ”

– Guruvandanan’s father



“Treat these children as regular children, encourage your children to play with them, encourage them to participate in activities, because that is what most of the parents are trying to do. One step from your end will really help those parents to reach their goals at an easier way ”

– Adithya’s father



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“Accept your kids the way they are! Find their interests and strong areas. Give them an inclusive environment and the right training. And do not force your burden of expectations on them. Stay happy and positive. It really radiates!”

- Rishi's mother

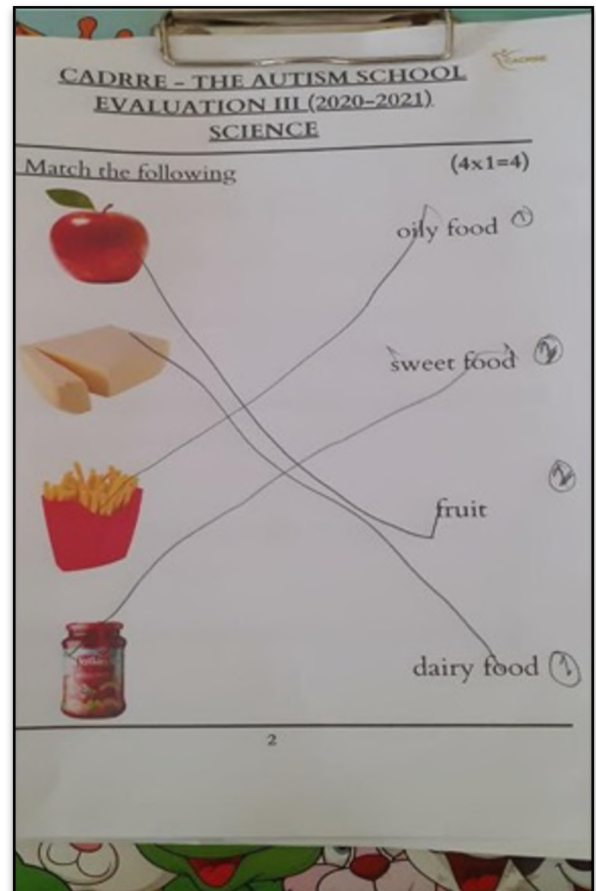




# Introduction of Curriculum Based Conventional Methods of Evaluation for Pre-Teen Group

CADRRE hopes to do our best in helping our younger students, in transitioning and integrating smoothly into mainstream schools and continue supporting them to live meaningful and independent lives. Our students should not be disadvantaged when they transition to the higher levels of education system. To get them used to the concept of examination, test papers were introduced to the pre-teen group.

Specific strategies need to be used when engaging with students who have autism such as clear explanation of the rules and regulations and sharing the intended purpose of all assessments. The test papers were provided to the parents in advance and those topics were revised by the child along with the parent and later in the online sessions they were asked to redo the same set of questions in an exam setting, giving them an idea of the test environment and how it works. This gives them the confidence to attempt and to get mentally prepared for new situations and patterns of learning.



2. I am big and round.  
I am green on the outside.  
I am red on the inside with black seeds.  
Who am I?

watermelon ✓

3. I am round in shape.  
I have a short hand and a long hand.  
I have numbers on my face.  
Who am I?

clock ✓

VI. Read the following passage 3 times and answer the questions that follows: (3x1=3)

o o o

A mother chicken sat on her nest. She was a big chicken with yellow feathers. She was sitting on some eggs. One day the eggs cracked open. Then some little chicks popped out of the eggs. Now the chicken had six chicks.

1. Where did the mother chicken sit?  
mother chicken sat on her nest ✓

2. What colour were her feathers?  
yellow feathers ✓  
Her feathers were yellow in colour.


3. What happened to the eggs one day?  
1/2 One day the eggs cracked open ✓

4. What came out of the eggs?  
~~Some little chicks~~  
Some little chicks popped out of the eggs.

5. How many chicks were there?  
1/2 There were six chicks.

VI. Colour the picture and then write 3 sentences about it: (5)

5



1. This is Rabbit ✓

2. Rabbit eats carrot ✓

3. Carrots are orange in colour ✓

CADRRE, The Autism School  
Evaluation III 2020-2021  
LITERACY

Grade: II

Name: Gyan

MARKS: 25

I. Write the synonyms of the following words: (5x1=5)

1. sleep = nap ✓      2. make = build ✓  
3. road = street ✓      4. gift = present ✓  
5. purchase = buy ✓

II. Read each sentence and give the correct end punctuation: (4x½=2)

1. Why are you crying       ? ✓  
2. You did a great job       ! ✓  
3. Who is your teacher       ? ✓  
4. Literacy is my favourite subject       . ✓

# Autism Screening, Assessment and Parent-Mediated Intervention program

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For a child on the autism spectrum the interventions received in the early ages can make a world of difference in the child's ability to lead a better life and to cope up with the challenges associated with autism.

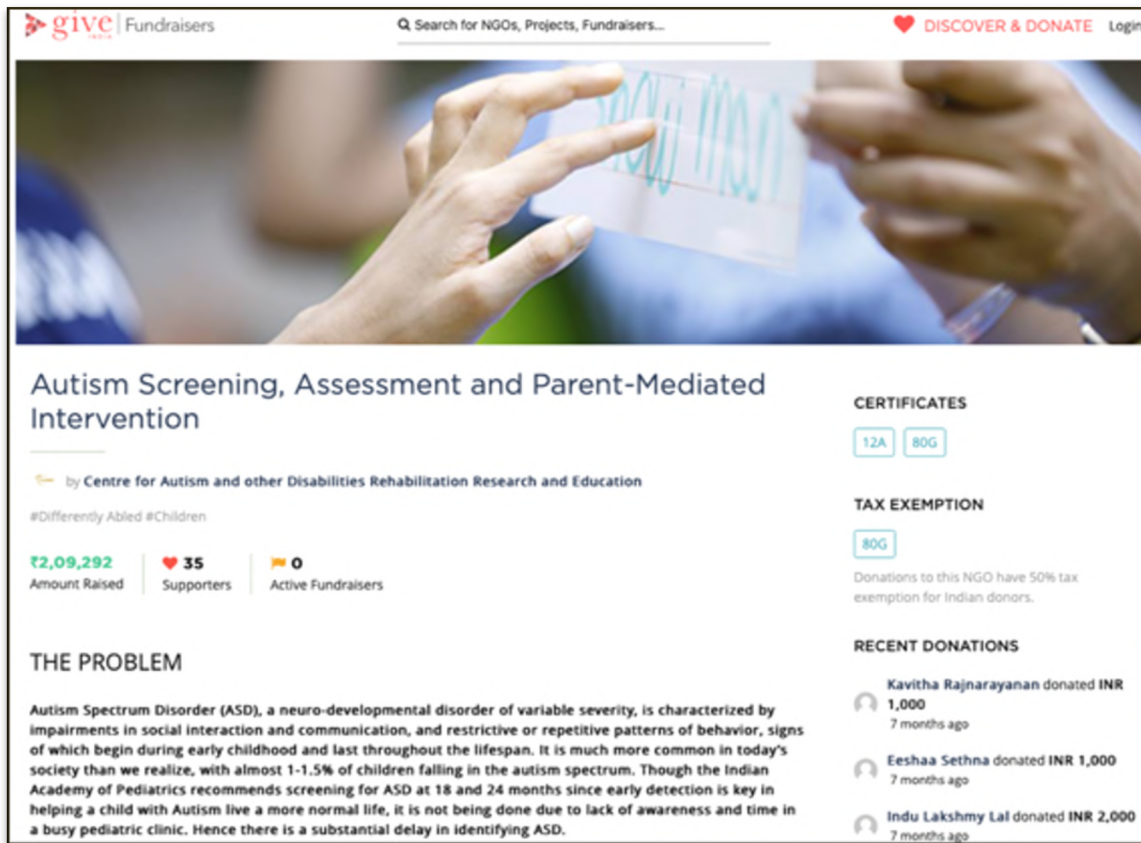
A delay in diagnosis and non-availability of therapy services leaves parents helpless, unable to understand how to help their child communicate, learn skills, form friendships and manage behaviours, and the child's development lag worsens over time.

CADRRE envisages a universal screening for autism for all children below 6 years of age in Thiruvananthapuram district, and training for those parents who wish to learn to be the primary therapists for their children. Children below 6 years of age who show symptoms suggestive of ASD based on parental report or after assessment by a health professional would be administered ASD specific screening tests. If found to be at "high risk" of ASD or confirmed to have ASD by formal diagnostic tools, the parents of the children could enroll for a 3-week training course on parent-mediated intervention delivered by a team of experienced psychologists, occupational therapists and speech language pathologists. This will be followed up by 2-3 online sessions daily on weekdays and monthly 1 day in-person follow up sessions, for 3 years.

This program, supported by funds raised by CADRRE from donations from well-wishers, will be free-of-cost to deserving families, who would otherwise have no or little access to therapies, for a crucial 3 years of their child's early development. Due to COVID-19 restrictions, CADRRE has started this program online. Families, whose children show 'red flags' of ASD can contact CADRRE by writing to us to schedule an appointment for screening.



We initiated the planning and fundraising for the program in September 2020.



The screenshot shows a fundraiser page on the Give India platform. At the top, there is a search bar and a 'DISCOVER & DONATE' button. The main image shows hands holding a piece of paper with a blue scribble. Below the image, the title 'Autism Screening, Assessment and Parent-Mediated Intervention' is displayed, followed by the organization name 'Centre for Autism and other Disabilities Rehabilitation Research and Education'. The page includes statistics for amount raised (₹2,09,292), supporters (35), and active fundraisers (0). It also features sections for 'CERTIFICATES' (12A, 80G), 'TAX EXEMPTION' (80G), and 'RECENT DONATIONS' with three entries: Kavitha Rajnarayanan (INR 1,000), Eeshaa Sethna (INR 1,000), and Indu Lakshmy Lal (INR 2,000).

**Autism Screening, Assessment and Parent-Mediated Intervention**

by Centre for Autism and other Disabilities Rehabilitation Research and Education

#DifferentlyAble #Children

₹2,09,292 Amount Raised | 35 Supporters | 0 Active Fundraisers

**CERTIFICATES**

12A 80G

**TAX EXEMPTION**

80G

Donations to this NGO have 50% tax exemption for Indian donors.

**RECENT DONATIONS**

- Kavitha Rajnarayanan donated INR 1,000 7 months ago
- Eeshaa Sethna donated INR 1,000 7 months ago
- Indu Lakshmy Lal donated INR 2,000 7 months ago

This was done through Give India, a not-for-profit organisation in India, which is an online donation platform whose aim is to channel and provide resources to credible non-government organisations across India.

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[https://fundraisers.giveindia.org/projects/autism-screening-assessment-and-parentmediated-intervention?fbclid=IwAR2RWaOPSliEueG59ztc1V1kvrKa9diZIY1kX0OnyNmOzi\\_oE9Pv41g6qt4](https://fundraisers.giveindia.org/projects/autism-screening-assessment-and-parentmediated-intervention?fbclid=IwAR2RWaOPSliEueG59ztc1V1kvrKa9diZIY1kX0OnyNmOzi_oE9Pv41g6qt4)

We thank KIMS, Stark Communications Pvt. Ltd. and Mr. Arun M Kumar for their generous contributions.



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We would also like to thank the members of TKM College of Engineering, Batch of 1978 who contributed to this program

Mr. Thomas Varghese  
Mr. M I Kuruvilla  
Mr. Raju Mathew Kallarackal  
Ms. Amina Gopalakrishnan  
Mr. Jacob John  
Mr. Haridas  
Mr. Joshua Earnest

Mr. Ratna Kumar  
Ms. Sathy  
Ms. Latha Kumari Pillai  
Mr. Abdul Kalam  
Mr. Shivakumar  
Ms. Sathy D

We thank each and everyone of you who contributed to this program and became a part of Autism Screening and Parent Mediated Intervention Program by CADRRE aimed at providing the most crucial and pivotal early intervention services to the children on the Autism spectrum.



Aneesha doing an activity as part of occupational therapy session

Due to the restrictions imposed by COVID-19, the in-person screenings, assessments and the parent-mediated intervention sessions had to be rescheduled to start by the middle of this calendar year. However, we initiated a pilot program in November 2020 to finetune the process of doing the screening and assessment, in an online mode.

The 6-year-old child we chose as part of the program, has severe autism with vestibular and visual-sensory issues, feeding challenges, behavioural challenges, no significant means of communication or reported academic concepts; these issues were compounded by a profound hearing loss and loss of vision in infancy. These were due to Congenital Rubella Syndrome.

After a detailed assessment by our team, the parent was trained on how to work with the child in 3 sessions a week of 30-45 minutes duration, one each by a psychologist, occupational therapist and speech language pathologist on Social Skills, Activities of Daily Life and Communication Skills





Within a span of 3 weeks, the child has been weaned off her feeding bottle, her sitting tolerance has increased from 5 minutes to half an hour and her toileting skills have significantly improved. She has also learnt a few ISL (Indian Sign Language) signs to enable communication and her family members, including her twin sister became willing participants and co-therapists in her therapy.

The family communicated to the team that Anisha feels much calmer now. They have also stated that they have now begun to understand how to support her learning and focus on her happiness.



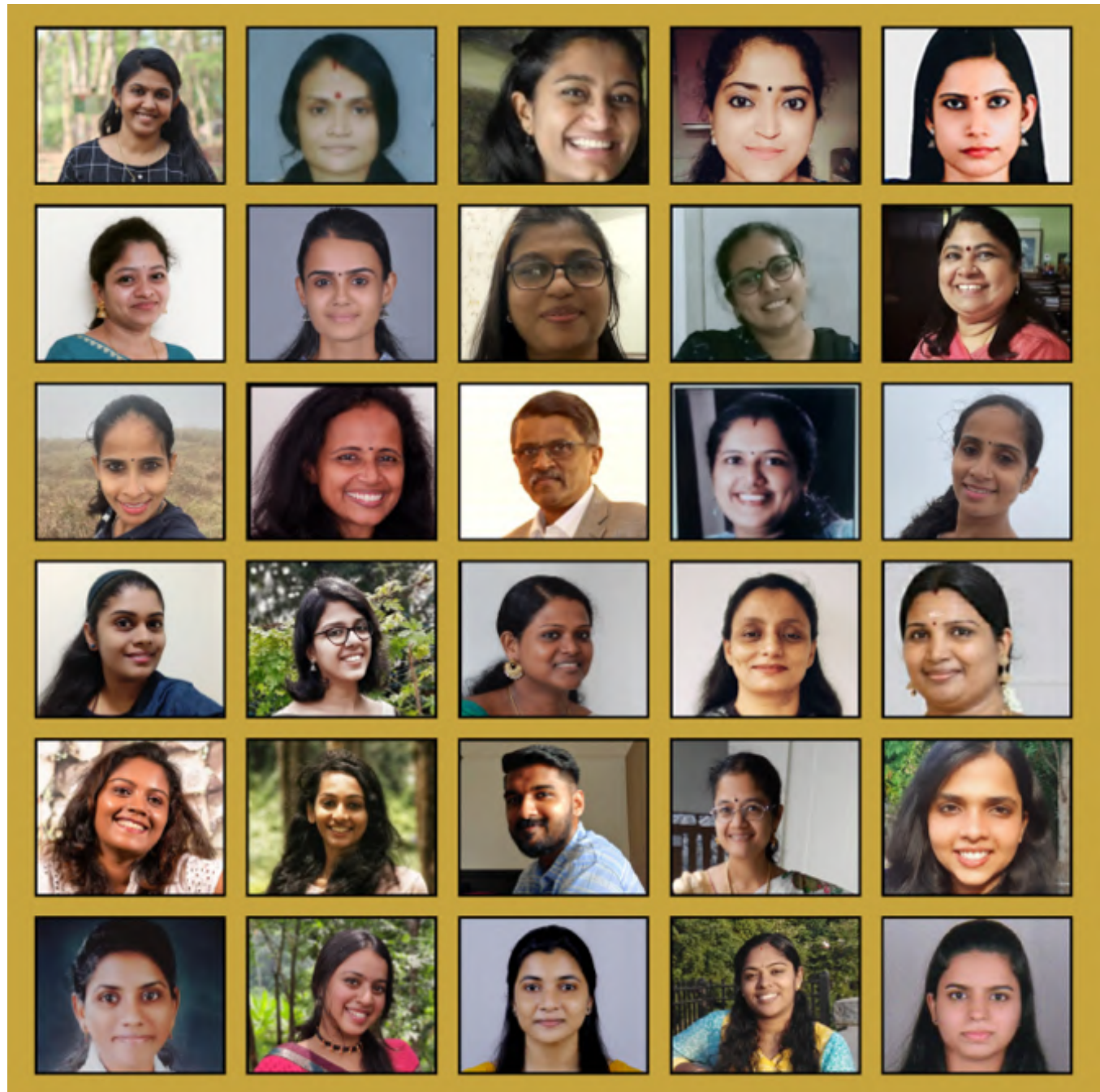
Aneesha doing an OT activity



Aneesha doing activities at home as part of PMI program along with her mother and sister



# Our Team



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## **THANK YOU!**

We thank the owners of PMG and Sasthamangalam centers, Mrs. Mangaladevi Kochamma and Mr. Damodaran and Mrs. Lyju and Mr. Sasikumar for the waiver and concessions on the rent, due to the pandemic when we were unable to hold physical classes.

We once again thank the donors to our Parent-Mediated Intervention Program, and UST and SunTec Business Solutions for their contributions





[cadrrre.org](https://www.cadrre.org)

<https://www.youtube.com/c/CADRREAutismSchool>

<https://www.facebook.com/cadrre>

<https://www.instagram.com/cadrre/>





*In 10 million Indian families love hurts for an entire lifetime... You can do something about this!*

*1 out of 100 children in India are autistic.\* With 26.9 million births every year, autism in India is increasing exponentially.*

*\*INCLIN Trust International, 2018*

*"Our son is 36. we don't know what will happen to him after we die"*

*We are in the process of creating an Ideal Holistic Autism Centre with the aim of providing millions of families hope and purpose..*

*Please consider supporting our important work through a donation in any amount.. Thank you!*

[CONTRIBUTE](#)

*It costs over 5,00,000 Indian Rupees per annum to take care of an autistic child in India. And parents have to keep investing for an entire lifetime. Very often, one parent gives up his/her job to be a caregiver – which adds to the financial pressure. Autism is not covered by insurance in India.*