



ANNUAL REPORT

April 2017 - March 2018

Director's Message

CADRRE is inching closer towards its vision of setting up a centre to transform the lives of children with Autism through best practices, principles and family centered holistic care. In doing so, we have tried to inculcate and imbibe the best practices from world renowned universities and institutes in the field of Autism Spectrum.

With the vision of evolving into India's best school and research centre for Autism, the team had visited similar schools in the US – SARRC (Southwest Autism Research and Resource Centre) at Phoenix in Arizona, Rebecca School, AHRC and the Gersh Academy in New York. They also visited Bubbles Centre for Autism, Stepping Stones, the ComDEALL Trust and ASHA School (Academy for Severe Handicaps and Autism) in Bangalore, where they had the great opportunity to interact with experts in the field and individuals on the Autism spectrum and imbibe best practices from them to implement at CADRRE.

CADRRE wishes to explore the potential of Ayurveda to emerge as one of the most preferred treatments for Autism. As part of this, the first CADRRE forum on Ayurveda 'Ayurveda for Autism' was held in December of 2017. Eminent Ayurveda practitioners from different parts of Kerala came together to share their knowledge and experiences on how Ayurveda may benefit children on the spectrum. Practitioners also talked about ways and means in which Ayurveda can be propagated with evidence as a promising solution for people on the spectrum.

We also had the second Advisory Board meeting wherein we had discussions on the progress that we have made so far in our journey and also our future plans for CADRRE. The board discussed in detail prospects of starting a new initiative that would impart vocational skills to the students above the age of 14 and broaden the scope of employment for Autistic individuals.

CADRRE is also thinking about hosting an International Autism Conference next year, bringing together the best minds in the field of ASD.

CADRRE will be putting in earnest efforts towards advancing the institution to become the best in the country helping the children on the Autism spectrum to lead meaningful lives.

G. Vijaya Raghavan
Founder & Hon. Director, CADRRE

Vision

To transform the lives of people with autism through family centered, individualized and holistic care across the lifespan using best practice principles.

Mission

To provide tailor made, structured, interventions, attention and care to the children with Autism and their families for their welfare.

Objectives

- Provide evidence-based individualized intervention programs
- Provide a developmental specific and structured learning program
- Monitoring and managing comorbidities and progress (continuous assessment)
- Provide continuous family education and support
- Empower the family to be the primary therapist
- Foster important skills
- Assist in mainstreaming to formal education and employment
- Provide for empowering assisted living for adults with autism
- Conduct research on the different aspects of autism and its comorbidities
- Advocacy for Autistic children and affected families
- Help design appropriate government policies to continually strengthen intervention programs

What is Autism?

Autism is a neuro-developmental disorder having the following core deficits:

- Difficulties in communication and pragmatic use of language with some being non-verbal
- Failure to understand social cues and situations
- Odd behaviors like rocking, spinning, fidgeting, making repetitive sounds and obsessive behaviors
- Sensory issues – hypersensitive hearing, vision, aversion to being touched or seeking all sensations
- Medical problems - severe headaches, gastrointestinal problems, severe food allergies, seizures, anxiety, mental health problems

Individuals are at different points on what is called the Autism Spectrum - those who are at the lower end of the spectrum are termed to be low functioning and those at the higher end are termed high functioning. Cognitive abilities in people with Autism vary between those with average to above average intelligence, to borderline and mild mental retardation, and others who function within the moderate to profoundly mentally retarded range.

It is estimated that there are over 1 crore individuals on the Autism spectrum in India of which over 29 lakhs are children; in the USA, it is estimated that 1 in 59 children have Autism. Someone you know probably has Autism in their family.

The government of India recognized Autism as a disorder in 2001. However, there are currently no direct channels or organizations for specific disabilities. Parents must rely on referrals from their pediatricians, psychiatrists, and psychologists, on word of mouth, and through newspaper articles or television broadcasts. By the time families of autistic children become aware that there are organizations specifically catering to their needs, valuable time has often been lost. The reason why a correct diagnosis is so crucial in the case of Autism is because research has demonstrated the effectiveness of early intervention, specifically intervention that occurs prior to six years of age.

Why does CADRRE focus on Autism?

Autism can be detected, and an accurate diagnosis made when the child is as young as 18 months. From the perspective of neuroscience, there have been ample evidence on neuroplasticity—if we intervene early, we have a better chance of changing the developing brain.

Early intervention prevents problematic behavior from developing into a habit as age advances. Also, it is ideal for children to receive early individualized therapy to remediate any delays. This prepares a child to enter group learning and helps them become comfortable in a school setting. Lastly, diagnosing Autism and working through it early also benefits parental relationships; the strain of caring for an Autistic child can be an everyday challenge, but with early preparation and intervention, parents can prepare themselves for the road ahead emotionally and mentally.

With early intervention, most children make remarkable progress. Most of the children who become independent and self-reliant have some things in common:

- Diagnosis and treatment at younger ages

- A higher intelligence quotient (IQ, a measure of thinking ability) than the average child with Autism
- Better language and motor skills

Hence, CADRRE focuses on early intervention and provides conventional therapies such as occupational therapy, speech therapy and behavioural therapy, and various alternative therapies such as art therapy, movement therapy, music therapy, to achieve maximum transformational change in the children.

CADRRE Donor Patrons

We would like to thank our donor patrons at this juncture, without whom any of our achievements so far would not have been possible. Their constant support and trust in us helped us in achieving our milestones.

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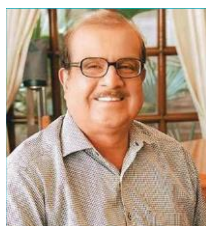
UST Global is a leading provider of end-to-end IT services and solutions for global companies, using a client centric global engagement model.

Trivandrum International School

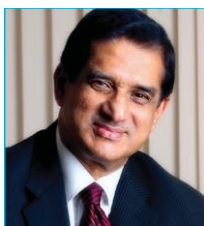


Driven by the motto, Learning is for Life, Trivandrum International School is committed to moulding a new generation of leaders by creating self-confident, sensitive, responsible and informed individuals with a life-long passion for learning and caring.

CADRRE Advisory Board



K. M. CHANDRASEKHAR
Chairman
(Former Cabinet Secretary,
Govt. of India & Former
Vice-Chairman, Kerala State
Planning Board)



DR. M. I. SAHADULLAH
(Chairman, KIMS Group of
Hospitals)



K. NANDA KUMAR
(Founder & CEO, SunTec
Business Solutions)



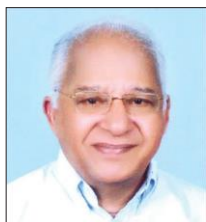
ALEXANDER VARGHESE
(Chief Operating officer, UST
Global)



DR. PRATHIBHA KARANTH
(Founder, Com DEALL, one of
the best institutions in India for
early intervention for Autism)



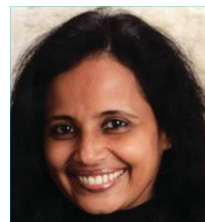
SARBANI MALLICK
(Founder Director, Bubbles
Centre for Autism)



V.S.M. NAIR
(An economist with over 50
years in consulting and venture
promotion across institutions
like NCAER, Tata Economic
Consultancy Services)



DR. ARUN PILLAI SASIDHARAN
(Consultant Child Adolescent and
Family Psychiatrist, Queensland
Health, Australia)



LEKSHMI NAIR
(Principal Advisor CADRRE and
former Principal Engineer with
Oracle Corporation)



G. VIJAYA RAGHAVAN
Member Secretary
(Founder CEO- Technopark,
Founder, Hon. Director- NISH
Former member Kerala State Planning Board)

Advisory Board Meeting

The Advisory Board meeting, chaired by G. Vijaya Raghavan, Hon. Director of CADRRE was held on Saturday, December 9, to discuss the way forward for CADRRE.

It was attended by K. M. Chandrasekhar (Former Cabinet Secretary, Government of India & Former Vice-Chairman, State Planning Board), Sarbani Mallick (Founder Director of Bubbles Centre of Autism), Prathiba Karanth (Founder, The Com DEALL) and Dr. Arun Pillai Sasidharan (Consultant Child Adolescent and Family Psychiatrist) on Skype. While reviewing the progress so far and making changes in the current format was the main agenda, the board also discussed the prospects of starting a new initiative that would impart vocational skills to the students above the age of 14 and broaden the scope of employment for autistic individuals.

Ms. Sarbani Mallick and Dr. Prathiba Karanth emphasized the importance of how acceptance has to begin at home. They pointed out how denying a child of his/her childhood by refusing them outings and forcing them to lead a sheltered life is unfair and how this only aggravates the situation more with every passing day. They touched upon various sibling and parental programs that could be initiated soon to educate the families of autistic individuals about the condition and help them understand it better. The advisory board also discussed the possibilities of CADRRE hosting an international conference on autism sometime next year.

CADRRE The Autism School



The centre at PMG Plamoodu before it was repurposed and redesigned



The centre at PMG Plamoodu after it was repurposed and redesigned

CADRRE The Autism School was born in September 2017. Initially, our staff comprising four members (a centre coordinator, a speech language pathologist, an occupational therapist and psychologist) worked from a room of a house that belonged to a colleague in Jawahar Nagar,

Trivandrum. September was a busy month for the team who worked tirelessly to put together assessment formats, develop a curriculum, procure therapy and intervention tools and, at the same time, look into the design of the 4000-square-foot rented facility at PMG-Plamoodu road. When classes commenced, the centre had three classrooms, a sensory room, sensory paths, an aqua sensory pool, play area, a well-stocked library-cum-resource room, landscaped gardens, an Ayurveda facility, a utility room and designated spaces to hold one-to-one sessions with children who needed it.



Aqua sensory pool

The physical environment in which learning takes place has a large impact on the outcomes of education. To provide children in the spectrum with comfortable, safe, and experiential learning, it is important to create continuity in the environment so that they have access to education like neurotypical students. Therefore, the specific infrastructure such as tactile surfaces- sensory path, sensory rooms, classrooms with least distractions etc. have been created in CADRRE catering to the varied needs of children on the spectrum.



Play area



Library and Resource room



Speech Therapy





Academics



Ayurveda Therapy



Play Therapy



Art Therapy

Curriculum Design

The CADRRE team has been striving hard to select and collate best practices from all over the world to adapt and internalize them into our format. With the vision of evolving into India's best school and research center for Autism, the team had visited similar schools in the US – SARRC (Southwest Autism Research and Resource Centre) at Phoenix in Arizona, and, Rebecca School, AHRC and the Gersh Academy in New York. They also visited Bubbles Centre for Autism, Stepping Stones, the ComDEALL Trust and ASHA School (Academy for Severe Handicaps and Autism) in Bangalore, where they interacted with experts in the field and individuals on the Autism spectrum and imbibe best practices from them to implement at CADRRE. While the schools follow different assessment techniques and approaches to cater to the needs of the students, what was common is that apart from finding solutions to problems that people on the Autism spectrum face, the centres also aim at creating awareness and underlining the importance of sensitizing the society to people with Autism and their needs. They hope to design programs for two sections of the society: the section that has direct contact with the person with ASD (immediate family comprising parents, siblings, grandparents and cousins) and the section that is indirectly related and at large oblivious and unaware of the problems and needs of autistic people.

Group and individual goals are drawn up for the children as per their assessment by a speech language pathologist, occupational therapist, psychologist and a special educator. Well-defined and balanced schedules, inclusive of academic and therapeutic goals, are designed to equip students with necessary skills to enter the transitional programme targeted at individuals above the age of 16. Besides nurturing developmental, social and academic growth, the transitional programmes also aim at empowering the child to lead an independent life. This is ensured by taking them for periodical community visits, inculcating vocational skills and finally helping them find employment.

Our team was able to gain many useful work practices implemented at the schools such as:

- Daily health check-ups
- A good rapport between the therapists and parents of the child through a handbook and scheduled meetings to track his/her progress
- Having sensory areas that help the child focus better during activities
- Continuous camera surveillance during class hours to video graph the proceedings of the day for later reference
- Minimal technological interference to improve interpersonal and communication skills
- Workshops and sessions for the family and relatives to equip them with skills required to meet the child's requirements at an emotional, intellectual and physical level
- Visual timetables

Having collated and put together some of the best practices followed by experts, our team is confident that our students will definitely reap benefits of the programme at CADRRE and come out more confident and capable than when they joined us.



At SARRC (from right to left): Neethi S. Raj, Annie Charles, Alexis Boglio (Clinical Manager at SARRC), Malini Unnithan and Swathy A.

Ayurveda for Autism

‘Ayurveda for Autism’ – the first CADRRE forum was held on Saturday, December 16, 2017. Eminent Ayurveda practitioners from different parts of Kerala came together to share their experiences and shed light on the immense potential of Ayurveda to emerge as one of the most preferred treatments for autism. The Ayurveda approach to Autism consists of a combination of herbal medication, controlled diet, yoga and a range of massages and purification therapies, most of which start with cleansing the gut, correcting the metabolism, and then moving on to developing the body and brain.

Dr. Vaidya M. Prasad (Principal, Ashtanga Ayurveda Vidyapeetam, Pattambi), Dr. Roshni Anirudhan (Professor & HOD at Department of Koumarabhritya, Government Ayurveda College, Trivandrum), Dr. Harikumar K. B. (Scientist, Rajiv Gandhi Centre for Biotechnology, Trivandrum), Dr. Sreekumar Namboothiri (DMO – Ayurvedam, Kozhikode), Dr. Lekshmi M. K. (Associate Professor, Government Ayurveda College, Kannur), Dr. Omprakash Narayan (Assistant Professor, Department of Kriyashareera, Ashtanga Ayurveda Vidyapeetam, Pattambi), Dr. Arumugam Rajavelu (DST Faculty, Rajiv Gandhi Centre for Biotechnology, Trivandrum), Dr. Serena K. (Assistant Professor, Government Ayurveda College, Kannur), Dr. M. P. Anilkumar (Professor and HOD, Government Ayurveda College, Kannur) and Dr. Samuel N. Mathew (Executive Director, NISH) attended the forum.

Dr. Roshni spoke about how Ayurveda revolves around the delicate balance of elements (doshas) categorised as vatha, pitha and kapha and how the disruption of this balance can lead to various ailments. She further went on to explain how Ayurveda treatment usually aims at restoring the balance of the elements in the body through cleansing the body and mind of toxins.

Dr. Vaidya Prasad shared with the group the Sunethri protocol, a structure he developed specially for treating autistic children. He may have stumbled into the field of Autism accidentally but today he is one of the most sought-after Ayurveda practitioners for treatment of autistic individuals.

The forum highlighted how the lack of evidence-based therapy and correlation with Western assessment methods act as a deterrent for people who wish to explore Ayurveda. Unlike Yoga, which has spread like wildfire all over the world, Ayurveda involves the intake of medication, which many view with apprehension. As a solution to this predicament, Dr. Harikumar and Dr. Arumugam discussed the scope of brain imaging before and after Ayurveda to try and supplement the procedure with evidence so that acceptance would be easier amongst all. Dr. Sreekumar and Dr. Anilkumar also enriched the discussion by talking about ways and means in which Ayurveda can be propagated with evidence as a promising solution for autistic individuals. They also shared their experience of treating people who fall on the autistic spectrum.



From left to right: Dr. Omprakash Narayan, Dr. Priya E. P., Dr. Serena, Dr. Lakshmi M. K., Dr. Roshni Anirudhan, Dr. Sreekumar Namboothiri, Dr. Vaidya M. Prasad, G. Vijaya Raghavan, Dr. Anilkumar, Dr. Harikumar K.B. and Dr. Arumugam Rajavel

Parent as the Primary Therapist

Various researches suggest that parent education programs have a positive effect on both children and families. Parent education provides increased knowledge and insight into the individual child, enables the incorporation of therapy into the child's environment at home, facilitates the generalization of learned skills, and hones parents' knowledge and skills in managing behavior. Studies on the effects of such programs have also reported a decrease in parent stress and increase in parental confidence and quality of life - improved responsiveness and emotional regulation, overall improved mental and physical health and greater parenting self-efficacy. It helps children with Autism to form personal relationships by strengthening the building blocks of social connections. This includes the ability to form an emotional bond and share experiences with others.

At CADRRE, parents are trained and supported to be the primary therapist through training modules specifically designed for parents and grandparents of children on the spectrum. Each module is about an hour or two and aims to familiarize parents and grandparents on the many methods used to manage Autism. Sessions on importance of Early Intervention and Feeding and Sleep training are included.



Pet Therapy for Autism



An animal assisted psychotherapist, trained under Linda Chassman, founder and executive director of Animal Assisted Therapy Programs of Colorado (AATPC), Anjana Thampy extolled the many benefits of animal assisted therapy which is almost an alien term in India. In animal assisted therapy, the animal is certified as a therapist / partner along with the main therapist and they work together as a team with their clients.

An ardent animal lover, Anjana emphasized on the potential of the field and her plans on starting a centre for Animal Assisted Therapy (AAT) at Chennai in India. Omana, her Labrador and Arya, her cat, are certified therapy animals and together the three of them form a formidable team. They have been helping differently abled people overcome their challenges.

Anjana shared her experiences of working with various therapy animals such as dogs, cats, horses, mice, goats and piglets back in Colorado. She spoke about the innate ability of therapy animals to sense the nuances of human emotions such as anger, pain, sorrow etc. and help clients cope with them. She also emphasized how therapy animals need not be physically fit as service animals. A cat with a limp or a dog with a blind eye can easily pass off as a therapy animal if they have the right temperament. Moreover, these animal therapists with gentle temperaments also remind the client of the affection they have to offer to others despite having difficulties of their own which helps the client introspect.

Anjana emphasized how animal assisted therapy should never be forced on anyone who is afraid of animals and vice versa. She added how the animal selected for therapy varies from case to case and depends on the rapport between the therapy animal and the client. It's a teamwork where three relationships, the relationship between the therapist and the animal, the therapist and the child and the animal and the child have to be in sync for this therapy to work

Guests at CADRRE

A Senior lecturer in Histopathology and research fellow with Griffith University, Australia, Dr. Vinod Gopal is the author of over seventy-five research papers. A friend of Dr. Arun Pillai (Consultant Child Adolescent and Family Psychiatrist in Australia and a member of the Advisory Board to CADRRE), Dr. Vinod Gopal was more than happy to visit CADRRE and share his inputs on the way forward for research at CADRRE. His approach to research and arriving at solutions to problems, inputs on the various research methodologies and need for timely reviews were well received and highly appreciated by the CADRRE team.



Paul Preston and Yohann Dattoobhai from U.K. visited CADRRE in February. Paul has spent over 40 years with Unilever as Global Executive Vice President and has led a number of successful projects for them around the world. While Yohann is an able entrepreneur, Paul is an able leader, philanthropist and was a governing board member of the Phoenix School in London that is known for its outstanding work in the area of autism and other intellectual disabilities. Located in East London, which sees a great ethnic mix, the school has seen many of its students make tremendous progress. Paul and Yohann look forward to supporting CADRRE and working out a relationship that is mutually beneficial.



CADRRE Calendar

CADRRE plans to bring out a desktop calendar every year that highlights an aspect of autism. This year we brought out our first calendar of CADRRE. The calendar was a tribute to those with autism who have made a mark in this world. All the drawings featured in the pages have been drawn by the little children of CADRRE. The calendar also showcases the CADRRE facility showing the sensory pathway, sensory pool, aviary and other facilities at CADRRE.

THE AUTISM SCHOOL
Centre for Autism and other Disabilities
Rehabilitation, Research & Education

AGE IS NO BARRIER FOR THIS ENIGMATIC ACHIEVER...

Just seven years of age, and Nayan's mind remains an enigma to the entire world. Even his parents are baffled by how much he has achieved. A polyglot who can comprehend 14 languages, Nayan is also a poet, gifted writer, a philosopher and a computer whiz kid.

Nayan

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2018
January

2018 July

CADRRE THE AUTISM SCHOOL

Water, water all the way - Water sensory pool @ CADRRE

S	M	T	W	T	F	S	S	M	T	W	T	F	S
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15	16	17	18	19	20	21	22	23	24	25	26	27	28
29	30	31											

Free Autism Assessments

CADRRE has started providing free autism assessments to all. Our assessment team comprises of a speech-language pathologist, occupational therapist and psychologist. Assessment is conducted with standardized tools. The child along with both the parents have to be present for the assessment. After assessing the child, our team suggests a course of action to be followed. We have done a total of 102 assessments this year.

Students Enrolled

9 students were enrolled in CADRRE from November through February from the ages 3 to 15. Students are enrolled after a thorough assessment by a team comprising of a general physician, psychologist, speech language pathologist and occupational therapist.

Pre-School	1
Junior	2
Pre-Teen	4
Teen	2

Conferences attended

- Swathy A, Speech Language Pathologist with CADRRE attended a workshop on ADOS (Autism Diagnostic Observation Schedule) hosted by the department of neurodevelopmental sciences at NISH on November 9. She also had the opportunity to meet professionals from the rehabilitation team working with children on the spectrum and other neurodevelopmental disorders.
- Neethi S Raj, psychologist at CADRRE, had the opportunity to meet and interact with Dr. Jamila K. Warriar, Consultant and Clinical psychologist at KIMS hospital. They discussed various psychological aspects pertaining to autism that could be implemented at CADRRE
- Our Occupational Therapist, Annie Charles attended a seminar on developmental disorders presented by Dr. Preethy S. Samuel, Assistant Professor with the Occupational Therapy department at EACPHS (Eugene Applebaum College of Pharmacy and Health Sciences) in Detroit at NISH on November 20

Team CADRRE



Malini G Unnithan
Centre Coordinator

She quit her successful corporate career of 14 years with SunTec Business Solutions and chose to join CADRRE to be part of a meaningful cause. A rank holder in her Post Graduate Diploma in Management Studies (PGDMS) from Mysore University and a graduate in Bachelor of Business Administration, she was the first person to join the team. In addition to being genuine and humane, she is extremely patient, and dedicated to achieving CADRRE's vision.



Swathy A
Speech Language Pathologist and Special Educator

Swathy holds a Bachelor in Audiology Pathology (BASLP) from NISH – National Institute of Speech and Hearing and Masters in Speech Language Pathology from AIISH - All India institute of speech and Hearing. She has 5 years of experience working with children on the spectrum. She focuses her intervention to improve Speech, language and communication abilities of the children on the spectrum and also help children overcome sensory, motor, and social skills associated with feeding difficulties there by improving nutritional outcomes and reducing the stress on the entire family



Neethi S. Raj
Psychologist and Special Educator

A post-graduate in Counseling Psychology from Loyola College of Social Sciences, she has been part of several social initiatives. Gentle and pleasant by nature, she joined CADRRE to help children understand themselves and their surroundings better



Annie Charles
Occupational Therapist and Special Educator

A graduate in Occupational Therapy from MGR Medical University, she is a recipient of the Jean Bald medal for outstanding performance by a student. She has over 13+ years of experience working in India and abroad and has a certification in Basic Developmental Therapy course for children with Cerebral Palsy and other neurological handicapped from Manipal University. A recipient of the Excellence Award from the Ministry of Health, Kuwait, she also holds an MBA in hospital management from Annamalai University. She also has a masters in social work and is currently pursuing her

PhD in social work from Annamalai University



Lekshmy Raghavan
Art Teacher

Lekshmy holds a Bachelor in Fine Arts from the National Institute of Speech and Hearing, (NISH) Trivandrum, a premier institution in the country for the hearing impaired. She also holds a diploma from the prestigious Gallaudet University, a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf through American Sign Language and English. She worked in Toonz Animation Academy prior to joining CADRRE. A highly creative soul with an eye for detail, Lekshmy works as an art teacher at CADRRE inspiring the children to explore in various mediums of art.



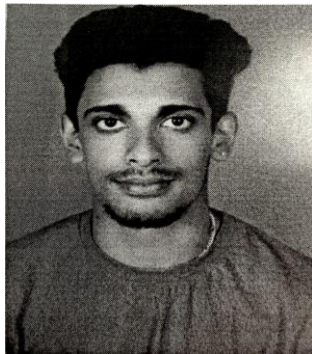
Parvathy Raghavan
Art Teacher

Parvathy Raghavan who is a twin sister of Lekshmy Raghavan shares a similar journey like her sister. She also holds a Bachelor in Fine Arts from the National Institute of Speech and Hearing (NISH), Trivandrum and a diploma from Gallaudet University as well. Prior to joining CADRRE as an Art Therapist she worked in Toonz Animation Academy. She is a diligent soul who loves spending time with kids and helps them explore the various avenues of art for our students.



Priya E P
Ayurveda Medical Consultant

Priya holds a degree in Ayurveda from Government Ayurveda College under Kerala University of Health Sciences. She did her BAMS, Bachelor of Medicine and Surgery from Government Ayurveda College Kannur, Kannur University. Prior to joining CADRRE she did a one year internship at Government Ayurveda College , Kannur.



Girinath G.S
Psychologist & Special Educator

Girinath holds a Bachelor's degree in Psychology from Mahatama Gandhi College, University of Kerala and MSc Counselling Psychology from Loyola College of Social Sciences , Kerala University. Prior to joining CADRRE he did his internship at ICCONS Institute for Communicative and Cognitive Neurosciences, Trivandrum. He also worked as a clinical psychologist trainee at Mental Health Center Oolampara , Trivandrum.



Priya P
Consultant Research

Priya holds a Masters degree in Microbiology from Amrita Viswa Vidhyapeetham and she did her Bachelors in Microbiology from the same institution. She was the recipient of Inspire Fellowship for doctoral research for a period of five years funded by Department of Science and Technology, Govt. of India. Prior to joining CADRRE she worked as a microbiologist at NIMS Hospital , Trivandrum and also as a guest lecturer at Saraswathy Nursing Hospital, Trivandrum.



Sulekha Raja
Special Educator

Sulekha Raja is the mother of a 16-year-old girl on the spectrum. She holds an M.A in English Literature from Government Women’s College Thiruvananthapuram. She also holds a diploma in Special Education from the Karnataka Parents Association for the Mentally Retarded Citizens (KPAMRC). Prior to joining CADRRE, she worked at Progressive English School, Sharjah, Indian High School, Dubai and also as a Special Education Trainee in Asha Integrated School Bengaluru.

She contributes immensely to CADRRE by bringing in varied ideas and insights through her roles as a mother of a child on the spectrum and as a special educator.



Jisha P Janardhanan
Ayurveda Medical Consultant

Jisha holds a BAMS degree (Bachelor degree in Ayurvedic medicine and Surgery) from University of Kerala. She also holds an M.D Panchakarma from Kerala University. Prior to joining CADRRE she worked at Sheeba Memorial Ayurveda Hospital as a Panchakarma specialist and also Zigma Siddha Ayurveda Clinic and Punargani Ayurveda centre as an Ayurveda physician.

She oversees the ayurvedic interventions for our children at CADRRE and also helps the families by assisting them in various feeding issues and sleep disorders associated with ASD.



Sudha Ganesh
Music Therapist

Sudha holds an M.Phil in music and has also undergone a program on ‘Therapeutic Application of sounds and Music, incorporating concepts and practices in Music Therapy’

A very talented musician and therapist, she has also helped many students on the spectrum acquire a university degree in music with her continued support and assistance.



Nayana Chandran
Literacy Teacher

Nayana holds an MA in English Literature from University of Kerala. She also holds a Diploma in Computer Applications. Prior to CADRRE, she worked as an English teacher in various educational institutions like The Govt. Engineering College, The Oxford School, Paadashala and also Vaspi's Institute of English. She also worked as an editorial assistant in New Jyothi Publications.

Along with literacy classes for students at CADRRE she takes a great interest in undertaking 'movement therapy' sessions for students, which is an upcoming and sought-after area in Autism therapies.



Lakshmi Raghu
Executive – Communications & Art

Lakshmi holds a master's degree in art history from Stella Maris College. Prior to joining CADRRE she worked with Art Houz and managed their marketing and PR initiatives.

She manages the communications at CADRRE which includes the monthly newsletters, social media platforms and all PR initiatives.



Haritha S Mohan
Speech Language Pathologist & Special Educator

Haritha holds a masters in speech language pathology and a bachelor's degree in audiology and speech language pathology. Prior to joining CADRRE she worked as a speech language pathologist at All India Institute of Speech and Hearing.

An assiduous and dedicated professional, she puts great effort in providing speech therapy sessions to students at CADRRE



Nandita N K
Literacy Teacher

Nandita holds a Bachelor of Business Management from Kuvempu University, PES Institute of Advanced Management Studies. Prior to joining CADRRE she worked in Lakshya School Shimoga and also Little Millenium Shimoga. She is skilled at various art techniques like quilling, crochet, paper craft etc. She inspires the children at CADRRE to use art as a medium of expression and assists them in clay modelling, pottery etc.

The Way Forward

- CADRRE intends to conduct training and knowledge exchange programs as part of the capacity building of CADRRE team members.
- CADRRE aims to host an International Autism Conference bringing together the best minds in the field of Autism from across the world. The conference will feature talks and research paper discussions on the latest evidence based best practices.
- CADRRE places a lot of importance on knowledge enrichment and imbibing the best ideas from institutions world over. As part of the same selected team members will be given an opportunity to visit institutions in the United States, United Kingdom.
- The interventions carried out at CADRRE will make a lasting impact on the children only if the interventions are followed up at home and parents are equipped to be the child's primary therapist. We plan to conduct parent training modules for parents of children at CADRRE which will provide them a brief idea of the intervention strategies that can be followed at home.
- CADRRE looks at the holistic development of the child and our aim is to make the children functionally independent along with academics and communication for which, we plan to conduct field visits for children wherein they will be taken to community parks, shopping malls, zoo, botanical garden etc. Through these trips they will get accustomed to being and behaving in a social space.