

BODHI TREE SPECIAL SCHOOL – ACTIVITY NEWSLETTER – FEBRUARY 2018

WRITTEN BY

Dhirendra Sharma

Director, Bodhi Tree Educational Foundation

IN THIS ISSUE:

LEARNING GRATITUDE, HUMOUR, LIFE SKILLS, HYGIENE, CALMING DOWN

LEARNING GRATITUDE



BODHI TREE SCHOOL FOR CHILDREN WITH SPECIAL NEEDS



We acknowledge our utmost gratitude for the Rotary club of Albert Park to facilitate resources to develop facilities for the children with special needs. We in the most sincere spirit of humility and appreciation thank Antoinette for her extraordinary generosity and warm heartedness.

We also take privilege to thank all teachers, volunteers and staff members for the efforts they make on a daily basis. We are moved by the attitudinal changes of the parents and cross communities in destitute to trust the process.

Our sincere thanks go to the multidisciplinary team comprising psychiatrist, psychologist, social psycho educator and pediatrician.



Children with special needs celebrating valentine Day and receiving rose flowers



Deputy Inspector General of paramilitary forces visited children with special needs to share the vibes of love.

LEARNING HUMOUR

We have noticed huge changes in humor of the children in the past a few months. We have also noticed Hygienic improvement in the children.

Self-enhancing, adaptive humor in children is seen as a marker of better mental health, self-esteem and social adjustment. Children using a consistent style of self-defeating humor, making fun of themselves in a broadly negative sense, were found to have less self-esteem and feel more lonely or depressed over the course of a school year.

In a vicious cycle, these dips in confidence led to more self-defeating humor. When kids varied their styles, though, and incorporated self-defeating amongst other, more positive styles, they fared much better.



LEARNING LIFE SKILLS

All kids have to learn how to “play well with others.” Even the most socially aware child will encounter a hurdle or two. For parents and teachers of children with special needs, ordinary “bumps in the road” to healthy societal acceptance can seem like insurmountable obstacles.

We have designed module to give even the most socially challenged child the tools that can make life a little more manageable. The programs teach how to recognize and identify feelings and how to respond to them in positive, emotionally healthy, and self-loving ways.

The results are better social skills, a higher sense of personal self-esteem, and a more emotionally intelligent mindset. The matrix is Caring for clothing, Consuming food, Identify unfamiliar odors, Identify unfamiliar sounds, Dress appropriately, Count money and make correct change.



LEARNING HYGIENE AWARENESS



Students with Disabilities and Hygiene

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

For this reason, we focus on personal hygiene skills at school.

Personal Hygiene Instruction

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

Task Analysis

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

Your students must master each step before moving on to the next one. As they do this, they will experience success and learn to complete all of the steps independently.

Schedules

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

1. Say Good Morning
2. Pray
3. Take your sit
4. Look in the mirror to correct Uniform
- 5 comb hair.
6. Brush teeth
7. Clean your hand properly
8. Eat breakfast.
6. clean hand properly.
7. Put on socks and shoes.

The children follow a schedule on a daily basis.

Breathing exercises

We model connecting with the power of conscious breathing and encourage children with special needs to explore it for themselves, this we consider a way to cultivate their own inner wisdom and strength. Teaching children how to manage and alter their mood and behavior with an appropriate action can prevent poor behavior, especially in the classroom, and it can calm symptoms before they become unmanageable for the child.

One of the best methods and strategies for calming sensory defensiveness is breath control. Breath control is one of the quickest and easiest ways to get a child back to using their executive function skills.



LEARNING TO CALM DOWN

During a sensory meltdown, children with special needs have very little control over their behavior. They may scream, break things, attack others and even try to hurt themselves.

While it's painful to see children losing control for seemingly no reason, meltdowns help us to understand when the children are experiencing sensory overwhelm. During a meltdown, a person with autism is completely unaware of their actions and what's happening around them.

Their behaviour is an involuntary, knee-jerk response to sensory overwhelm. We organize calming down exercises for children with special needs.



Children with special needs practicing calming down exercises at activity hall