

NEWSLETTER

The focus of this issue is on the importance of training classroom teachers in recognizing learning differences and remediate the children in the classroom itself. Research shows early intervention is key for bridging the learning 'gap' in children who are not on par with their peers in academics. Since school teachers, and especially primary school teachers, are the first to spot the signs of learning differences, it's imperative they have knowledge on how to help their students.

The Editors

Sheela Rajendra, Deputy Dean, Correspondent, Padma Seshadri Bala Bhavan Group of Schools, Chennai, on the importance of empowering classroom teachers in techniques of remediating children with learning differences in the classroom.



Rotary Club of Madras East Supports MDA for Teacher Training in Low Income Schools




 CENTRE OF EXCELLENCE FOR LIFELONG MANAGEMENT OF DYSLLEXIA
 Help a child with Dyslexia
 Click the hand and
DONATE
₹.100



Lalitha Chandrashekar,
Director, Ramana Vidyalaya

Benefits of Empowerment of Classroom Teachers

Every teacher enters the classroom with the hope that they can create a positive impact on the children under their care, but reality strikes when there are a couple of children who are disruptive, or are not interested in doing the subjects irrespective of the best efforts of the teacher. Some of the challenges faced by a teacher are

- heterogeneity of the classroom
- high student to teacher ratio
- diversity in the learning style and pace of the students
- lack of experience in the dynamics of a classroom
- paucity of time to search for the appropriate resources
- uncertainty in knowing the job opportunities the current students will have when they finish schooling
- speed with which changes are happening in all sectors except in education
- teacher-student divide in the adeptness in using technology
- information overload happening due to digitization
- skills required to be imparted are more than the subject proficiency
- demand from the parents for excellence in every child in everything irrespective of the interest of the child
- changes in the societal fabric which has led to various behavioral challenges in the class
- undue expectation of parents that school alone is responsible for the child's development
- increase in health issues in students due to the change in lifestyle

The list is endless.

This is where continuous empowerment of the

teachers is essential and helpful. The teacher, though very proficient in the content, needs to be trained on the strategies used for literacy, numeracy, behaviour management, strong student engagement and so on. Training in Multiple Intelligences, Differentiated Learning, Individualized Education Program (IEP) and activity based learning, empowers the teacher to a larger extent to overcome the challenges encountered in the classroom. Parent teacher conversation is another area where the teacher feels threatened as the parents' reactions are highly unpredictable. If the teacher is trained to know what happens in the brain during learning and how learning happens in different individuals, they will be able to extend the appropriate guidance to the student as well as parents as soon as the gap is seen, from an early stage.

When timely individualized support is given to a teacher, every teacher moves from being a good teacher to a great teacher and she becomes a champion to every child.

I strongly feel that learning is a natural process and when a happy and joyful environment is provided around the child, the child blossoms into a holistic, responsible human being.

Let us all work together to make every child believe "I Can."



Nidhya Guhan,
Correspondent, A.V. Meiyappan Matriculation Higher Secondary School

“Happy Room” – The Result of Empowering Classroom Teachers in our School

I often reminisce about the day I met Vilasini Diwakar and Harini Mohan four years ago. Their dedication and enthusiasm was infectious and a week later I signed an agreement with Madras Dyslexia Association to set up a Remedial Room for our students with learning difficulties. This turned out to be a major milestone in our school and it has been a journey with great rewards!

With three full time and three part time remedial therapists, we have been able to change the lives of our students who needed the specialised training and our “Happy Room” as we call it, has worked wonders.

At first I was aghast when I realised just how much help the middle school students also needed. But in the last academic year our teachers have been able

to make a big difference to the fifteen children we have at this level too. Brain Gym exercises, paired reading, flow charts, mind maps, tracking, phonemic awareness and some OT exercises have worked beautifully with these students and the change in them is almost miraculous.

Gone are the timid, insecure, unhappy children who used to run and hide to avoid classes. They have

metamorphosed into happy, confident youngsters who look forward to their remedial classes and are celebrating their achievements.

The motto of our school is "Efforts Never Fail" and I give thanks for the opportunity to truly make a difference in the lives of our students. In the words of Rita Pierson, "Every child deserves a champion - an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."



Sanskruti Shah,
Special Educator, Madras Dyslexia Association

Empowering Pre-primary School Teachers to Identify Children with SLD

Pre-primary education is defined as the initial stage of organized instruction, designed primarily to provide a bridge between home and a school-based atmosphere. Eventually it lays a foundation for formal future learning.

The first five years of a child's life are the formative years. The brain is developing rapidly and the child displays a range of abilities, needs and challenges.

The role of the pre-primary teacher is to ensure all children are able to develop their cognitive, language, motor, social, emotional, sensory and physical skills to the best of their abilities. When there are difficulties in any of these areas, the development of the child is hampered.

The development in young children has a direct effect on their overall future development. Preschool

teachers play an important role in building a child's success in their first years of school.

Learning difficulties show subtle warning signs unlike other developmental delays. It is, primarily, a neurological or genetic disorder, there will be some indications from birth. The preschool teacher has the key to observe and understand these signs.

Identifying learning difficulties early can pave the way, to get the support they need, to experience a successful future both in and out of school.

Without early intervention, the "gap" between struggling learners and their peers continues to widen over time and will affect the self-esteem of the child. "The first 5 years have so much to do with how the next turn out."



Dyslexia Café

Dyslexia Café was launched on 7 May 2018. The press meet was attended by Actor and Social Activist Khushboo and Suhasini Maniratnam. Madras Midtown Ladies Circle 7 attended the event and Harini Mohan of MDA gave an awareness talk.

Writer's Café believes in an inclusive society and had been gracious in offering their space to MDA for an entire month. Dyslexia Café provided an experience of how a person with Dyslexia views the world, and helped understand how difficult it is to navigate in a world that does not comprehend them. Guests to the café could also interact with experts from MDA if they wished to know more about Dyslexia.

Bookmarks and bags with Dyslexia quotes were "give aways," while the menu card, which was a representation of how the written word appears to a person with Dyslexia, was the scene stealer.

As part of Dyslexia Café, a Puppet Show and a Book Reading session were organized on the 20th and 27th of April.



DYSLEXIA
 EFFECTS
 ONE IN ONE
 TEN TEN
 PEOPLE

www.mdachennai.com

Special
 brew at the
 Writer's Café.

www.mdachennai.com
[#sayDyslexia](https://twitter.com/sayDyslexia)

COMING SOON.



with
 Dyslexia
 you have
 more fun

THE ALPHABET
 IS NOT DESIGNED
 TO RECREATE WITH
 IT WOULD BE LIKE TO
 READ TO READING
 WERE DYSLEXIA IS
 DESIGNED TO SIMULATE
 THE FEELING OF READING
 WITH DYSLEXIA BY
 SIMULATING THE READING
 TIME OF THE HEAVY
 DOWN TO A SPEED OF
 WHICH SOMEONE WHO
 HAS DYSLEXIA WOULD
 READ

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A^ B3 C^
 D3 E3 F=
 G^ H|| I|
 J| K< L_
 Mv N\ O^
 P3 QO RR
 S^ T- UJ
 V/ W\ X^
 Y\ Z-

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FACTS ABOUT DYSLEXIA

Dyslexia is not a developmental lag.

There is no magic cure for Dyslexia.

Dyslexia is not a visual problem.

Sometimes, they have poor spelling and decoding abilities.

You don't need to wait until the age of 8 to test for Dyslexia.

Dyslexia is not due to lack of effort or from being lazy or being dumb.

There is no quick fix for Dyslexia.

Not all people with Dyslexia reverse letters or words.

#sayDyslexia
www.mdachennai.com



THINGS A CHILD WITH DYSLEXIA WANTS YOU TO KNOW.

I am not stupid or lazy, I just need more time to get things done.

When you break things down to smaller steps, I find it really, really helpful.

My Dyslexia does not affect my literacy skills.

I find visual reminders helpful as I sometimes find remembering everything tricky.

My Dyslexia is only one part of me, it does not define me.

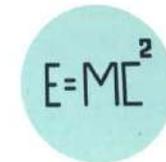
#sayDyslexia
www.mdachennai.com



WHY ARE YOU TRYING
SO HARD TO FIT IN
WHEN YOU WERE BORN
TO STAND OUT?



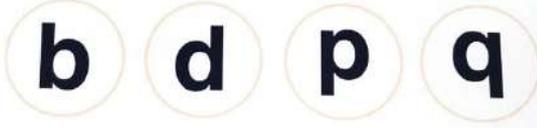
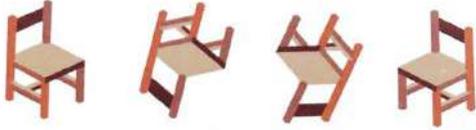
Creations
that changed
the world!



Thank a person with Dyslexia today!

www.mdachennai.com #sayDyslexia

These are all chairs no matter which side they face.



Ever wondered what a child with Dyslexia is thinking when they say "but b and d are the same letter?"

www.mdachennai.com #sayDyslexia

Soop	
யுட அரி லு ஓஓ	90

Salabs	
Sa'ssAbD	110
Fig nd Sqr Salab	110
ரவல்ஓ லவல் ஓமுM, மய	110
orangrokEr SAhD	110

(Balsanick Vinaigrette, Cottage Chees, Toasted walnuts)	
Gkckd	₹00
Wa'smeln and 'eta Slaad	₹20
L,abkychKN salAd	₹110

Abbetizers

Vejetarien	
Ch'oz z'ri	120
Halap'no-Chees flals	150
Cis'ee Fyld Sp'achw'com	90
sgu'ri r'oinO	90
Herbg,AalichrB'dl	90
TomatoeGarlickCh'as Toest	90
Paq'ard Wushruw	110
KrISpEy VEj CuqS	120
GrillSambolP'air Sp'ars	150
Ch'li Chys St'ks	110

Non-Vejetarien	
'eiry 'hiken z'ui'V	150
FryD ShikenF'enderz	150
M'xlCh'kenB'sh'eta	150
u'dilO m'ra,I z'adil'z	150
'aw M'nago z'Ch'ken Str Fru	150
D e v i l e b E g g s	150
G'ld,q' Pot Ha ^z	150

ADD-ons	
Chicken	₹60
Vegetables	₹60
Chees	₹60

- Taxes applicable as per government regulations
- Please check with the manager if you have any food allergies
- We levy 5% service charge
- P'ano-ap'ok for all D'OMS

Chaataa	
Mc nd Ch'ozz	150
V'jL'ssu	150
P'endy Arad'ija	150
'zph'ety Aglio Olio	150
Ch'iz'n Jazanya	₹150
'zpaget Ch'iken fl'olony's	₹200

Mimaa	
VejETabl Korn flak	180
Potato C'ibes Bake	180
B'uz (C'ow Veg S'u)	160
'lan Fyld Tokoo (k'ck'ch'z)	180
'laMEd GRlD	160

(P'ancer, Z'och'ini, Tomato pesto)	
jo'oZ	₹00
(Grilld p'ancer, R'oket Basil)	
Ch'iz'n Str'Ngumof	₹200
Grilld Ch'kein	₹200
(P'ebber Gravey & potatoe ov the day)	
fl'angres & MAS	₹200
fl'olevean Ch'CKn BIE	₹180
S'clniPo	₹180
fl'uyy wofD	₹180

Cho'oe y'oor Flammenkuchen	
W'argereta	90
'eSTOe SaNS	90
Cr'emE FeRSh	90
yl'hO lod'mS	90

Vejetarien Toppings	₹0 Eech
Korn, Pebb'ers, Os, Tomato, Ony'en, Grilld On'ien, Jalap'no, Silantro, Ov'en-R'oast'ob Tomatos, Z'ucchini, P'inead'ille, AraGul'A	

Non-Vejetarien Toppings	60 Eech
Grilled Ch'iken, Ch'ick'nZ'amali, Ch'icken Sosag, Lamp Pepp'eroni, Too'Na Tartar, fl'oiled Egg	

esodO Op'hens	90
P'rMes'An, Bo'z'z'oc'cini, Mozzarella, 'f'air	

Soop	
யுட அரி லு ஓஓ	90

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Fig nd Sqr Salab	110
ரவல்ஓ லவல் ஓமுM, மய	110
orangrokEr SAhD	110

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Paq'ard Wushruw	110
KrISpEy VEj CuqS	120
GrillSambolP'air Sp'ars	150
Ch'li Chys St'ks	110

Non-Vejetarien	
'eiry 'hiken z'ui'V	150
FryD ShikenF'enderz	150
M'xlCh'kenB'sh'eta	150
u'dilO m'ra,I z'adil'z	150
'aw M'nago z'Ch'ken Str Fru	150
D e v i l e b E g g s	150
G'ld,q' Pot Ha ^z	150

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S'clniPo	₹180
fl'uyy wofD	₹180

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esodO Op'hens	90
P'rMes'An, Bo'z'z'oc'cini, Mozzarella, 'f'air	

Sndawicles

Vejetarien (Toestb)	90
LilE E'arly	
(Tomatoe, bo'oc'nc'ioni, basil d'utur on a m'lyg'ee slic'es)	
m'M id'mulM	
(Sp'ish P'ancer nd Vejetabel's, SamBoL Mayo in O' Sub)	

Grik 'OCKET	
(Tomato, C'ukumbr, Caps'icome, Le'eces & Ol'ives'es, Garlick Saus)	

H'appee Melts	
(Ch'oz'sball Karm,ALISd on'ien poket sp'isy cock'tail saus)	
d'r'm'bu'z b'oz'OT L'ur'I	
yl'h'z' z'om'ot'I y'ub'ur'z'z	

Non-Vejetarien (TastAb) 120	
Sau'NT'zelbrot (Ch'iken Sh'uitzel, K'ukumber Tomatoe, Sp'isy mayo in ot bred)	
z'loppy Jo slyder	
Toxin T'atr (To'ona, P'ikld vejetable'z, T'air saus in a mulTI'Gern)	

Egg Sandw'icd	
(Dill, tartar saus in arye bred)	
z'alancee Must'rd R'yz	
Class'ick Ch'iken nd Egg ch'up	

All Day Brakefast 90

M'alfbz (H'on'ce & Wib'ed C'reem)	
'f'uca'z'z (Banana, Bl'ub'erry, Ch'okolat, P'ec'nut Butter, C'aramel, Nutz)	
'Eggs yor way	
'f'renH To'rt	
B'ak'd B'e'ens	
'e'as'ajes	
H'azilDROwnS	
'Eggs 'f'lowerten	
lod s'ub'oom'z' u'd'islo'Z l'oz'iq'OT	
F'uyyog with sh'rou'ts'nd'l'O'his'te'S'aus's	
'z'p'An'ish OMITE	

Coffes and lae

Espr'oz	10
Cap'AS'HeeNO	60
Am'R'ik'NoN	65
C'afe l'atey	65
M'akiat'oc	60
'o'f'Y Mo'ZA	75
Swis Hot Ch'okolat	80
S'outl Indian 'f'iltr K'api	50
Ch'iA	50
E'ys fl'ic C'ok'	75

Smoothies 180

'f'orVer Sum ²¹	
(P'ynapple, Appel, G'inj'jer K'elnSR	
(L'emon ju'ce, P'ineap'le, Appel, Ban'ana, M'ango)	
fl'eNdy Fr'OYO	
y'ub'oom'z' sa'us'usB B' r'ot'ud'ur'oz'I	
P'ash'en 'f'rut Fro'zo Smoothy	
R'a M'nago Smud'hi	

Coolers 120

Green Ap'ol Lem'ONaid	
G'rap S'oba	
GarP S'oba'Q'indLE'Y	
Ry'e's'ut de'ar Hot	
Elder Fl'ower and Ros F'izz	
I'oz Tee	
(M'int, P'each, L'imean, A'd'ille)	

Shakes 150

M'ilkow	
'f'ep W'f'lt	
ORio Sh'Ak	
'f'rozen H'ot Ch'ok'olat	



- Taxes applicable as per government regulations
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- We levy 5% service charge

Parents Share their Views on the Importance of Resource Rooms in Schools

Sri Sankara School

My daughter was slow in reading and writing. The class teacher noticing her difficulties referred her to the Resource Room in the school. I now see an improvement in her reading and writing. The special educators have made learning easier for her. I thank the Principal, the School Management and MDA for offering an effective programme.



My son was identified with severe reading and spelling difficulty while he was in Class 6. He was taken for regular pull out, for English and also for remediation. He showed good improvement in reading. Now he is able to read new words confidently and also his class level textbook. But he still has difficulty in spelling. First, he was feeling very shy and was not interested to go to remediation but now he is regular to class. The feedback is that he demands the teacher to teach him. Overall, he is showing gradual improvement. Now he is in Class 8. He is having a very good vocabulary and able to express his feelings with others. He has also become friendlier. The remedial teachers have also helped him with Science and Social Science study skills. There is good improvement in his academics and his confidence level has increases. We are very grateful to the teachers and to the continuous support from MDA for helping him in achieving his potential.

My daughter had severe difficulty in reading, writing and in Math. She was very afraid of the word Math. The feedback from the class teachers was that she was very silent in the class and also very slow in copying the notes. She was not sure of the sounds of the letters of the alphabet too. These difficulties were identified in Class 5. First, she was afraid to go to remediation because she thought her friends would tease her. But now there is a smile on her face and she shows a lot of interest to attend remediation and she is going for regular English and Maths class. She was self-conscious and feeling low before going to remedial class because her friends were able to finish work in time and she could not. Now we can see a glow in her face. We are feeling happy because she is improving steadily and confidently, and is able to discuss her doubts freely with the teachers. I would like to thank the resource centre for teaching her the right way. I believe that through the continuous support from MDA she can confidently excel in her studies.

The Crescendo'18

The Crescendo '18, a live orchestra music concert performed by Pioneer Music Gym, happened on April 21st at Sir Mutha Venkatsubba Rao concert hall, Harrington Road, Chetput. The net proceeds from this concert were donated to the outreach programmes of MDA.

Pioneer Music Gym is a group of non-professional singers from different walks of life bound by a passion to sing and experience the joy of music. The three-hour concert had a cross section of singers from Pioneer Music Gym perform some popular Tamil and Hindi film songs. The singers were supported by an experienced 15-member live orchestra conducted by PMG'S founder Pioneer Suresh.

Composer Ilayaraja and singer S. P. Balasubramaniam conveyed their support for this programme.



MDA Special Educators Present Papers at UNITE SpLD

Sanskruti Shah, Yashodara Narayanan, Swetha Krishna, Gowri Ramanathan, Rashmi Wankhede, Mala Natarajan, Harini Mohan and Vilasini Diwakar participated in UNITE SpLD 2018 conference organized by Dyslexia Association of Singapore after a very successful participation and paper presentation in the recently concluded International Dyslexia Conference. Sudha Ram made a poster presentation.

Sanskruti Shah and Gowri Ramanathan jointly presented a paper – A Stitch In Time - about early identification of pre-primary level children-at-risk of learning difficulties.

Vilasini Diwakar and Mala Natarajan: Resource Room - Remedial Education for Children with SLD within the School Premises - The Need of the Hour
Harini Mohan and Rashmi Wankhede: Effects of Exposure on Self- Esteem in Dyslexics. This was a presentation on the annual event of Dyslexia Week held by MDA.

Swetha Krishna and Yashodhara Narayanan: Impact of Multiple Intelligences on the emotional wellbeing of a child with Specific Learning Disabilities.

Sudha Ram made a poster presentation on 'Developing A Dyslexia Friendly Environment at School'



NIOS Results

All 6 students of NIOS stream have passed the examinations held in April 2018 with creditable marks. All have secured admission into colleges for undergraduate courses.

Radha Gupta	-	MOP Vaishnav
K. Sanjana	-	MGR Janaki College, Adyar
V. Yokita	-	M. Krishnaswami College, Anna Nagar
S. Gnanashankaran	-	D.G Vaishnav College
S. Dhanush Raj	-	D.G Vaishnav College
C. Venkatesh	-	Landmark College Putney, Virginia, USA

All four students of Class 10 who appeared for the State Board examinations have passed with creditable marks and have joined Class 11 in mainstream schools.

Daval Lakhani	-	Lady Andal
S. Varun	-	AMM School, Kotturpuram.
S. Siddharth	-	AMM School, Kotturpuram.

சிறப்பு தமிழ் பதிப்பு

டிஸ்லெக்சியாகபே

மே- 7-2018 அன்று டிஸ்லெக்சியாக பேதுவங்கப்பட்டது. அதில் நடிகையும், சமூக ஆர்வலருமான திருமதி. குஷ்புகந்தர், நடிகை, திருமதி. சுகாசினி மணிரத்னம் இருவரும் கலந்து கொண்டு பத்திரிகையாளர்களுக்கும் பேட்டி அளித்தனர். இந்நிகழ்வில் கலந்து கொண்ட மெட்ராஸ் மிட்டவன் லேஃஸ் சர்க்கிள் 7 அவர்களுடன் திருமதி ஹரிணி மோகன் விழிப்புணர்வு பற்றி உரையாடினார். எம்.டி..ஏ . நிறுவனம் கேட்டுக் கொண்டதற்கு இணங்கரைட்டர்ஸ்க பேதங்களது இடத்தை ஒருமாதத்திற்கு பெருந்தன்மையோடு தந்து தவினர். கற்றலில் குறைபாடுள்ளவர்களை புரிந்து கொள்ளாத இந்த உலகத்தில் எவ்வாறு அவர்களை வழிநடத்த வேண்டும் என்ற அனுபவத்தை டிஸ்லெக்சியாக பேதந்தது. கபேவிற்குவந்தவிருந்தினர்கள் டிஸ்லெக்சியாபற்றி அறிந்த அனுபவஸ்தர்களுடன் கலந்துரையாடி அதைப்பற்றித் தெரிந்து கொண்டனர். மேலும் புத்தகப்பக்க அடையாள அட்டை, மற்றும் எம்.டி.ஏ. மேற் கோள் அடங்கிய விளம்பர அட்டையும் புதிர் வினாக்கள் அடங்கியதாளும் ஒவ்வொரு மேசையின் மீதும் வைக்கப்பட்டிருந்தன. டிஸ்லெக்சியா மேற்கோள், படங்கள் தொடர்ந்து தொலைக்காட்சியில் காண்பிக்கப்பட்டன. கபேவிற்கு வரும் வாடிக்கையாளர்கள் பலர் டிஸ்லெக்சியா பற்றி அறியாததால் மெனுக்கார்டைப்பார்த்து ஆச்சரியம் அடைந்தனர். சிலபெற்றோர்கள் தங்கள் குழந்தைகளை அழைத்து வந்து, கற்றலில் குறைபாடுள்ள குழந்தைகளுடன் எவ்வாறு புரிந்து நடந்து கொள்ள வேண்டும் என்பதைக் கற்பித்தனர். 2018 ஏப்ரல், 20 அன்று நடந்த பொம்மலாட்ட நிகழ்ச்சியில் கற்றலில் குறைபாடுள்ள குழந்தையைப் பற்றிய கதை காண்பிக்கப்பட்டது. அந்நிகழ்ச்சியை இளைஞர்கள் ஆர்வத்துடன் கண்டுகளித்தனர்., 2018 ஏப்ரல் 27, அன்று பெரியோர் மற்றும் சிறுவர்களுக்கும் புத்தகம் வாசித்தல் நிகழ்ச்சி நடத்தப்பட்டது.

NIOS தேர்வு வெளியீடுகள்

மாணவ, மாணவிகள் அனைவரும் தேர்வில் நல்லமதிப்பெண்கள் பெற்று வெற்றி பெற்று, கல்லூரியில் இளங்கலை வகுப்பில் சேர்ந்து உள்ளனர்.

ராதாகுப்தா	-	எம்.ஓ.பி.வைஷ்ணவகல்லூரி.
கே.சஞ்சனா	-	எம்.ஜி.ஆர்.ஜானகிகல்லூரி. அடையாறு.
வி.யோகிதா	-	எம்.கிருஷ்ணசாமிகல்லூரி. அண்ணாநகர்.
எஸ்.ஞானசங்கரன்	-	டி.ஜி.வைஷ்ணவகல்லூரி.
எஸ்.தனுஷ்ராஜ்	-	டி.ஜி.வைஷ்ணவகல்லூரி.
சி.வெங்கடேஷ்	-	லேண்ட்மார்க்கல்லூரி. ப்யூட்னே. வெர்ஜினியா. யு.எஸ்.ஏ.

பத்தாம் வகுப்பு மாணவர்கள் அனைவரும் தேர்வில் வெற்றிபெற்று, மேல்நிலைப் பள்ளியில் 11 ஆம் வகுப்பில் சேர்ந்துள்ளனர்.

தவல்லஹானி	-	லேடி ஆண்டாள் பள்ளி.
எஸ்.வருண்	-	ஏ.எம்.எம்.பள்ளி.கோட்டுர்புரம்.
எஸ்.சித்தார்த்	-	ஏ.எம்.எம்.பள்ளி.கோட்டுர்புரம்.
எஸ்.ஸ்ரீரக்ஷிதா	-	சரஸ்வதி கேந்திரா லேனிங்சென்டர்.

2018, ஏப்ரல், 23 ஆம் தேதி முதல் ஜூன், 7, 2018 ரை நடை பெற்ற சிறப்பு ஆசிரியர் பயிற்சி முகாமில் 59 உறுப்பினர்கள் கலந்து கொண்டனர். அதில் 29 பேர் சிறப்புப் பயிற்சி வகுப்பறை ஆசிரியர்கள். 30 பேர் வெளி உறுப்பினர்கள். இக்குழுவில் ஆசிரியர்கள், பெற்றோர்கள்,

மனநலமருத்துவர்கள் இடம் பெற்றிருந்தனர். அடையாறு சங்கரா பள்ளியின் தலைமை ஆசிரியை திருமதி. மிட்டாவெங்கடேஷ். அவர்கள் ஆசிரியர் பயிற்சி முகாமை தொடங்கிவைத்தார். ஜூன், 1, 2018 அன்றோடு கற்பித்தல் வகுப்புகள் முடிவடைந்து ஜூலை, 4, 2018 அன்றுமுதல் பயிற்சிவகுப்புகள் ஆரம்பிக்கப்பட்டன.

சிங்கப்பூர் பங்களிப்பு

சிங்கப்பூர் டிஸ்லெக்சியா நிறுவனம் நடத்திய 2018 ஆம் ஆண்டுக்கான மாநாட்டில், திருமதி. விலாசினி திவாகர், திருமதி. யசோதராநாராயணன், திருமதி. ஹரிணிமோகன், திருமதி. கௌரி இராமநாதன், திருமதி. ஷன்ஸ்கிருதிஷா, திருமதி. மாலாநடராஜன், திருமதி. ராஷ்மிவாங்கடே ஆகியோர்கலந்து கொண்டனர். அம்மாநாட்டில் கலந்துகொண்டதோடு அனைவரும் சிறப்புரையும் ஆற்றினர். அந்நிகழ்ச்சியில் திருமதி. சுதாராம் டிஸ்லெக்சியா பற்றியபடத்தொகுப்பை காட்சிக்கு வைத்திருந்தார். இவர்களது பங்களிப்புக்கு நல்ல வரவேற்புகிடைத்தது.

ஆரம்ப நிலைக் கற்றலில் குறைபாடுள்ள குழந்தைகளின் நிலைபற்றி திருமதி. ஷன்ஸ்கிருதி மற்றும் கௌரி இராமநாதன் உரைநிகழ்த்தினர்.

சிறப்பு ஆசிரியர் பயிற்சி வகுப்பறை மற்றும் கற்றலில் குறைபாடுள்ள குழந்தைகளின் நிலை பற்றியும் திருமதி. விலாசினி திவாகர் மற்றும் திருமதி. மாலாநடராஜன் உரைநிகழ்த்தினர்.

கற்றலில் குறைபாடுள்ள குழந்தைகளின் சுயமரியாதை வெளிப்பாடுகள் பற்றி திருமதி. ஹரிணி மோகன் மற்றும் திருமதி. ராஷ்மிவாங்கடே உரைநிகழ்த்தினர்.

கற்றலில் பன்முகத்திறன் பற்றி திருமதி. சுவேதா கிருஷ்ணா மற்றும் திருமதி. யசோதரா நாராயணன் உரை நிகழ்த்தினர்.

பள்ளியில் நட்புடன் கூடிய டிஸ்லெக்சியாவை வளர்க்கும் முறை பற்றிய படக்காட்சிகளை திருமதி. சுதாராம் வழங்கினார்.

2018 பிப்ரவரி மாதம், தருள் அன்சாரி சென்டர் பார் அப்ளைடுலேனிங் (**DACAL**) நிறுவனத்துடன் இணைந்து முழுநேரகற்பித்தல் பயிற்சிமையம் ஆரம்பிக்க கமிட்டி உறுப்பினர்களும் நலம் விரும்பிகளும் ஒப்பந்தம் செய்து கொண்டனர். அந்த சென்டரில் உள்ள ஆசிரியர்களுக்கு திருமதி ஹரிணிமோகன் விழிப்புணர்வு நிகழ்ச்சியை நடத்தினார். அதை அனைவரும் பாராட்டினர்.

Happenings at MDA

Intense Teacher Training Programme

The latest Intense Teacher Training program started on April 23 2018 and ended on June 7th with 59 candidates. Twenty-nine teachers from resource rooms and 30 candidates from outside had registered for the program. The group was diverse with parents, teachers, and psychologists. The session was inaugurated by Mita Venkatesh, Principal, Sankara School, Adyar. Theory sessions ended on 1 June 2018. The internship starts on July 2nd for 6 weeks.

Darul Ansari Centre for Applied Learning (DACAL)

DACAL, after entering into an MoU with us for a full-time remediation centre formally inaugurated the tie up with a large gathering of their committee members and well-wishers in the month of February 2018. The awareness session for all their teachers done by Harini Mohan.

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