



LINGUAPHILE SKILLS HUB QUARTERLY

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Q1 2020

A SNAPSHOT OF
THE LATEST FROM
AROUND THE
WORLD IN
INCLUSIVE
EDUCATION AND
LEARNING
DIFFICULTIES,
ENHANCEMENTS
AND RESEARCH,
RESOURCES FOR
PARENTS AND
TEACHERS

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FOUNDER'S FOREWORD

Dear Mamas and Papas,

Welcome to the first edition of Linguaphile Skills Hub Quarterly Review.

We created the Quarterly Review keeping you in mind, having listened to You, our Teachers, Psychologists, Therapists, Educators, Suppliers and a wide range of amazing folks who are passionate about making a difference to the lives of children who want to learn differently.

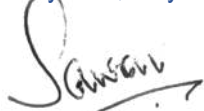


As we create this edition of our Quarterly Review our world is going through a generational challenge by the name of COVID-19, that we know has made us face issues that we could never comprehend previously. Being stuck at home and having to work from home has made us learn and appreciate many different aspects of life that we were not exposed to previously, not to mention having to balance our children and their needs at the same time.

As mankind has constantly adapted and learnt in the most enduring times, I am sure we will come out of this challenge successfully, as we learn everyday something different or new and inspire our future generations so that we can leave a legacy behind for them.

We sincerely hope that you enjoy reading this edition and find it useful. We will be delighted to hear your comments and your personal stories from your experience as we together get on a journey to make this world an even better place for our future generations.

Stay safe, stay healthy.



Saurav



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We know that we can't go to school or outside due to COVID-19 so we are staying home and doing our bit to help others



Thank you everyone who are keeping us safe at this challenging time.

Thank you Mummy and Daddy for being so patient with us as we know you are working from home





CHIEF EDUCATION OFFICER: SURPRISING BENEFIT FOR HOME SCHOOLING FOR A NOT SO TYPICAL STUDENT

PAPIYA BANERJEE

CHIEF EDUCATION OFFICER, LINGUAPHILE SKILLS HUB

The year 2020 will be defined by the coronavirus. And all of our lives have been thrown for a loop. Life has been easy lately especially for our children. All of a sudden, there are no school schedules. There's no classroom, just [online learning](#) modules and assignments. In short, there is no "typical" anymore. Which I suppose means there is no atypical either.

In this interesting topsy-turvy new world where we are all juggling to settle down as teachers with e-schooling, what I found most interesting and eye-opening is that the learners who are unique has learnt best in this mode.

When I first started my online lesson with a not so typical child both his parent as well me was apprehensive about how he will adopt to this teaching mode. We thought of giving it a try. Surprisingly, my little pre-primary learner with developmental delay and difficulty in vision was the first to adapt to skype teaching session! Every day he patiently sits and waits for my call at the scheduled class time. I must say each day I too wait eagerly to take his session. And guess what, we end our lesson singing the nursery rhymes together with no fear of completing the lesson in 40-minute teaching time stipulated in a typical classroom setting.

My little learner has shown that we adults undermine the strength of our unique children. We fear change. However, our not so typical ones adopt fastest to these changes because they have no fear to lose!

After spending more than two months teaching students with special educational needs that too with varying difficulties including autism, I too have embraced e-schooling. My learners are now more attentive, disciplined and progressing brightly.



The combination of software with assignments integrated that targets the difficulties of the learning challenges combined with a complete one to one teaching interface where our teachers supports the students to spiral up the curriculum, has been a positive surprising experience for our learners.

Come May, some of our middle schoolers will begin their homeschooling session to prepare for their IGCSE curriculum and we the Linguaphile Skills Hub teachers are excited to support them in their journey.

The world will start back up again at some point. Let us hope that we can all take what we've learned from this experience to make the world a better place for all types of learners.



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THERAPY SPEAK: COMMON QUESTIONS ANSWERED BY SPEECH THERAPY BANGALORE

LINGUAPHILE SKILLS HUB, LONDON IS DELIGHTED TO PARTNER UP WITH SPECIALIST SPEECH THERAPIST ORGANISATION – SPEECH THERAPY BANGALORE, IN INDIA!

While Linguaphile is a growing global leader in providing complete academic solutions for children with learning difficulties, Speech Therapy Bangalore provides specialised speech therapies to children, online, in person, at residence and in schools.

THIS SECTION COVERS SOME OF THE COMMON QUESTIONS THAT DIRECTOR AND FOUNDER PRATEEK GARG HAS BEEN GETTING FROM PARENTS, ESPECIALLY DURING THE COVID-19 LOCKDOWN PERIOD.

In today's scenario, the biggest dilemma of parents is how to help their children with learning difficulties in development and education. They are very much aware of the therapists and programs available in the market. However, too many options aren't that helpful, as much as they puzzle the already baffled parents. Which one to pick; which therapy to follow; which therapist would get the best productive result

If you are a parent having these questions in your mind, then you are not alone!

But on looking more closely at the situation, the root cause lies somewhere in the 'Culture change'. One will agree that as much time parents used to spend with their children earlier, today parents are busy with work, travel, business and really lack time to spend with their children to enable a quicker holistic improvement. In today's fast moving world, unfortunately culture issues can't be reversed, but let's look at the solutions for dilemmas that may be able to help.

WHAT THERAPY PROGRAMME SHOULD I CHOOSE?

Parents may sometimes not be aware and feel confused in terms of picking right therapies or programs from numerous ones which are available in the market for their children.



In order to pick Goals or Program, the right way is to identify present milestone achieved and age of the Child rather than going by the brands, based on which they should give a priority to a program or Goal.

Focus should be on choosing particular things with respect to Child's age and present skills.

CAN I SELF-TRAIN MY CHILD?

Parents biggest dilemma arises due to less confidence in self training their child. This makes them dependent on external factors – the therapists. They need to be emotionally balanced and work towards building a good rapport and proper technique forms with their kids. Moreover, they should be able to give sufficient time to their child and have more than a momentary motivation to continue.

DEPENDENCY ON THERAPISTS

Parents may seek to change therapists, if they see slow improvement in their children, and understandably so.

But, rather than changing therapists frequently, the key is for the parents to get themselves educated and decrease reliance on the therapist. The therapist should just act as a catalyst in the improvement process of the kids with the self-educated parents at the centre driving the whole process.



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LACK OF VISION

It is often seen that due to the amount of different options available as well as speaking to friends, family and other people, parents get confused and gradually lose the key idea of what they actually want to achieve.

More than focusing on getting the admission and education, parents should aim towards making their children independent and help them achieve self-surviving skills. This will foster confidence in the children and will make them ready for the future so that they are not required to be dependent on others, later in life.

To summarise, the idea is to become self-knowledgeable and to know how much help to seek from outside.

The therapists should be taken just as an add on with parents being self-capable of driving their children's development and improvement in right direction at a right pace.

Feel free to contact us on gargprateek777@gmail.com for further information on therapies.



BEST OF SPECIALIST GLOBAL ACADEMICS JOIN HANDS WITH SPECIALIST SPEECH THERAPY FOR CHILDREN WITH LEARNING DIFFICULTIES AT YOUR DOORSTEPS IN BANGALORE



LINGUAPHILE SKILLS HUB, LONDON, IS A COMPLETE SOLUTION PROVIDER FOR CHILDREN WITH LEARNING DIFFICULTIES PROVIDES PSYCH-ED ASSESSMENTS, INDIVIDUAL EDUCATION PLAN, STATE OF THE ART RESOURCES, SPECIAL NEEDS TEACHING, PARENT COUNSELLING AND THERAPIES. WITH A GLOBAL SPECIALIST TEAM WITH CUMULATIVE EXPERIENCE OF OVER 100 YEARS, LINGUAPHILE SKILLS HUB IS DELIGHTED TO BE IN BANGALORE WWW.LINGUAPHILE.CO.UK

BASED IN ELECTRONICS CITY, SPEECH THERAPY BANGALORE, IS A THERAPY CENTRE FOUNDED BY PRATEEK GARG, DIRECTOR AND LICENSED SPEECH LANGUAGE PATHOLOGIST AND AUDIOLOGIST, SPECIALISED IN VARIOUS DISCIPLINES. WITH A TEAM OF SPECIALIST THERAPISTS IN SPEECH AND LANGUAGE THERAPY, PROVIDES SERVICES ONLINE AND IN PERSON ACROSS BANGALORE AT SCHOOLS, STUDENT HOMES AND AT THE CENTRE. THE TEAM ALSO FOCUSES ON PARENT ENABLEMENT TO HELP THEIR OWN KIDS TO GET A FASTER RECOVERY WWW.SPEECHTHERAPYBANGALORE.COM



WORLD TODAY: COVID19 – BALANCING BETWEEN CHILDREN AND WORK AT HOME

As schools close globally due to corona virus, children will be stuck at home for a few weeks and in some countries as summer vacation is around the corner, this can extend to over a month!

While some schools may be able to provide resources and timetable for the children when they are at home, parents are wondering how to keep the children busy during this period, especially as many of the parents will have to work from home.

While there are lots of freely available resources on the internet, it can be a challenge to find the appropriate ones that will be suitable for your child, and how would you keep them engaged even if they have the resources available.

Here are few tips that can help you to put things under control and make your mornings stress free.

COMMUNICATION

As a parent, it is very important to keep children updated on what is happening in the outside world as they get to experience some of the challenges around them. Also, make use of this time if you are working from home to give that extra bit of time that you never had due to commute to a work place before.

1. Talk to children about the reason for school closure and importance to be at home.
2. Use simple language instead of scientific jargons as children only pick up the words but don't understand its cause and effect.
3. Have a question-answer session in the family room to tell them that they will work and study from home just like a regular workday.

4. Give them a separate table and chair if possible, to create a sense of school environment.

TIMETABLE

It is imperative that children stick to a time table even if they are studying from home, so that they have a structured day and utilize the time. While it is not possible to keep them as engaged as in a school classroom, providing a study and play timetable will ensure progress monitoring. Tips for creating a timetable:

- Make a timetable with snack break and lunch break hours.
- Allot lessons with exercises and worksheets as well as cognitive games to avoid boredom
- Have a screen time slot if needed, but stick to the time and not let it over run.
- Have an assessment review after lunch break
- Have an activity lined up during the late afternoon or evening.

RESOURCES

There are hundreds of freely available resources on the internet and sometimes it can be a challenge for a parent to know which ones will be appropriate for the particular need of the child. In order to make a selection, think of the following:

Select age appropriate resources – most resources will mention the relevant age range.
Choose the resource based on the curriculum followed by the child in the school
Arrange for online tutorials / skype sessions if possible
Choose resources which are high and low in intensity of challenge to enable balanced learning.



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EVENING ACTIVITIES

Keep the evenings free if possible, and have family and fun time with the children. This is an opportunity to spend the extra time that some of the busy parents have not necessarily able to spend due to commute time. Below are a few resources you can access dependent on your suitability of the child.

1. www.family.gonoodle.com to make things like time capsules, shadow puppets, time capsules
2. www.storylineonline.net to watch famous actors read kid's book out loud.
3. www.quandarygame.org to play sci-fi game to develop ethical decision- making skills
4. www.sciencebuddies.org to find science projects based on your child's age and interest
5. www.common sensemedia.org to inspire outdoor play

The above websites are only a few references, and Linguaphile Skills Hub does not have any commercial relationship with any of them.





INSIGHTS: INTRODUCTION TO AN INDIVIDUAL EDUCATION PLAN (IEP)

Each child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability. Without a doubt, writing--and implementing--an effective IEP requires teamwork.

This guide explains the IEP process, which we consider to be one of the most critical elements to ensure effective teaching, learning, and better results for all children with disabilities. The guide is designed to help teachers, parents and anyone involved in the education of a child with a disability--develop and carry out an IEP. The information in this guide is based on what is required by our nation's special education law - the Individuals with Disabilities Education Act, or IDEA.

IDENTIFICATION FOR SPECIAL EDUCATION

At Linguaphile, any parent, school, educator or an institution can refer a child who may require special educational services for an IEP. The responsible adult may collate all previous documents along with the background history of the child to Linguaphile to develop

the IEP. It must be added here, if the responsible adult is not the legal guardian or the parent, then he/she must take a written consent from the parent and send the same to LSH along with the request for the IEP.

EVALUATION

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). At LSH we can help the parent with the evaluation from our experienced pool of psychologist.

ELIGIBILITY

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision.

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child.

INITIAL MEETING FOR IEP

The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;



- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

IEP CREATION

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

SERVICES

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

PROGRESS MEASUREMENT

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

REVIEW

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

REVALUATION

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.





GLOBAL PERSPECTIVE: SNIPPETS FROM ACROSS THE WORLD AS HOMESCHOOLING BECOMES THE NORM

AMY HERMANS, UNITED STATES OF AMERICA

EARLY CHILDHOOD AND SEN SPECIALIST,
BOSTON

We are all feeling a bit overwhelmed with home-schooling during these uncertain times. I am an early childhood and special needs teacher working remotely from my home in Massachusetts, U.S.A. I have been speaking to families about their feelings of distress in their new role as teachers in the home and their home-school learning schedule. The important thing to remember is that it is probably not going to look much like a regular day at school. You have your own commitments and every family has different needs. The essential thing is to keep connected. Here are some tips to remember when setting up your home-learning day:

- Check in with your school's web page. If your school has resources set up for you, make sure to use them. This is a great way to stay connected with your virtual community. Check and see if there is a zoom meeting, or schedule a reading group. Your children's teachers want to help in any way they can.
- Keep in mind younger children may only be able to focus on a task for 10 or 15 minutes. Take lots of movement breaks, sing songs and get outside when you can.
- Did you know that many sites and people are offering their services for free? One of my favorites is our author Mo Willems "Lunch Doodles" at 1:00 pm everyday! Play some read-aloud books. Sites like Audible are making many stories available for free to kids right now! Sometimes there is no app or reader needed, just click on the links to listen on your phone, tablet or computer.
- I have seen such wonderful dedication to children's wellness, and I'm here to urge you to also take a moment to care for yourself. Stress can take a toll on a person, and it's important that we model self care and personal wellbeing for ourselves at this time. learning community.

ANKITA NARULA, THAILAND

SPECIALIST SUBJECT TEACHER, IGCSE, BANGKOK

Welcome to the strange world.

Never had I ever imagined during my school days in the 90's that in future there will be times that schools will run remotely from the confines of our homes.

The students and the teachers will be on video calls using countless software/applications to brace teaching and learning. Strange times call for desperate measures.

Pandemic covid-19 has brought a lot of changes in our lifestyle and have changed our perspective in a varied way. When the government announced the closure of schools, it was very daunting with lots of how's brewing in the head.

In our education system in Thailand mainly in International schools, we have been integrating technology in our day to day learning but online classes go beyond flip classroom. The first week of online class was a roller coaster ride for teachers being digital immigrants who had never or used limited technology. Whereas the students are the Digital Citizens. For them adopting technology into learning was not the problem but the fear of isolation was stressing them. The longing to come to school, to be with friends, playing on the fields are the elements students were missing.

At the end of the first week, trying numerous apps/software and facing a lot of technical glitches we were able to narrow down to some great apps like Liveboard (Interactive white board), google hangout, zoom to facilitate online classes.

With preconceived notions we had narrowed down some of the challenges that we as teachers would be facing during online classes that would be absenteeism, lack of interest, unpunctual, no or late submission of work, inappropriate dressing, background interference.



But in reality, these issues were not prevalent at all. It was quite the opposite. The children were on time to their classes, first one to mark their attendance on an online system, timely submissions, appropriate dressing and behavior. The takeaway from conducting online classrooms from past one month is "less is more". How much we are able to do in a classroom is not possible to achieve during the online session.

With the inclusive set-up it is very important that the task is flexible and should be based on technology available with students. Let the students do their task at their own pace as not to overwhelm them in such difficult times. The positive from this online system is that students are getting more one-on-one time. The children who hesitated to talk in the classroom are now able to commute to the teachers in private chats and clear their doubts and are doing extremely well in such crazy times.

The parents have been very supportive during this whole process. Especially the parents of primary school have been assisting their children to set up their devices and getting them hooked to the online classes. This process has brought the school community and parents very close. The parents are now part of the teaching process which has in fact accelerated the children's learning process. Parents have shown their appreciation by sending personal messages to the school management which has overall boosted the morale of the teachers. Teachers have been at the receiving end of respect reciprocated by the parents.

This pandemic has been a reality check for everyone and we all desperately want to go back to school and feel the classroom environment, meet and greet and get on to the normal routine. We shall get back to it but for now let's embrace this situation and make the most of it. But till then let the learning continue



FATIMA KHATUN, UNITED KINGDOM

CONVERSATIONAL ENGLISH TEACHER, LONDON

Quarantine.

A time of reflection, appreciation and a loss of what has gone. We now live in a society where staying at home is the new normal, where the way to survive is to isolate and teachers are replaced by computer screens.

Life as a mother of 3 in quarantine is both challenging and rewarding. The invaluable time with my children has taught me patience, perseverance and positivity. We now aim to spread happiness amongst each other where we feel our community is united in this time of loss during the 8pm clap on Thursdays. The sounds of claps, pots and pans have now replaced the laughter and hustle and bustle of London city life. It reminds me that I am not alone in this global war and that everyone is going through the same situation and that if we stand together, there's no need to face it alone and we will win. Now I am more than just a mother; I am a teacher, a doctor, a therapist, a chef, an entertainer and much more. Having routine in the day makes it possible to get through it.

First we have breakfast followed by home-schooling (who would have thought I could do that?) Which is followed by lunch. A variety of activities fill the time up until dinner when we all sit together and enjoy each other's company. In the middle of this, I have my children. They argue, fight, shout, bicker and scream but they also laugh, play, sing, dance and jump when PE with Joe is airing on TV.

Being a mother means I have to watch the children transform and grow as they play such a crucial part in this crisis as their freedom is limited like never before, they miss their friends, they miss their teachers, they miss their families but more importantly they miss being children. Even though they don't understand everything that is going on, they have adapted to this change more than I could have asked and hoped for and they have made me an incredibly proud mother.

Being a mother of 3 in quarantine is not easy; there are days where I want to scream, shout and be alone but these are outweighed by the laughs, the smiles and the unity that I feel when I see my family surrounding me.



ANNA MILANO, ARGENTINA

TEACHER, BUENOS AIRES

Since the beginning of the mandatory quarantine in Argentina at the end of March, education has been one of the main topics. The awful combination of frustrated parents working from home but making the time to attend lessons with their children through different platforms, not having the patience to explain their kids how to read and write or how to do a simple maths equation, together with frustrated children because they can't understand their parents and they are missing school, their friends and their teachers; and frustrated teachers because they were forced to start using technology in daily basis in an immediate way, and they lost the contact with their pupils as well as receiving doubts at any time of the day from children and parents, and also having their own children at home, is adding more chaos to the already stressed Coronavirus condition.

Some private schools are teaching in the normal school time and following the usual schedule, so students are sitting in front of the computers the normal school time and interacting in a completely different way. However that is the reality of only a small portion of society, the majority don't even have access to a computer and/or Wi-Fi to receive the homework and send it to the teacher once completed with their parent's support and 60% of the schools don't even have connection.

The reality is that classes are expected to be one of the last activities to return to normality, maybe in September and in a graduated way in the different provinces, depending on the evolution of the virus. With this measure, the government is trying to avoid the use of public transport for kids and parents and the conglomerate of children running in the playground or sitting next to each other.

Some tips to bear in mind for parents during this time of home-schooling are the following:

- Don't try to force any learning during this time (children have already too much stress with the pandemic situation)
- Give them some time to be "bored" and to play (it's incredible how much their imagination can fly in these moments and how much they will learn from their own),

- Take profit of this time to learn your kids interests and follow them as they may present a great opportunity to learn skills for life
- Be cautious with the use of screens as they may disrupt children, and always remember that this is a great opportunity to make small things together (don't waste this wonderful chance life is giving us).

The truth is that this pandemic is giving us a good lesson to learn, that technology is our friend in education, and we need to make more use of it when possible.

And, last but not least, parents and children are understanding more than ever how important is the role of the educators and schools, which is sometimes not valued in our current society.





MUM'S FROWN: WHY MY SON DOESN'T HAND IN HOMEWORK EVEN WHEN COMPLETED?

You find out your child is getting a bad grade and has detention at school. Why?

For not handing in homework. But you know it got done. You signed the assignment notebook, or your child showed you the finished work. Somehow though, it never made its way to the teacher. It's frustrating situation. And it can be even more frustrating if your child doesn't have an answer to the question,

"Why didn't you hand in it in?"

So, what happened? Why do some kids not hand in their homework? Is your Child not Turning in Homework on Purpose?

It's not unusual for kids to forget to turn in their homework from time to time. And some kids choose not to hand in their homework, even if they did it. Middle schoolers and high schoolers may want to seem cool in front of their friends. And to some kids that age, caring about getting their homework done isn't cool.

Some kids might feel like they're just "not good" at a class or school in general. Maybe they had a bad experience with an assignment or a teacher in the past. Or they might think their teacher is unfair or just doesn't like them. So, they don't even bother handing in their work- even if they did it and showed it to you.

For other kids, though, getting homework to school is a different kind of challenge. It's one thing to do homework. It's another thing to put it in your backpack, bring it to school, find it in your backpack, bring it to school, find it in your backpack, and remember to turn it in.

You may think that your child is being lazy or not trying hard enough. But challenges with organization are real. The routine to get out the door in the morning is already hard for some kids. Managing to take their homework with them adds another layer.

It doesn't mean that your child doesn't want to get it right or isn't working hard. Kids can want to get organized and still struggle with it.

Other kids may get their homework to school but forget to turn it in. Maybe they can't find it in their messy backpack. They might be distractible and get side-tracked by something before turning it in. Or they just completely forget to turn it in. Forgetfulness isn't uncommon, especially when kids are stressed or tired. And it's more common for some kids than others, like kids who have trouble with focus or with following instructions.

SO, WHAT CAN HELP?

There are lots of ways to help kids who have a hard time handing in homework.

- Use a homework contract and folder for your child to outline the ways you'll help your child get it to school.
- Fill Backpack checklist, so your child knows to check every morning to make sure the folder is there.
- Try creative ways, such as a sticky note that says, "Did you turn in your homework?" on your child's lunchbox or something your child uses every day.
- Get feedback from your child's teacher to ensure you know the policies around homework.
- Some schools use online portals, like Google Classroom, or student email accounts.

As you start using these strategies, you may start to hear less about missing homework. Get feedback from your child. Ask specific questions about school? Is your child uncomfortable handing in homework? Is everything OK with the teacher? Look into what can cause organization challenges. Some kids need extra help building the skills to be organized.





THE SPECIAL EDUCATION CLASSROOM: MANAGING IMPULSIVITY IN ADHD STUDENTS

ADHD is generally defined by: Inattention, Impulsivity, and sometimes Hyperactivity.

Impulsive behaviours are common. One of the main characteristics of people with Attention Deficit Disorder is the tendency to act impulsively (acting before thinking about the consequences of their behaviour). Impulsivity often shows itself in a lack of understanding of cause and effect. Research suggests that ADHD students can often verbalise the rules but have difficulty internalising them and translating them into thoughtful behaviour. Difficulties in waiting for what they want also add to the impulsivity. Some clinicians believe that this lack of "self-control" (poor regulation and inhibition of behaviour), rather than their problems with paying attention, is the primary problem with attention deficit disorder. Let's look at how to address this.

1. Give your ADHD students a break once in a while - they need breaks to regain attention.
2. Know the difference between big things and little things, and don't confront attention deficit students on each little thing. It is hard for ADHD students to control themselves all of the time.
3. Distinguish between premeditated and impulsive behaviours. Consequences still need to be applied in both situations but telling a student who has been impulsive that you realise it was impulsive can help him/her feel more understood.
4. By having attention deficit students think "out loud" when they are problem-solving, the teacher will gain insights into their reasoning style, and the process will slow them down before they respond impulsively.
5. Quite often, ADHD students will make the same mistakes over and over again, both socially and with school work. Students with attention deficit disorder often have problems with taking turns, over-interpreting others' remarks as hostile, personalizing others' actions excessively, and misreading social cues.

6. With the help of your ADHD student and his trusted peers, common problematic themes can be identified. Role-play scenes involving these behaviours, preferably with friends, identifying and practicing solving problems.

7. To teach your ADHD students to slow down before they say things that they'll regret later, encourage them to practice "stopping and thinking" before talking. Let them practice by encouraging them to wait about five seconds before responding to your questions.

8. It is important for an ADHD student to identify a "support network" of peers and adults to help give him hints when he needs to "slow down". This group can also practice the "slow down" techniques with their ADHD friend.

9. Students with attention deficit disorder can benefit greatly from behavioural interventions that are sensitive to their processing style. Carrot and stick, should be as immediate as possible with periodic changes

10. A major consideration in forming an effective behavioural plan is assessing what is workable for the classroom teacher on a regular basis. Some plans that require extensive charting do not succeed because the teacher cannot follow through effectively within the context of the daily classroom demands. Keeping the plan simple and flexible is the key to success.





MUMMY AND PAPA WORRIES – SNIPPETS THIS QUARTER

Having received numerous different queries from parents about managing their children's education, we are pleased to summarise a few key ones that keeps repeating over time. Please feel free to send us more of your queries at info@linguaphile.co.uk

Is it possible to teach a child with Dyslexia Online?

Yes, with the right kind of strategy through an Individual Education Plan, approved software by International Dyslexia Association and British Dyslexia Association, it is completely possible to teach Dyslexic children remotely. It must be noted that human intervention to measure progress must be in place, whether a Special Education Needs teacher or the parents of the child. The child must be provided with a plan for studies, be introduced with the software that is required to learn, agreed that they will be willing to use the software as well as have sessions with the teacher and update their progress.

Why my son doesn't like using online resources after a few days?

There are numerous resources available online, some free, some paid for. It must be noted that not all software suits every learner, just like "One Size does Not fit All". Not only a software for Autism would not be completely useful for a child with Dyslexia and vice versa but also, within Autism or Dyslexia, there are suitable and specialist online resources. Children are very enthusiastic in using a new software initially, but as they lose interest due to the repetitive nature or having to perform tasks that they are not naturally used to, they tend to show signs of boredom. This is why, it is important to have a balance of reward and reprimand policy that ensures that they will be using a particular software which will be useful for their progress. When purchasing a new software, it is advisable to try it for free initially with the child as well as read reviews and also understand the intricacies of the progress measurement system. It is of utmost importance that any software matches the learning capacity of the child who will use it.

Can my daughter sit for Indian Entrance Examinations like JEE/ IAS if she studies through international boards like Cambridge or IB?

Yes, absolutely as long as she has the right set of materials to practice and the tutelage to support her academic needs. From our experience of working with students with learning difficulties, we have observed, that many children have core strengths in certain subjects in which they tend to perform better than others, so it is imperative that the child chooses a career that they have their core strengths in so as not to lose motivation.

What opportunities are available globally if my son has Autism?

He can study any qualification in a university based on his interest and passion coupled with the accommodations and the appropriate academic support. Normally, children with Autism have core strengths in analytical subjects such as physical sciences, computers and mathematics or related subjects, hence choose a career that will enhance their capability. Generally, they find humanities challenging; hence it is important to identify early in their career about their core strengths to enhance them.

Is it possible for my daughter to sit for her board examinations at her own pace?

Yes, in all examinations, there are provisions for Special Education Needs that involve time management. International Boards such as Cambridge, GED, IB and NIOS provide a wide range of accommodations for a child with learning difficulties, such as extra time, differentiated question papers, use of scribes, calculators and so on.





LATEST SNIPPETS FROM THE WORLD OF RESEARCH

This section brings you some of the most interesting facts from the world of research and development for different kinds of learning difficulties.

The information in this section is collated from third party resources and Linguaphile LTD bears no commercial responsibility nor endorsement for any of the information as well as accepts no responsibility for third party information whatsoever.

AUTISM RESEARCHERS ADAPT STUDIES FOR A SOCIALLY DISTANT WORLD

Bringing you an excerpt from Spectrum News:

“When the coronavirus pandemic first forced universities and labs to close, research teams raced to save their work and adjust to a socially distant world. Now, weeks into the crisis, many scientists are moving their investigations to virtual and online formats, a shift that may bring lasting changes to autism research.

Some researchers are adapting existing studies to the new realities. Others are initiating entirely new projects that can be conducted remotely, including some related to the pandemic.

Antonio Hardan’s team switched gears after closing a laboratory preschool that serves autistic children and suspending at-home therapy visits. Hardan, professor of psychiatry and behavioral sciences at Stanford University in California, seized the opportunity to launch a previously planned study. The study is intended to evaluate the effectiveness of remotely training parents to use a therapy called pivotal response treatment (PRT), which helps minimally verbal autistic children communicate.”

You can read the entire article at:
<https://www.spectrumnews.org/news/autism-researchers-adapt-studies-for-a-socially-distant-world/>

ADHD DIAGNOSIS THROUGH DEVELOPMENT OF ARTIFICIAL INTELLIGENCE (AI)

From Yorkshire Post, UK

“A globally renowned expert in artificial intelligence (AI) from the University of Huddersfield has produced innovative research to show how technology can be used to support the diagnosis of ADHD in adults.

Professor Grigoris Antoniou, the project lead from the university, said the work started after the NHS wanted to speed up diagnosis as currently treatments are available, but the process can be slow.

“There are long and growing waiting lists, as people wait to be diagnosed and treated, and this can result in adverse effects on their work, their social life and their family life,” said Professor Antoniou.

The diagnosis in adults has emotional symptoms that include extreme irritability, low self-esteem and a sense of insecurity, trouble staying motivated and hypersensitivity to criticism. These issues can result in poor organisational skills, trouble starting and finishing projects and chronic lateness. The Royal College of Psychiatrists has also said that people with the disorder were more likely to be “involved in criminal behaviour or become suicidal”.

You can find the full article at:
<https://www.yorkshirepost.co.uk/health/artificial-intelligence-advance-adhd-diagnosis-2547301>





Linguaphile Skills Hub
www.linguaphile.co.uk

INSPIRING TOMORROW'S FUTURE BY SERVING CHILDREN WHO NEED TO LEARN DIFFERENTLY



For further information contact:
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