

A Case Study Of a Differently abled Student



Name : Meaidahun

Block : Amlarem C&RD Block

District: west Jaintia Hills

Submitted By

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ABOUT AMLAREM

Amlarem is a medium sized village located in Amlarem Block of Jaintia Hills District, Meghalaya with total of 118 residing. According to 2011 census the village population of children with age 0-16 is 161 which make 24.47% of the total population of the village.

Amlarem village has lower literacy rate compared to Meghalaya. In 2011, literacy rate of Amlarem village was 56.34% compared to 74.43% of Meghalaya.

THE CASE STUDY



The case study focuses on a child of the Amlarem village. Meidahun is the 4th child of 11 siblings. Currently 13 years old. He was born on 26 June 2006. His mother, Mrs. Santa Surong is a housewife, his father, Mr. Biroi Kyndait, works as a daily wage laborer. Meidahun is a moderately mentally challenged boy. Meidahun is weak in academics; he has poor concentration, and also has speech problems.

His birth was without incidence. A full-term baby, he was born with no complications. So there was no reason to believe that there was anything wrong with him. As time passed his parents started to notice that their child was not the same as the others. Minor setbacks became causes for concern as he hit his developmental milestones late (started walking at 4) and it was then that the parents realized their child was different. Because of financial constraints, the family is not able to provide Meidahun the bare necessities of what is required for a child like him.

He was enrolled in a mainstream school regular school (SSA School) with no special education support services because his parents were not aware of any alternatives. It was here that word of mouth started passing around, as does in small villages that a different child was born into the house of Mrs. Surong. His teachers were unfortunately unaware of how to handle a child like

him. Meaidahun struggled through school to catch up with his peers; he also struggled to make friends.

As mentioned before because word started spreading around about Meaidahun's difference the BRP (IE), soon became aware of him. The BRP (IE) then visited the family to do a preliminary assessment of the child. This preliminary assessment led to a visit to the resource center where it was confirmed that the child has Moderate Mental Retardation.

This paved the way for betterment in the child's education and upbringing.

THE START

Meaidahun was taken under the tutelage of the Block Resource Person (BRP) on Inclusive Education (IE). The BRP (IE) would meet with Meaidahun's school teachers regularly and provide information necessary for modification and adaptation to be developed and implemented. His teachers were informed that the concerned BRP (IE) should receive regular updates on Meaidahun's condition. In connection to this, the BRP (IE) would meet with Meaidahun's school teachers regularly and provide information necessary for modification and adaptation of the curriculum to be developed and implemented to aide Meaidahun's development.

In the beginning, an assessment was done to understand exactly what would be required from the teachers. After a full assessment was done a plan was prepared for the child. This plan takes into consideration:

- The extent of the child's ability
- Type of interaction/prompt/instructions etc required to teach the child

Implementation of the plan should help Meaidahun reach a level where he would be able to do simple tasks and care for himself.

MEDAIHUN: THE CHILD

Meaidahun is a shy child. Always on his own, he keeps to himself and doesn't talk much. This makes it difficult for him to have or maintain friends. His childhood years were plagued with various illnesses. Some that would affect him to the extent of complete bed rest. Social interactions thus became minimal and he did not understand how to behave in group settings. He became withdrawn and was not able to even complete simple tasks. Owing to all this he did not perform well in school. Academics aside the social setting of the school became too much for him to handle. He would much rather be alone.

ENROLLMENT

After the visit to the Resource Centre, he was enrolled under the guidance of the BRP (IE).

The BRP (IE) would

- Make regular visits to his school to inform the teachers on how best to teach him
- Make regular visits to his home to teach the parents how to best approach their child and teach him basic self-care
- Report on the status of the child and make improvements in the lesson plan as required

SET GOALS

- ***Learning Skills***
- Meidahun should be able to socialize and interact with other children.
- Meidahun should be able to do a simple activity without being distracted.
- ***Academics:***
- Meidahun should be able to follow simple instructions and work accordingly.
- Meidahun should be able to classify objects according to shapes and colors.
- Meidahun would color within a simple outline.

Self Care Skill:

- ***Grooming:*** Meidahun should be able to groom himself with minimal prompt and supervision

GOALS ACHIEVED

After a few months, vast improvements were seen in Meidahun

- ***Self Care:*** He was able to groom himself. The BRP (IE) had gone to the parents and showed them exactly how to handle him and teach him how to groom himself. The parents took these lessons and were able to get Meidahun to a point where he could groom himself properly
- ***Early Learning Skill:*** Meidahun's social abilities had greatly improved. He is now able to work in groups and can complete a given task and is no longer shy and restrained.
- ***Functional Academics:*** With social cues, Meidahun can follow instructions from teachers and parents, which is a big leap forward from when he started.
- Is now able to sort shapes and colors independently and started with numbers. So far he can identify 1 and 2 and able to count objects up to 10.



CONCLUSION

When we first started we were met with a child who did not know how to groom himself and was withdrawn from society. Meidahun is the perfect example of what happens when children with special needs are left to their own devices or under the care of parents who even though they are trying their best it are, however, just not enough.

Meidahun's development is quite appreciable. He has gone from a social recluse to someone who can work in a group and improving his social skills. From being a child who could not make head or tail of a simple instruction he is now able to work out simple instructions with no prompt. His case shows that with proper intervention and planning set goals can be achieved from a child with a special need. This just shows the importance of co-operation, co-operation from the teachers as they implement the changes in the curriculum and co-operation from the parents as they decide to teach or rather re-teach their child basic life skills.