Counsellor Observations 2019-2020

I perform the following functions as a counselor at Green lawns High School, Warden Road.

* I teach grades 5-7 value education. This is a 30 min class one a week in each grade.
* I teach sex eduation/ salsep to grades 8-10. This is a 30 min class once a week in each grade.
* I also look into children with special needs- help identify such children, help provide timely intervention in school, and refer them to outside professionals for further investigations.
* I counsel children on the basis of teacher referrals, parent referrals or when the child comes to me voluntarily.
* I conduct workshops in school for students, teachers and parents depending on the need of the hour or on issues which I feel need to be addressed.
* I get outside resource people/organisations to conduct talks or workshops based on their skill set and the school’s need.

Value Education- Grade 5-7

I cover topics like values, emotions, adolescence, puberty, self esteem, bullying and other age and need appropriate topics through interactive classroom discussions, stories, activities or a presentation.

Sex Education/ SalSep- Grade 8-10

I cover topics like emotions, adolescence- taking it to a higher and more deeper level, as well as relationships, sexuality, peer pressure, alcoholism, drug abuse, cyber safety and use of social media. A lot of these topics are briefly touched upon in grade 5-7 also, but the information is limited to their age and understanding.

Children with special needs

I am the sole counselor for the entire student body comprising of 1500 children. I observe children in pre-primary, primary, middle and secondary school, and based on my observations as well as the class teachers inputs we talk to the child and parents and work out an action plan which is most beneficial to the child. Last year, I have observed and identified children on the Autistic Spectrum Disorder, ADHD, Specific Motor Disorder, severely Learning Disabled and suffering from Processing Speed Deficit Disorder to name a few. The children who have been identified early I have then referred them to outside professionals or organisations for a valid and formal diagnosis.

***LD students in the year 2019-2020***

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| --- | --- | --- | --- | --- |
| S.No | Name of child | Grade | Class teacher | diagnosis |
|  |  |  |  |  |
| 1 | Chaitanya Mehta | 5A | Ms. Pratibha | Dyslexia, Dysgraphia, ADHD + Motor movement difficulty. |
| 2 | Bhoomika Choudhary | 6A | Ms. Fatima | Dyslexia, Dysgraphia, Dyscalculia |
| 3 | Aarav Jain | 6B | Ms. Komal | Dyslexia, Dysgraphia, Dyscalculia +ADHD |
| 4 | Ansh Saraiya | 6B | Ms. Komal | ADHD +Dyslexia and Dysgraphia |
| 5 | Arham Doshi | 6C | Ms. Geeta | Dyslexia, Dysgraphia |
| 6 | Suniksha Venuganti | 6B | Ms. Komal | Probable slow Learner. Testing in process |
| 7 | Bhavya Sheth | 6C | Ms. Geeta | Testing in process |
| 8 | Vihaan Jain | 6A | Ms. Fatima | Testing in process |
| 9 | Krisha Kotak | 7A | Ms. Nisha | Dyslexia, Dysgraphia, Dyscalculia, and processing speed deficit |
| 10 | Karl Jassawalla | 8B | Ms. Pallavi | Dyslexia, Dysgraphia and Dyscalculia. |
| 11 | Alanwar Telia | 8B | Ms. Yeshvi | ADHD |
| 12 | Deep Mehta | 8C | Ms. Rinku | Dyslexia, dysgraphia |
| 13 | Dwip Vora | 8C | Ms. Rinku | Dyslexiz, Dysgraphia |
| 14 | Dev Shah | 9A | Ms. Vanessa | Dyslexia, Dysgraphia, Dyscalculia + ADHD |
| 15 | Arya Shah | 9A | Ms. Vanessa | Dyslexia, Dysgraphia |
| 16 | Ananya Jhaveri | 9A | Ms. Vanessa | Dyslexia, Dysgraphia |
| 17 | Dwij Kotadia | 9A | Ms. Vanessa | Dyslexia, Dysgraphia |
| 18 | Dhruvin Gandhi | 9A | Ms. Vanessa | Dyslexia, Dysgraphia and Dyscalculia |
| 19 | Maanan Parikh | 9B | Ms. Farah | Dyslexia, Dysgraphia |
| 20 | Jash Jhaveri | 9B | Ms. Farah | Dyslexia, Dysgraphia |
| 21 | Naman Sheth | 9C | Ms. Yolanda | ADHD + Dyslexia and Dysgraphia |
| 22 | Anaya Shah | 9A | Ms. Vanessa | Dyslexia, Dysgraphia and Dyscalculia |
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All these children are provided with various concessions in school depending on their individual diagnosis as well as keeping in mind their personality. These concessions are:

* Additional time in written exams and written assignments
* Spelling mistakes excused.
* Allowed to write in point form.
* A reader/ writer is provided- grade 9 onwards if required.
* Buddy system implemented- especially for children with ADHD.
* Giving roles of responsibility- like monitorship or collecting books, erasing the board- again works well with children suffering from ADHD.

School Counseling

Last year many children come in to my cabin to talk about bullying, use of abusive language or teasing issues. I worked with the children individually as well as addressed it as an issue in the class.



