



Human Resource Development Centre
The Delhi Public School Society



**Programme In Counselling
For
School Counsellors**

December 27 - December 29, 2023

Participants of the Programme in Counselling



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Glimpses...



INTRODUCTION

C Gilbert Wrenn has so rightly said, “Counselling is a dynamic and purposeful relationship between two people in which procedures varies with the nature of the student's need, but in which there is always mutual participation by the counsellor and the student with the focus upon self- clarification and self determination by the students.”

Counselling plays a vital role in nurturing students' mental and emotional well-being, fostering personal growth, and laying the foundation for academic success. It provides students with an opportunity to talk about their problems and thoughts in a safe space. It also helps them identify their strengths and weaknesses, which can aid them in making better decisions.

Counsellors not only help parents understand their child's academic needs, social problems and mental health issues, but also help students build resilience, develop coping strategies, and foster a positive sense of self. They provide a safe and confidential environment by addressing issues such as anxiety, stress, depression, and low self-esteem.

To provide a platform for the School Counsellors and for them to become acquainted with the latest information in their field, HRDC, DPSS organised a three-day in-person residential Programme in Counselling from December 27 - December 29, 2023, for the School Counsellors at its campus in Knowledge Park-V, Greater Noida, Uttar Pradesh. Fifty three teachers from DPS schools across the country attended this programme.

The programme dealt with a variety of topics and the sessions focussed on recognising students with learning disabilities and identifying children with emotional and social problems. Steps that need to be taken by the School Counsellors to handle different types of cases were outlined in detail.

Our Participants



Ms Archita Datta
DPS Agra



Ms Sunita Mishra
DPS Atal Nagar, Nava Raipur



Dr Ruqaya Hassan
DPS Bangalore (E)



Dr Preeti Mathur
DPS Bangalore (N)



Ms Prabhmeet Bawa
DPS Bulandshahr



Ms Sreejeetha Srikumar
DPS Coimbatore



Ms Poonam Kumari
DPS Dhanbad



Ms Smritika Saggi
DPS Dwarka



Dr Naina Kapoor
DPS Dwarka Expressway



Ms Divya P
DPS Electronic City



Ms Mansi Bhati
DPS Faridabad



Ms Divya Godwani
DPS Firozabad



Ms Satabdi Ghosh Neogi
DPS Fulbari



Ms Niharika Kalra
DPS Greater Noida



Ms Manjuri Bharali Saikia
DPS Guwahati



Ms Tarbia Zehra
*DPS Indira Nagar,
Lucknow*



Ms Sakshi Budhiraja
DPS Indirapuram



Ms Simpy Gwalani
DPS Indore



Ms Dakshita Pathak
DPS Jaipur



Ms Prarthana Thaker
DPS Jamnagar



Ms Shabnam Yesmin
DPS Jorhat



Ms Parul Sharma
DPS Khanna



Ms Sonam Negi
DPS Knowledge Park V



Ms Sahiba Kaur Chadda
DPS Mandla Road



Ms Namratha Suvarna
DPS Mangalore



Ms Yashi Sharma
DPS Maruti Kunj



Ms Anjna Kapoor
DPS Meerut



Ms Anushka Bhargava
DPS Mihan, Nagpur



Ms Sunandini Mukherjee
DPS Miyapur



Ms Isha Malhotra
DPS Mohali



Ms Bhavana Srikanth
DPS Mysore



Ms Anindita Datta
DPS Navi Mumbai



Ms Jyoti Dhull
DPS Noida



Ms Utkalika Behera
DPS Paradip Refinery



Ms Sonali Khanna
DPS Patiala



Ms Meenakshi Verma
DPS R K Puram



Ms Ann Kurian
DPS Raipur



Ms Archna Hingle
DPS Raj Nagar Extension



Ms Vanita Sethi
DPS Rajnagar



Ms Mamta Nangia
DPS Rohini



Ms Aishwarya G Aiyar
DPS Sector - 67 A, Gurugram



Ms Gayathri Prabhala
DPS Sector - 84, Gurugram



Ms Madhvi J Singh
DPS Sector -132, Gautam Buddh Nagar



Ms Deblina Mahapatra
DPS Siddhartha Vihar



Ms Prashanna Sherpa
DPS Siliguri



Ms Munaza Mohi-Ud-Din
DPS Srinagar



Ms Rukaiya Shaikhmahmud
DPS Surat



Ms Punya Bhasin
DPS Sushant Lok



Ms Radhika Jashnani
DPS Tapi Surat



Ms Udita Devi
DPS Tezpur



Ms Punita Kothiala
DPS Vasant Kunj



Ms Sushma Rao
DPS Vindhyanager



Ms Aastha Chauhan
DPS Yamuna Nagar Jagadhri



The Schedule

Wednesday, December 27, 2023		
Timings	Topic	Guest Speaker
7:00 am - 7:30 am Activity Room 1	Yoga Session	Yoga Expert
8:30 am - 9:00 am Admin Block Lobby	Inaugural Session	
9:15 am - 11:15 am Lecture Hall - 5	- Common Psychological Problems in Junior and Senior Schools and their impact. - Identification of problems at school and when to refer the child to a Psychologist or Psychiatrist - Dealing with psychological issues in the classroom setting - Confidentiality and other issues during Counselling	Dr Amritash Rai Clinical Director & Co-Founder Childrenplus Noida
11:45 am - 1:45 pm Lecture Hall - 5	- Continuation of Common Psychological Problems in Junior and Senior Schools, their impact & the Requisite steps to be taken.	Dr Amritash Rai Clinical Director & Co-Founder Childrenplus Noida
2:30 pm - 4:30 pm Lecture Hall - 5	Behavioural and Emotional Problems Identifying and Understanding Emotional Issues	Dr Sanjay Gupta Professor Department of Psychiatry Banaras Hindu University Uttar Pradesh
4:40 pm - 5:40 pm Lecture Hall - 5	Behavioural and Emotional Problems- Identifying and Understanding Emotional Issues (contd.)	Dr Sanjay Gupta Professor Department of Psychiatry Banaras Hindu University Uttar Pradesh
Thursday, December 28, 2023		
7:00 am - 7:30 am Activity Room 1	Yoga Session	Yoga Expert
8:30 am - 9:00 am Lecture Hall - 5	Pre-Session Interaction	
9:00 am - 11:00 am Lecture Hall - 5	- Introduction to Inclusive education - Need for Inclusive education - Understanding neurodivergence - Role of teacher vs mentor - Ways to build Inclusive Classrooms	Ms Indu Verma Special Educator and Psychologist Child Counsellor, Children of the World, New Delhi & Dr Poonam Phogat Associate Professor

Timings	Topic	Guest Speaker
		Department of Psychology Gargi College, University of Delhi
11:30 am - 1:30 pm Lecture Hall - 5	- Understanding red flags for Autism (case studies & video asst) - Responses in Autism - Social, Imitation, emotional - Responses in Autism - visual, listening, touch, taste, smell. - Body use, Object use and adaptation to change	Dr Mandeep Kaur Arora Associate Professor Department of Psychology Kamla Nehru College, University of Delhi & Dr Poonam Phogat Associate Professor Department of Psychology Gargi College, University of Delhi
2:15 pm - 4:15 pm Lecture Hall - 5	- Verbal and non-verbal communication in Autism - Level and consistency of Intellectual response - Measures to manage Autism	Dr Mandeep Kaur Arora Associate Professor Department of Psychology Kamla Nehru College, University of Delhi & Dr Poonam Phogat Associate Professor Department of Psychology Gargi College, University of Delhi
4:30 pm - 5:30 pm Lecture Hall - 5	Sharing of Effective Practices in Counselling	Participants of The Programme
6:00 pm - 7:00 pm Lecture Hall - 5	Sharing of Effective Practices in Counselling	Participants of The Programme
Friday, December 29, 2023		
8:30 am - 10:30 am Lecture Hall - 5	Assessment of the Special Needs Children at the school level - Red flags for SLDs - Preparing Lesson Plans - Developing IEPs - Becoming aware of emotional needs of the child - Management of SLD and working on building a positive and hopeful outlook for our children	Dr Poonam Phogat Associate Professor Department of Psychology Gargi College, University of Delhi & Ms Indu Verma Special Educator and Psychologist Child Counsellor, Children of the World, New Delhi
11:00 am - 1:00 pm Lecture Hall - 5	- AD/HD (using psychological test) - AD/HD Impairments Emerging at various stages - AD/HD Executive Function Impairments and Learning Problems - AD/HD Executive Function Impairments and Social Behaviour and problems in Family Contexts - Emotional and/or behavioural disorders complicating AD/HD - Management of ADHD	Dr Mandeep Kaur Arora Associate Professor, Department of Psychology, Kamla Nehru College, University of Delhi & Dr Poonam Phogat Associate Professors Department of Psychology Gargi College, University of Delhi

Timings	Topic	Guest Speaker
1:45 pm - 3:45 pm Lecture Hall - 5	Management of LD and ADHD with special focus on classroom setting Govt Policies, CBSE guidelines for such cases	Ms Indu Verma Special Educator and Psychologist Child Counsellor, Children of the World, New Delhi & Dr Mandeep Kaur Arora Associate Professor Department of Psychology Kamla Nehru College University of Delhi
4:00 pm - 5:00 pm Multi Purpose Hall	Valedictory Function	



THE INAUGURAL SESSION

December 27, 2023

8:30 am - 9:00 am



Ms Vanita Sehgal, Executive Director of HRDC-DPSS, welcomed 53 DPS counsellors from across India at the Inaugural Session in the Admin Block Lobby. She introduced HRDC team members to the Counsellors.

The inaugural session commenced with the auspicious invocation of the Almighty and the lighting of the lamp ceremony by Ms Vanita Sehgal and the participants.



The session progressed with a group photograph featuring all the participating delegates and members of HRDC, DPSS.



Ms Sehgal shared insights on the importance of having counselling centres in every school premise and addressed the ethical issue of maintaining confidentiality to ensure that children feel comfortable while seeking help from the school counsellor. Ms Sehgal spoke about the importance of being pleasant but professional and emphasised the importance of instilling confidence in parents and increasing the efficacy of counselling sessions.



The delegates then introduced themselves and gave a brief synopsis of their work experience.

COMMON PSYCHOLOGICAL PROBLEMS IN JUNIOR AND SENIOR SCHOOLS AND THEIR IMPACT

December 27, 2023

9:00 am - 11:00 am and 11:30 am - 1:30 pm



Dr Amritash Rai, Consultant Child and Adolescent Psychiatrist, Clinical Director and Co-founder of Children Plus Noida, conducted the first session on the topic '**Common Psychological Problems in Junior and Senior Schools and their impact**'.

In his enriching session, Dr Rai highlighted Common Mental health disorders observed in school settings and strategies to manage them at the institutional level. He gave insights into the prevalent mental health disorders underlying their etiology and treatment which fostered a spirit of learning and working on the guidelines laid by Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and International Classification of Diseases (ICD).

The session covered various interesting topics such as Autism Spectrum Disorder, a developmental disorder which majorly affects two domains, that is difficulty in social interaction and limited interest followed by repetitive behaviour. It was further discussed that ASD Autism Spectrum Disorder has no single known cause. Both genetics and environment play a crucial role. The treatment discussed in the session ranged from early Intervention, use of IEP, need based tailored programmes and Parents training programme. Psychoeducation and sensitization play a very important role in management of the disorder.

To further add to the discussion in the group, Dr Rai discussed in detail about ADHD-Attention Deficit Hyperactivity Disorder as one of the most common neurodevelopmental disorders of childhood. Children with ADHD may have trouble paying attention, controlling impulsive behaviour or of being overly active.

The causes have been attributed to genetics, brain injury, exposure to environmental risk during pregnancy, alcohol and tobacco use during pregnancy, premature delivery and low birth weight. Possible mainstream and alternative therapeutic treatments were also discussed.

A very pertinent and talked about issue is the impact of increased screen time on the brain. It impacts in many ways including :

- Repetitive Attention Shifts: Excessive screen exposure can lead to repetitive attention shifts, impacting executive functioning.
- Impaired Emotional and Social Intelligence: Prolonged screen time can impair emotional and social intelligence development.
- Sensitive Developing Brain: The developing brain, particularly in the preteens, is highly sensitive to chronic screen exposure.

The University of California, Los Angeles (UCLA) Study Findings reveal that limited screen time in preteens correlates with increased opportunities for social interaction. There are similarities with Substance Use Disorders: Excessive screen time also shares common characteristics with substance use disorders, indicating addictive tendencies.

Furthermore it was discussed that 'Depression' is more than feeling sad. Dr Amritash explained symptoms of depression in which he focussed on TRIAD i.e., low/irritable mood, reduced interest and low energy level. Brain biology and chemistry, as well as hormones, are one of the causes of this disorder. He also stressed on stressful events and underlying trauma as one of the main causes of depression and explained some associated symptoms like self-harm and suicidal tendencies.

For the treatment plan, it was concluded that Cognitive Behavioural Therapy (CBT) acts as a first line of treatment and, if required, medication can be given along with CBT as a second line of treatment. He also stressed on structured interventions and close monitoring.

Eating Disorders have been linked to adolescent mental health and body image perception in this age group, commonly divided as two types i.e. Anorexia Nervosa and Bulimia Nervosa. He also explained AFRID (Avoidant and Restrictive Food Disorder). The discussion stressed on the severity of this disorder like Gastrointestinal (GI) bleeding, Mesenteric Artery Syndrome and Binge Purging type.

Self-Harm and Suicidal ideation are one of the emerging trends in understanding the wellbeing and mental health conditions of pre-teens and adolescents. Self-harm behaviours typically arise as a response to significant life stressors experienced by an individual. The correlation between self-harm and psychiatric disorders was discussed, with self-harm observed in approximately three-quarters of mood disorders, adjustment disorders, potential comorbidity with anxiety, substance abuse, and instances of mental state deterioration.

The session delved into the importance of assessing the severity of individuals with suicide attempts, emphasizing the need to prioritize those who attempted hanging, followed by those who overdosed on drugs, and subsequently those who attempted wrist cutting. The LGBTQI+ community experiences a 2 to 7 times higher prevalence of self-harm and suicidal ideation compared to other demographics, highlighting the increased vulnerability within this population.

The need of risk assessment and a practical model is imperative to the understanding of the treatment and management of these disorders in an institutional setup. The clinical data should represent strengths and protective factors, long term risk factors, Impulsivity/Self control and past suicidal behaviour, if any, for a comprehensive understanding. A more dynamic approach can be traced as recent/ present suicide ideation behaviour, stressors or precipitators, symptoms and recent changes and, lastly, engagement and alliance.

Risk is defined as the likelihood for occupancy of a negative event. The Risk Formulation Model constitutes four components that are Risk status, Risk state, Available Resources and Foreseeable Changes. These can be defined as follows:

- Risk status: A person's risk of suicidal behaviour relative to others in a stated population.
- Risk state: Current risk as compared to their usual state. Here we establish a baseline to oneself at a selected time period.
- Available Resources: Internal and social strengths to support safety and treatment planning. This can be immediately accessible to the patient and treatment team.
- Foreseeable Changes: Acknowledges the fluid and inherently unpredictable nature of suicide risk.

The role of guidance counsellors, as highlighted in the session, is to approach their work holistically, using a 'wellness' model (as opposed to an 'illness' model) which highlights and encourages client's strengths. Confidentiality issues and conflict of interest were discussed towards the conclusion of the session. It was emphasized that the professional guidelines and boundaries have to be managed and executed ethically by the therapist.

Two Important takeaways from the session were the recent development in trends of mental health problems in childhood and adolescents with the advancements in their treatment. Various myths related to existing practices of the therapist and industry specific plans were discussed and debunked. Also the risk analysis of a disorder and its accommodation in the school setup were understood focussing on the need based intervention model that included psycho educating all the important stakeholders in the well-being journey of the child.

Dr Amritash's comprehensive and insightful session left a profound impact on the counsellors and gave them a clear understanding of the identification of problems at school along with the classroom management of the psychological issues.

BEHAVIOURAL AND EMOTIONAL PROBLEMS
IDENTIFYING AND UNDERSTANDING EMOTIONAL ISSUES

December 27, 2023

2:15 pm - 4:15 pm and 4:30 pm - 5:30 pm



Dr Sanjay Gupta, Professor and former Head of the Psychiatry Department, at Banaras Hindu University, led an insightful session on '**Behavioural and Emotional Problems - Identifying and Understanding Emotional Issues**'.

Dr Gupta commenced the session by elucidating prevalent behavioural problems among school children and the pivotal role of emotional care in child development. He emphasised how emotional care contributes to building self-esteem, confidence, and essential social skills, crucial for overall well-being. COVID-19's impact on mental health was discussed, acknowledging its profound effect on individuals' psychological well-being.

Dr Gupta elucidated anxiety disorders characteristics, emphasising persistent, pervasive, disruptive, distressing, and dysfunctional traits in affected children. He mentioned the types of anxiety disorders - Generalized Anxiety Disorder (GAD), Obsessive-Compulsive Disorders (OCD), social anxiety disorder and specific phobia. Contributing factors to emotional problems, including socio-cultural environments, immaturity, social media, and drug use, were highlighted. He emphasised that to improve resistance and sustenance, early intervention and treatment such as Cognitive Behavioural Therapy (CBT), exposure therapy etc is important. He discussed Conduct Disorder which includes individuals under age 18 who habitually violate the rights of others and will not conform their behaviour according to law or social norms appropriate for their age.

Dr Gupta discussed in detail the diagnostic criteria as per DSM-5 for various disorders like:

- Attention Deficit and Hyperactive Disorder (ADHD)
- Conductive Disorder (CD)
- Oppositional Defiant Disorder (ODD)
- Disruptive mood dysregulation disorder (DMDD)
- Social Communication Disorder (SCD)
- Learning Disorder (LD)

Dr Sanjay Gupta underscored the pivotal role of educators and counsellors in addressing the multifaceted needs of students, particularly in the realm of emotional well-being. He highlighted specific responsibilities and approaches for teachers and counsellors aimed at fostering a conducive environment for students' emotional growth and support.

Role of Teachers:

- **Building Trusting Relationships:** An emphasis was laid on establishing trusting relationships with students. This foundation of trust forms a fundamental basis for supporting emotional well-being.
- **Recognizing Signs of Emotional Distress:** Teachers were encouraged to be vigilant in recognizing signs of emotional distress among students. This awareness enables timely intervention and support.
- **Promoting Emotional Intelligence:** Educators play a crucial role in promoting emotional intelligence among students. Dr Gupta stressed the importance of nurturing emotional understanding and regulation within the learning environment.
- **Creating a Supportive Learning Environment:** Teachers were advised to create an inclusive and supportive learning environment conducive to students' emotional growth and well-being.
- **Encouraging Open Communication:** Open communication channels were highlighted as essential for students to express their emotional concerns. Teachers were encouraged to create spaces that facilitate open dialogue.
- **Implementing Socio-Emotional Learning:** Dr Gupta emphasised the integration of socio-emotional learning into the curriculum, acknowledging its positive impact on students' emotional development.
- **Collaborating with Parents and Guardians:** Lastly, the importance of collaboration between teachers and parents/guardians was stressed. Such collaboration ensures a holistic approach to addressing students' emotional needs both at home and in the educational setting.

Role of Counsellors:

- **Relationship Counsellors:** Counsellors can be identified as essential figures in fostering healthy relationships among students. Their role involves guiding students in building positive connections.
- **Exploration and Problem Assessment:** Counsellors were tasked with conducting in-depth exploration and problem assessment to better understand students' emotional challenges and offer appropriate guidance.
- **Bridging the Gap:** Dr Gupta highlighted the counsellor's role in bridging gaps between emotional challenges and effective solutions. Their expertise aids in translating insights into actionable steps for students.

Dr Gupta's emphasis on the roles of teachers and counsellors underscores the vital contribution these professionals make toward the emotional well-being and development of students. By implementing these strategies, educators and counsellors can create nurturing environments that facilitate students' emotional growth and resilience.

An innovative addition to the session was the introduction of the Students Stress Dimension Questionnaire (SSDQ). Dr Gupta developed this multidimensional tool in 2016, categorising it into ten domains to assess stress among individuals aged 5 to 35. These domains are:

- Physical
- Personal
- Interpersonal
- Social
- Behavioral
- Familial
- Stress coping
- Physical and sexual abuse
- Mood and Thought
- Educational Domains

Using a 93-item scale, the SSDQ gauges stress levels based on a '0' "1" and '2' format (where 0=never, 1=sometimes, 2=very often or frequently) and is to be done within 20 minutes.

Dr Gupta showcased the practical application of the SSDQ through graphs, demonstrating its effectiveness in identifying a spectrum of stressors such as anxiety, depression, bullying, ADHD, family issues, academic stress, social isolation, and internet addiction.

The session led by Dr Sanjay Gupta offered an array of crucial takeaways. Firstly, it heightened awareness among attendees regarding various emotional problems prevalent among school-age children, encompassing conditions like ADHD, depression, conduct disorders, and ODD. Secondly, the session emphasised the pivotal role of emotional care in child development within school settings, highlighting the significance of fostering self-esteem, confidence, and social skills for overall well-being. Thirdly, participants gained insights into the diverse problems existing in school scenarios, equipping them with a deeper understanding of these challenges. Moreover, teachers and counsellors attained clarity on their respective roles within the school environment, comprehending the importance of building trusting relationships, recognizing emotional distress, and promoting emotional intelligence. Additionally, counsellors were enlightened about different life domains through the introduction of the Students Stress Dimension Questionnaire (SSDQ), aiding their understanding of stress factors across various life aspects. Dr Gupta's guidance equipped counsellors with strategies to effectively counsel students dealing with peer pressure, bullying, learning disabilities, family problems, academic stress, ADHD, low self-esteem, and body image issues.

Lastly, counsellors were introduced to the 'Khushali Sutra' aimed at fostering positivity and social facilitation within school environments, providing them with an innovative approach to promote a positive atmosphere.

“Aaj Jo Hoga, Acha Hoga...

Aaj Jo Hona Hai, Bahut Acha Hona Hai”

Dr Sanjay Gupta's comprehensive presentation provided attendees with a profound understanding of behavioural and emotional issues, especially concerning children and adolescents, into identifying, understanding, and addressing behavioural and emotional problems armed with the appropriate tools. The session's emphasis on early intervention, varied treatment approaches, and a holistic view of the causes contributing to these problems left participants with valuable insights and knowledge for addressing and managing emotional issues effectively.



INCLUSIVE EDUCATION

December 28, 2023

9:00 am - 11:00 am



The session on the topic '**Inclusive Education**' was conducted by Ms Indu Verma, Special Educator and Psychologist Child Counsellor, Children of the World, New Delhi. The second speaker was Dr Poonam Phogat, Associate Professor, Department of Psychology, Gargi College, University of Delhi.

The session began with mind-jogging ice breaking activities. The first one encompassed an introduction based activity wherein participants were to pass the ball to one another after associating their names with an adjective starting with their name's initial. The subsequent activity included 'the lineup game' wherein the participants were asked to make a line based on separate instructions. With each changing parameter, the positioning of the participants was to be modified. Following this, the activity was discussed & connected with the concept of Inclusive Education using a worksheet. The participants were to reflect on their position in each line through the worksheet. The activity was followed by a comprehensive discussion surrounding Inclusive Education in which all participants paraphrased their understanding of the concept.

Another group-work based activity focussed on the concept of an inclusive classroom and the factors affecting inclusive education as well as the steps taken by the management to 'include diversity'. The participants were divided into 8 groups and were assigned a chart paper each to showcase their presentations. Some of the issues highlighted by the various groups during their presentations were as follows:

- Removal of physical barriers within schools in order to accommodate students with varied physical needs.
- Equal opportunities for all the learners irrespective of their different abilities, gender, socio-economic status, religion & languages.
- Catering to the socio-emotional needs of learners by creating safe spaces for free association.
- Creation of a peer-buddy system to inculcate peer-based learning.
- Every learner with different abilities to be supported by various resources based on their needs.

- Factors that affect inclusive education are-
 - Infrastructural changes such as ramps & disabled-friendly classrooms & washrooms.
 - Ratio of counsellors & special educators to students.
 - Comprehensive Individualized Education programmes based on the child's needs.
 - Conduction of sensitization drives across various stakeholders within the school to enhance awareness.
 - Creating attitudinal shifts within the community.
 - Accommodations & Modifications within the curriculum as well as re-aligning expectations from the child through a goal-oriented approach.
- Steps taken by the management to include diversity are as follows:
 - Multidisciplinary approach to cater to varied needs of learners.
 - Acquiring trained staff and professionals for addressing the needs of the students.
 - Appointment of shadow teachers specific to the needs of the learners
 - Specific centres for sensory integration.

CBSE has given approval for changes in pedagogy for children with special needs.

Workshops/competitions/field-visits can be held in order to promote inclusivity & equal participation.

The presentations were followed by the showcasing of a film - 'The class of rowdies' to understand ways to build inclusive classrooms. It highlighted the journey of a disruptive class that was 'labelled' by teachers and other onlookers as the class of rowdies. A new science teacher's novel teaching-learning strategy aimed at allowing students to assist the class based on their unique talents & abilities. This created an attitudinal shift within the students & improved the overall classroom experience.

The participants found the session to be enriching & informative. The session ended with individual reflections & sharing of relevant experiences.

The key take-aways from the session are as follows:

- A comprehensive analysis of situations needs to be conducted before making assumptions or impulsive decisions as an educator.
- Educators need to keep their minds open and remain non-judgemental.
- Celebrating differences and embracing them as opposed to discriminating based on apparent classifications is important.

The policy of building abilities in children with special needs by creating a strong early intervention system as opposed to providing them leadership platforms based on potential 'sympathy' needs to be followed.



NAVIGATING THE SPECTRUM - A COMPREHENSIVE GUIDE TO AUTISM

December 28, 2023

11:30 am - 1:30 pm



Dr Mandeep Kaur Arora, an innovative and insightful researcher and an Associate Professor Department of Psychology Kamla Nehru College, Delhi University, led the session on '**Autism Spectrum Disorder**'. She raised a few questions, so as to increase the basic understanding of the Spectrum disorder, before beginning the session.

Autism or Autism Spectrum Disorder (ASD), is a neurodevelopmental condition that affects social interaction, communication, behaviour, and interests. It's called a 'Spectrum' because it varies widely in its presentation and severity among individuals. It is a comorbid disorder along with other disorders. It is neurodevelopmental as the onset of this is in the prenatal stage. She went on to explain the importance of the prenatal period and the predisposing factors which are exposure to drugs, stress, any trauma or abuse during pregnancy. Autism is also a pervasive disorder as it delays the socio-emotional developmental milestones and has a broad impact on emotional reciprocity, verbal and nonverbal communication, developing, maintaining and understanding relationships, and sensory processing, repetitive body movements and behaviour patterns.

In the session, a comprehensive picture of all the red flags that one may see in a child with autism was present and reviewed in great detail.

Furthermore, Dr Arora shared many insightful management techniques that may be used in a classroom setting, therapy room or at home by the parents. Sensory Therapy, Alternative Therapy and Ayurvedic Treatment were particularly emphasised. Many cases of children with autism were discussed, which greatly benefitted the participants and they were inspired to manage the disorder with more confidence and information. She emphasised on the importance of early identification and intervention, and underlined the pivotal role of play therapy, aroma therapy, art integrated therapy, eye contact and other sensory intervention techniques in handling disorders related autism. She thoughtfully focussed on the impact of the condition on the caregivers, especially the mothers, and emphasised the importance of their emotional and mental well being.

The participating counsellors got a hands on learning experience and grassroot level understanding of intervention strategies, which are as follows:

- Insight on Autism and the key pointers
- DSM V and ICD 11 criteria
- Observation checklist for autism
- Defining the Teachers role
- Sensitising the stakeholders
- Need and importance of Early identification and intervention
- Importance of sensory pathways for children on the Spectrum
- Small changes making a big difference
- Building IEPs
- Building support network
- Importance of routine and structure in a child's life
- Limiting sensory overload
- Carrying sensory toys for children to release their anxiety
- Preparing, beforehand, any changes in the routines of Children with ASD

Furthermore, Dr Mandeep Kaur Arora talked about the strengths of children with autism, by giving real life examples of children who are leading successful and functional lives. She reiterated that children with ASD think in pictures, they are detail oriented, creative and possess great rote memory and have the ability to think out of the box.

VERBAL AND NON-VERBAL COMMUNICATION IN AUTISM;
LEVEL AND CONSISTENCY OF INTELLECTUAL RESPONSE;
MEASURES TO MANAGE AUTISM

December 28, 2023

2:15 pm - 4:15 pm



The session '**Verbal, Non-Verbal communication in Autism**' aimed at raising awareness about Autism being a neurodevelopmental disorder. The session was conducted by Dr Mandeep Kaur Arora, Associate Professor of Psychology in Kamla Nehru College, University of Delhi.

Autism Spectrum Disorder (ASD) is a neuro-developmental and Pervasive disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviours or interests. People with ASD may also have different ways of learning, moving, or paying attention. Its onset is in the Pre-natal period, caused due to mothers suffering from any sickness or stress mostly during the second trimester.

The resource person initiated the session by introducing three key terms Neurodevelopmental, Pervasive and Spectrum. Detailed discussion was held around these three key terms with the help of the handout that was made available to all the participants. The handout descriptively entailed an observation checklist representing the possible Red Flags in a child with Autism. The observation checklist catered to the following domains:

- **Deficit in Emotional Reciprocity**
 - Deficit in Nonverbal Communication
 - Deficit in Verbal Communication
 - Deficits in developing, maintaining, and understanding relationships
- **Restricted, Repetitive Patterns of Behavior, Interests or Activities, as manifested by:**
 - Stereotyped or repetitive motor movements, use of objects, or speech
 - Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or non-verbal behaviour
 - Highly restricted, fixated interests that are abnormal in intensity or focus
 - Hyper or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment

Each and every point of the checklist was discussed in great detail, which included Neuronal Migration, difference between language and communication, sensory integration, JASPER, Emotional Reciprocity, Multi-Mode Approach, Verbal Repertoire, Listener's Gaze v/s Speakers' Gaze, Stimming. Real life case studies and along with videos (with prior approval from the guardian) were shown. The resource person made sure that the confidentiality aspect of ethics was not breached.

The resources also focussed on Managing Autism as a collaborative effort of schools and families:

Management At School Level

- Individualized Education Plan (IEP) - A very comprehensive plan based on a child's needs. IEPs in terms of academic goals, social skill training, communication strategies and behaviour interventions were described in detail.
- Structured Environment - The need to create a predictable environment with visual cues to help students work out their routine.
- Specialized Training - The need to train teachers and staff in understanding and creating awareness on autism and interventions used. (Applied Behavior Analysis)
- Sensory Supports - Recognizing the sensory stimulations of each child by providing them sensory tools catering specially to their needs.
- Collaboration with families - Open communication with families of children with autism to understand their individual needs and also to keep the parents updated on their child's progress by having home visits.
- Positive Behavior Support - Focus on the strategies to reinforce desired behaviours and alternative skills. Avoidance of punitive measures and focus on proactive measures.

Management At Family Level

- Understanding Autism: Educating counsellors about autism spectrum disorder, including its characteristics, strengths, challenges, and individual variability. In addition, information from reputable sources and autism organizations should be made available.
- Building Support Network: Focus on connecting with support groups and organizations to collect resources for managing autism.
- Effective Communication: Communication strategies to be tailored as per the child's needs.
- Routine and structure: Describing the need for consistent routine and a structured environment for the children to function effectively in their regular routine.
- Advocacy: Emphasis on the need for collaborative effort of educators, therapists and other professionals to ensure the child receives continuous support.
- Promoting Independence: Teaching life skills, self-help skills and decision-making skills to make the child independent according to their individual ability.
- Self-Care: Focus on the wellbeing of parents and caregivers by setting realistic expectations and celebrating the small achievements.

After a detailed in-depth hands-on experiential learning experience, Ms. Indu Verma, Special Educator and Child Psychologist with Children of the World, introduced a few activities to break the monotony of the session. The activities conducted with the participants were as follows:

- Simon says
- Fizz and Buzz
- Counting 1-10

The activities aimed at the following key discussion points

- Awareness.
- Pause and then respond.
- Alertness

In the session by Dr Mandeep Kaur Arora discussions were focussed around the tone, pitch, intensity in the way conversations / discussions must be carried out with the children with special needs. The tone of an individual not only transmits emotions to the person with whom we are communicating but also influences how others observe us and influences their desire to listen to us.

ASSESSMENT OF THE SPECIAL NEEDS CHILDREN AT THE SCHOOL LEVEL

December 29, 2023

8:30 am - 10:30 am



The session on '**Assessment of the Special Needs Children at the School Level**' was conducted jointly by Dr Poonam Phogat, Associate Professor, Department of Psychology, Gargi College, University of Delhi, Dr Mandeep Kaur Arora, Associate Professor, Department of Psychology, Kamla Nehru College, University of Delhi, and Ms Indu Verma, Special Educator and Psychologist, Child Counsellor, Children of the World, New Delhi.

Ms Indu Verma began the session with an activity called 'WOW MOMENT FOR ME' wherein the counsellors unfolded their learnings from the previous day. After the activity, the resource persons elaborated on learning disabilities along with the views of some psychologists.

Dr Poonam Phogat shared how SLD is an umbrella term which encompasses various forms of specific learning disability like:

- Dyslexia – Reading and related language based learning disabilities
- Dyscalculia - Mathematical disability
- Dysgraphia - Writing or fine motor skills deficit
- Dyspraxia – Sensory integration disorder. Problems with motor coordination
- Central Auditory processing disorders
- Visual processing disorders - Letter reversal
- Language processing disorders (Aphasia/ Dysphasia)
- Nonverbal Learning Disability - Trouble understanding body language, having poor coordination and being clumsy

In addition to this, the NIMHANS Index for Specific Learning Disabilities for the assessment of SLD was shared along with its interpretation. The signs and symptoms which could help the counsellor gauge the challenges of the children were also discussed.

- Inputs around Lesson Plans and Individualised Education Plans were shared by the resource persons, wherein the counsellors could get a fair idea of the lesson plans and IEPs

that are to be made by the special educators. Some of the aspects of IEP and lesson plans that were shared were: level of academics, social ability, physical development, management needs, goal settings, programme services along with supplementary modifications. It was explained that the Lesson Plans must incorporate the details around the topic and objectives of the session, the required time, teaching learning aids, teacher and student activities, and the takeaways from the sessions.

Dr Poonam and Dr Mandeep Kaur Arora discussed the emotional and social needs of the children with Specific Learning Disabilities (SLD). They also face challenges in managing their emotions like low self-esteem, increased sadness or irritability. They experience symptoms like headaches or stomach aches even when no physical illness is present, and in some cases a heightened anxiety is manifested in academic situations. At times, they are bullied and ridiculed by peers for inconsistency in academic performance, which leads to low confidence, low self-worth and so on. The facilitators asserted that it is essential to lay emphasis on their social and emotional needs and strengthen it with love, care, rewards and appreciation. The counsellors also stressed on the need of having a non-judgmental approach and an inclusive environment.

The next segment was conducted by Dr Indu Verma. She ran the counsellors through the aspects of Management of Specific Learning Disability and working on building a positive and hopeful outlook for children. She laid out the basic goals for the care and education of children with specific learning disabilities. She also gave many interesting strategies for working with children with SLD. She apprised the counsellors about the role of educators in training the children affected with SLD.

Ms Phogat showed the counsellors some samples of student's writing and the prevalence of specific and non-specific errors in their writing patterns. She discussed the different strategies that can be adopted in managing SLD in Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, ADD, AD/HD.

The session ended with a Narration of a beautiful poem on INCLUSIVITY!!

The participating counsellors had a good learning experience and exposure to various strategies and benefited exponentially:

- They learned about many theoretical aspects of SLD as well as gained insights about signs and symptoms of SLD.
- They learned not to rush for diagnosis, rather observe the children in different settings and situations.
- They learned that learning disabilities can exist with one or more comorbidities.
- They learned that a good diet, healthy lifestyle, stress-free, non-judgemental and conducive environment can act as protective factors in an individual's life.

Some of the Takeaways from the session :

- Boosting the self-esteem and confidence of children will act as a catalyst in managing their condition.
- Collaboration of all the stakeholders (parents / teachers/ peers/ tutors/ counsellors/special educators) plays an important role in a child's progress.

- Social and emotional needs must be taken care of along with an emphasis on academic growth.
- Counsellors and Special Educators in handling children with SLD must build on their strengths and strengthen their weaknesses.
- Counsellors and Special Educators in handling children with SLD must build on their strengths and strengthen their weaknesses.
- Counsellors need to bring in novelty and innovation in their everyday practices.
- Counsellors must practice the 3Rs – Repeat, Reflect and Review.
- The session concluded with a beautiful activity of 'How one feels when excluded?' with which the counsellors could reckon how a child feels when not included.

IDENTIFYING ADHD IN THE CLASSROOM AND BEYOND

December 29, 2023

11:00 am - 1:00 pm



The session on the topic '**Identifying ADHD in the Classroom and Beyond**'. The session was conducted by Dr Mandeep Kaur Arora, Associate Professor, Department of Psychology, Kamla Nehru College, University of Delhi. The co-speaker for the session was Dr Poonam Phogat, Associate Professor, Department of Psychology, Gargi College, University of Delhi.

The session dealt with the identification of ADHD in classrooms and the practices, which can enhance the strengths of the children with ADHD and facilitate their development pathways.

The learning goals covered in the session have been mentioned below:

- Genesis of the condition of ADHD
 - It was initially known as ADD, Attention Deficit Disorder (Sir George Frederic, 1908)
 - Neurobiological factors affecting ADHD
 - Breaking down the Myths around ADHD. A few examples of the myths busted in the discussion have been mentioned below:
 - The belief that children with ADHD can never sustain attention is untrue. The children with the condition of ADHD can 'hyperfocus' on environmental stimuli in which they have grown extreme interest in
 - ADHD and IQ have zero correlation
 - ADHD and ASD can coexist
 - Imbalances in dopamine levels result in the task mode and default mode situations manifesting simultaneously
 - ADHD is understood as the persistent pattern of inattention and/or hyperactivity-impulsivity definition
- Symptoms to identify Inattention (Type 1) & Hyperactivity/ Impulsivity (Type 2)

Symptoms: Inattention (Type 1)

- Careless attention

- Missing out on details of a task
- Lack of focus and sustained attention
- Impairment in organizing tasks and activities
- Inability to comprehend direct instructions .
- Tend to lose objects
- Challenged with the inability to organize thoughts
- Tendency to be forgetful in daily activities. Although, the children with the conditions have high functioning long term memory
- Dysfunctional working memory
- Issues in organizing tasks and activities

Symptoms: Hyperactivity/ Impulsivity (Type 2)

- Fidgeting, tapping hands, squirming
- Talking excessively
- Damaging objects
- Inability to sit at a place for long
- Acting without thinking
- Impatient
- Excessive physical movements
- Risk taking behavior with no comprehension of the danger involved
- Executive function Impairments, Learning Problems, Social Behaviour and Problems in Family Contexts, has many components like
 - Attention
 - Activation
 - Emotion
 - Effort
 - Action
 - Memory
- Strategies to be applied by all the stakeholders responsible to manage ADHD
 - Puzzle games
 - Memory matrix
 - Task sequencing
 - Goal setting
 - Journaling
 - Problem solving model
- The participants learned the importance of comprehending the root cause of a condition before rushing into creating strategies.

MANAGEMENT OF LD AND ADHD WITH SPECIAL FOCUS ON CLASSROOM SETTING, GOVERNMENT POLICIES, AND CBSE GUIDELINES FOR SUCH CASES

December 29, 2023

1:45 pm - 3:45 pm



The session on '**Management of LD and ADHD with Special Focus on Classroom Setting, Government Policies, and CBSE Guidelines for Such Cases**' was conducted by Ms Indu Verma, a distinguished Special Educator and Psychologist. She started the session with an engaging and enlightening activity, which was orchestrated to prompt participants to recognize the inherent limitation of viewing the world solely from their perspectives. The objective was clear: to emphasise the necessity of cultivating a comprehensive and 360 degree understanding of each child. The activity underscored that to effectively support any child, collaboration and support from all relevant areas are imperative. This pre-session exercise set the tone for a holistic approach, emphasising the interconnectedness of various facets crucial for the comprehensive well-being of children having special needs.

Dr Mandeep Kaur Arora, Associate Professor, Department of Psychology Kamla Nehru College, added that the session aimed to equip parents and educators with effective strategies for managing children with Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD). By incorporating practical activities and tools, the focus was on enhancing task management, attention, and emotional regulation in these individuals.

Participants delved into various strategies to assist children with special needs in organising and prioritizing tasks efficiently. In guiding the child towards efficient task completion and fostering a sense of personal commitment, it is crucial to instil foundational organisational skills. She underlined that counsellors must begin by assisting the child in creating a comprehensive to-do list encompassing various aspects of their responsibilities. The counsellor can help the children with special needs by:

- Encouraging them to categorise tasks based on a structured approach to complete their day-to-day chores.
- Emphasising the significance of setting priorities to ensure that essential activities take precedence.
- Utilising diverse activities to make the organisational process engaging and enjoyable.

- Collaborating with the child to identify realistic time allocations for each task, promoting a realistic and achievable schedule.
- Breaking down large tasks into manageable components, empowering the child to approach challenges step by step.
- Supporting their preparation for the future workplace by introducing concepts such as resume building and industry exploration.
- Guiding the child in recognizing and eliminating distractions, fostering a focused work environment.
- Introducing age-appropriate task management tools to enhance efficiency and time management skills. Advocating regular check-ins to monitor progress and by providing positive reinforcement.
- Encouraging reflection at the end of each day, allowing the child to assess accomplishments and plan for the next, cultivating a proactive and organised mind set.

Managing developmental disabilities involves a holistic approach to addressing various aspects of an individual's growth and well-being. One key aspect is expanding language skills, where tailored interventions such as speech therapy or communication strategies can be employed to enhance verbal and non-verbal communication. Additionally, efforts to increase attention span are crucial, involving techniques like structured routines, visual cues, and interactive activities designed to capture and maintain focus. Learning self-help skills becomes pivotal, empowering individuals with developmental disabilities to perform daily tasks independently, and fostering a sense of autonomy. Mastering basic concepts through personalised educational strategies is fundamental, ensuring that individuals grasp fundamental principles at their own pace. Overall, a comprehensive and individualised approach that integrates therapies, educational support, and practical skill-building activities are essential in effectively managing developmental disabilities, promoting holistic development and enhancing the quality of life for individuals facing these challenges.

Encouraging a dynamic and adaptable learning environment for children involves several key strategies. They are:

- Allowing children to change their work sites frequently promotes engagement by catering to their need for varied surroundings.
- Assigning tasks involving movement, such as passing out papers, running errands, or watering plants, not only introduces physical activity but also accommodates different learning styles.
- Varying the tone of voice during instructions and interactions adds an auditory dimension to the learning experience, capturing attention and sustaining interest.
- Staging assignments, dividing work into small manageable chunks and providing frequent breaks to prevent fatigue help to manage attention spans effectively.
- Utilising inconspicuous methods, such as a physical cue proves helpful in redirecting or signalling children when they might be tuning out.
- Employing multi-sensory strategies during directions and lessons enhances

comprehension, as it accommodates diverse learning preferences and fosters a more inclusive and supportive educational environment.

Behaviour modification is a therapeutic approach that aims to encourage positive behaviour by utilising various techniques, two of which include multi-sensory training and task analysis. Multi-sensory training involves engaging multiple senses, such as sight, sound, touch, and movement, to enhance learning and behavioural outcomes. This approach recognizes and accommodates diverse learning styles, making it particularly effective in addressing individual needs. Task analysis is another valuable method wherein larger tasks are systematically broken down into smaller, more manageable components. This process allows individuals to approach complex tasks step by step, promoting a sense of accomplishment and mastery. Together, these techniques create a comprehensive framework for behavioural intervention, fostering positive changes and enhancing overall well-being.

In the instructional strategy employed, a varied approach was implemented to cater to the diverse learning needs within the classroom. Direct instructions served as a universal method for the entire class, ensuring that foundational concepts were effectively communicated to all students. To foster a more interactive and tailored learning experience, a portion of the class received small group instructions, allowing for more personalized attention and addressing specific queries or challenges. Recognizing the unique strengths and areas of improvement for individual students, differentiated instruction was also utilized. This approach acknowledged and accommodated the varying learning paces, styles, and preferences of each student, promoting a more inclusive and effective educational environment where every learner could thrive.

In the realm of education, fostering inclusivity is paramount, and various accommodations play a pivotal role in achieving this goal. Embracing alternate forms of assessment, such as oral assessments or allowing printing instead of cursive writing, caters to diverse learning styles and abilities. Permissive measures, like allowing assisted devices such as calculators, recognize the importance of utilising tools to overcome specific challenges. Additionally, the option for examination through personal computers or laptops, devoid of internet connectivity, ensures equitable access to assessment methods. Providing accommodations like scribes, extra time, or compensatory time acknowledges individual needs, promoting a fair testing environment. Tailoring the curriculum with options like functional math and sensibility in subject selection contributes to a more personalized educational experience. Supporting documentation, such as medical or disability certificates, substantiates the need for accommodations, including exemptions from the third language or the option to choose skill-based subjects. Collectively, these accommodations strive to create an educational landscape that values and accommodates the diverse capabilities and needs of every learner.

In summary, the session provided participants with a comprehensive toolkit to support children with LD and ADHD. By incorporating practical strategies and activities, the aim was to foster a conducive learning environment that recognizes and accommodates the unique needs of these individuals. The emphasis on practical application and hands-on activities made the session both informative and engaging for all participants.

YOGA SESSIONS

December 27 and 28, 2023

7:00 am - 7:30 am



The Yoga sessions were conducted by Yoga experts in the early morning hours, before the training sessions began, on December 27th and 28th, 2023. Yoga is not simply an exercise, it is a way of life. Thus, each Aasana has benefits for the body as well as the mind. From reduction of anxiety and stress, to correction of the body posture, to stretching the chest and spine, removing pain in various body parts, strengthening the muscles, improving blood circulation, lung capacity and digestion, the benefits of yoga are hard to quantify.

The sessions began with warm up exercises, including wrist and neck rotation, gradually leading to different aasanas (physical postures) and ending with stretching exercises. The trainer ensured that everyone was in a comfortable mental and physical state during the sessions. In addition to demonstrating a variety of asanaas, it was ensured that a correct posture was maintained for each aasana.

On both days, Om chanting was done first and then a warm-up. This was followed by a number of aasanas- such as the tree pose, knees to chest pose, cycling and reverse cycling. The teachers then did the Brahmri, Dandasana, Pranayama , Suryanamaskaar, Mountain Pose, the Butterfly & Half Butterfly. The last aasana was savasana.

The teachers were energised with the power packed postures, which served as a motivator to begin their day on a positive note. The practice of yoga goes beyond the mat, encouraging mindfulness, compassion, and awareness in every moment. It embraces diversity, allowing people to adapt the practice to their unique needs and goals.

SHARING OF EFFECTIVE PRACTICES IN COUNSELLING



S No.	School	Name of the Teacher	Brief Information
1	DPS Agra	Archita Datta	Provides value based education through storytelling sessions to 7-8 years old children, who are not behaving well. Teach them positive emotions through different stories, which are liked by students and the impact is visible in their behaviour.
2	DPS Atal Nagar, Raipur	Sunita Mishra	Focusses on parent counselling sessions to sensitize them about mental problems faced by children.
3	DPS Bangalore (E)	Ruqaya Hassan	The centre for counselling is called NILA, Neurodivergent Inclusive Learning Augmentation, has its own set of doctors and speech therapist along with a group of counselors. They diagnose, counsel and provide therapy to children who need it.
4	DPS Bangalore (N)	Preeti Mathur	The school has a team of over 20 counselors, special educators and life skill trainers. Action research is regularly conducted by the team of counsellors in an attempt to develop more comprehensive interventions. Emphasis is laid

S No.	School	Name of the Teacher	Brief Information
			on sports for CWSN children in collaboration with the sports department. Anubhav Shiksha Kendra' is an initiative started by the school for children coming from economically backward sections of society with additional focus on vocational education. 11 courses have been provided by the school for vocational education which can be availed by CWSN students and students of Anubhav Shiksha Kendra.
5	DPS Coimbatore	Sreejeetha Srikumar	In her therapeutic approach, uses CBT, restructures negative thoughts, uses devil's advocacy where the school counsellor acts as a defendant, projective techniques and practises third chair technique where a child displaces his or her emotions.
6	DPS Dhanbad	Poonam Kumari	Follows positive connection building.
7	DPS Dwarka	Smritika Saggi	Primarily focusses on conflict resolution among children.
8	DPS Dwarka Expressway (Sector - 102 A)	Naina Kapoor	The school counselling team has adopted unique ways of wishing the students such as 'happy morning' to inculcate a sense of positivity. Talking circles are organized by the school counselors in collaboration with all the stakeholders (teachers, parents, students, management) in order to raise awareness about the importance of collaborative effort in student wellbeing. Emphasis is laid on socio - emotional learning with special focus on emotions using the emotional wheel. Student circle sessions are taken on a regular basis in order to encourage the buddy system in an attempt to sensitise and educate students about mental well being. An art club has been started to maintain day to day well being.
9	DPS Electronic City, Bangalore	Divya P	Uses various movies, for eg - 'Komal' to educate children about sensitive topics such as bullying, LGBTQ+. A separate email ID has been created to report cases of bullying and harassment. The same is given to parents as well as students. The anti bullying committee

S No.	School	Name of the Teacher	Brief Information
			works diligently and regularly to keep bullying at bay and also to provide extensive support to those who have been bullied.
10	DPS Faridabad	Mansi Bhati	The school has a planned approach as in the almanac all the counselling events are mentioned with the view to collaborate with the parents. After every session, follow up sessions are taken by the counsellors. For better advocacy of the programmes the school has initiated digital footprints. They also collaborate with special schools to build empathy. Token system is awarded as reinforcement for positive behaviour. Peer education is also incorporated to build the skills of the children.
11	DPS Firozabad	Divya Godwani	Focuses on giving opportunities to children to freely express themselves using the letter writing process, keeping their identity anonymous.
12	DPS Fulbari	Satabdi Ghosh Neogi	Focuses mostly on resolution of conflicts between children.
13	DPS Greater Noida	Niharika Kalra	Provides adolescent training. Practises Jacobson Muscle Relaxation Technique and CBT.
14	DPS Guwahati	Manjuri Bharali Saikia	Have introduced more activity-based sessions for teachers and established two committees, Sanchetna (6-8) and Rahat (9-12), each comprising a teacher representative from every class. They provide a list of students facing challenges for targeted assistance. Small groups of parents based on the performance of the child are called before PTM date to discuss the abilities of the children to give them tips about various issues and study support.
15	DPS Indira Nagar, Lucknow	Tarbia Zehra	Lays emphasis on stress management and anxiety and how positive words motivate students.
16	DPS Indirapuram	Sakshi Budhiraja	Gives importance to empathy, compassion, non-judgmental support, and cultural competence, creating a safe and trusting therapeutic relationship that fosters healing, growth, and positive change. By addressing substance abuse holistically and

S No.	School	Name of the Teacher	Brief Information
			collaboratively, it also helps the student navigate the recovery journey with resilience, empowerment, and hope.
17	DPS Indore	Simpy Gwalani	Focuses on mentorship method to deal with the case of self stimulation. Token economy is also used to reduce undesirable behaviours.
18	DPS Jaipur	Dakshita Pathak	Implements Art integrated approach and regular psychoeducation sessions, cyber safety and also focuses on Community outreach programmes.
19	DPS Jamnagar	Prarthana Thaker	School Cinema concept is used. Show movies to children based on different values. Have a stress relieving corner where children go when they feel stressed. Around 10 movies are shown to the children in a month to motivate them to learn how to form boundaries, when children are facing bullying related issues.
20	DPS Jorhat	Shabnam Yesmin	Conducts awareness programmes related to wellness and mental health using magazine; creating wellness ambassador.
21	DPS Khanna	Parul Sharma	Follows Aptitude testing for students for them to recognise their areas of improvement and ability.
22	DPS Knowledge Park V	Sonam Negi	Works towards skill development of self in order to provide effective interventions for students. Group sessions are conducted regularly with the intent of making children feel like they are not alone or they don't have to face their concerns alone.
23	DPS Mandla Road, Sanskardhani, Jabalpur	Sahiba Kaur	Focuses mostly on identification of issues in children. Has regular interaction with parents and teachers.
24	DPS Mangalore	Namratha Suvarna	The school educates all the stakeholders by holding workshops and seminars on various topics. Gratitude jar is used to inculcate a sense of positivity and gratitude amongst the students.
25	DPS Maruti Kunj	Yashi Sharma	Educates Parents about the importance of Family Time, building as a regular practice with their children where all members listen to each other. Family time is practiced once or twice a week at a fixed time so that children develop a habit of family time.

S No.	School	Name of the Teacher	Brief Information
26	DPS Meerut	Anjna Kapoor	Educates students by conducting workshops on menstrual hygiene, how to use sanitary napkins, and how to dispose them.
27	DPS Mihan, Nagpur	Anushka Bhargava	Follows a child led approach to counselling which refers to the practice of asking students for their concerns first rather than relying on the referral for it. The concerns reported by the students are followed by the concerns on the referral.
28	DPS Miyapur	Sunandini Mukherjee	Workshops on several topics of common concerns (such as substance use or good touch; bad touch) are taken on a regular basis. Sensitisation workshops are conducted regularly for teachers and admin staff.
29	DPS Mohali	Isha Malhotra	In the Parent counselling sessions some of the eminent speakers are the parents who have children with special needs and act as mentors for other parents. Children with borderline intelligence are helped to seek concessions from CBSE.
30	DPS Mysore	Bhavana Srikanth	The 'MITRA' committee, an elected student body has been established for peer education on common problems such as relationship concerns. A circle time initiative is taken to encourage students to speak to teachers about concerns they may be facing. A child review is thoroughly done to understand the children's needs and concerns, thus also giving the counselling team an idea of the problems that children may be currently facing.
31	DPS Navi Mumbai	Anindita Datta	The therapeutic sessions are child centred, where emotions are validated, open communication is encouraged, solution focused approach, narrative therapy, and CBT is practiced.
32	DPS Noida	Jyoti Dhull	Emphasis is laid on emotional education, importance and free expression of emotion in order to create a non judgmental and open atmosphere to facilitate emotional well being. Movies are used to bring awareness to the students about emotions. The 'traffic signal' analogy is used to explain to the students about various types of emotions, where:

S No.	School	Name of the Teacher	Brief Information
			1. Red zone - Intense negative emotions 2. Yellow zone - Moderately intense negative emotions 3. Green zone - Positive emotions
33	DPS Paradip Refinery	Utkalika Behera	Selected peer educators (from the student body) conduct regular sessions and workshops to educate other students about various issues such as bullying and peer pressure. Life skill training workshops are conducted regularly in the school. A collaborative effort is made with other therapists to provide a holistic intervention to students of CWSN.
34	DPS Patiala	Sonali Khanna	Situational reaction tests are conducted for students involving hypothetical scenarios, allowing them to navigate and react to various situations. These help assess their problem-solving skills, emotional intelligence, and decision-making abilities.
35	DPS R K Puram	Meenakshi Verma	Incorporates mindfulness exercises into sessions, including techniques like abdominal breathing. This mindfulness practice promotes relaxation, reduces stress, and enhances self-awareness.
36	DPS Raipur	Ann Kurian	Provides psychoeducation to the parent about various difficulties faced by the students academically, personally and socially.
37	DPS Raj Nagar Extension	Archana Hingle	Has initiated listening module where circle time, role play and activities like Chinese whisper are used to teach various aspects of listening.
38	DPS Rajnagar	Vanita Sethi	Creates reflection form for misconduct of students, so that they can reflect on their actions and positive affirmation is also focussed on.
39	DPS Rohini	Mamta Nangia	Uses Emotional Freedom Technique (EFT) as an exercise for mindfulness and emotional regulation. The one minute breathing technique is also used to add to emotional regulation and mindfulness.
40	DPS Sector - 67 A, Gurugram	Aishwarya G Aiyar	Engages students in grief counselling activities for the healing process.

S No.	School	Name of the Teacher	Brief Information
41	DPS Sector - 84, Gurugram	Venkata Lakshmi	Follows adjustment inventory checklist to know about the adjustment levels of the students.
42	DPS Sector – 132, Expressway, Gautam Buddh Nagar	Madhvi J Singh	Incorporates 3 wishes activity in sessions to know about the hidden emotions of the students.
43	DPS Siddhartha Vihar	Deblina Mahapatra	Has started a podcast in order to raise awareness amongst the students about mental well - being. The buddy system and peer counselling system is adopted.
44	DPS Siliguri	Prashanna Sherpa	Class activities are conducted to engage the students so that they are able to understand themselves.
45	DPS Srinagar	Munaza Mohi-Ud-Din	Have a learning centre which caters to emotional, social, educational, behavioural, vocational needs of the children and a team that comprises counsellor, special educator, speech therapist and clinical psychologist.
46	DPS Surat	Rukaiya Shaikh Mahmud	Has initiated a Social Emotional Development programme. The programme focusses on developing skills like social engagement, responsibility, resilience, self management, co-operation, discipline and time management.
47	DPS Sushant Lok	Punya Bhasin	Have framed policies for bullying, sensitisation of parents and teachers and counselling policies.
48	DPS Tapi Surat	Radhika Jashnani	Gives space and time to make the students comfortable. It takes 3-4 sessions to open up but once they are confident and comfortable, they start sharing.
49	DPS Tezpur	Udita Devi	Actively participates in value education classes, connecting with students, motivating them, and providing insights on psychosocial topics. Additionally, emphasizes the importance of the home room period, encouraging home room teachers (HRT) to establish a meaningful connection with each child.
50	DPS Vasant Kunj	Punita Kothiala	Psychoeducates the children regarding sexuality, the consequential risks associated with physical intimacy and whether they are ready to take the responsibility of those consequences. The POCSO Act is also explained to the children on a need basis.

S No.	School	Name of the Teacher	Brief Information
51	DPS Vindhyanagar	Sushma Rao	Uses slides with her own recorded voice to make lessons more interesting. This helps students feel more connected to the topic, especially when discussing sensitive subjects like good touch and bad touch. It's like having a friendly guide explain things, making it easier for students to understand and feel comfortable.
52	DPS Yamuna Nagar Jagadhri	Aastha Chauhan	Posts positive quotes and experiences on the Board of Positivity and holds a psychology exhibition where webs of positive and negative psychology are made.

THE VALEDICTORY FUNCTION

December 29, 2023

4:00 pm - 5:45 pm

The Valedictory Ceremony marked an emotional and celebratory conclusion to the professional journey of the School Counsellors during the Programme in Counselling. The event was filled with heartfelt speeches, acknowledgements, and well-wishes for the future.



The ceremony evoked a range of emotions when participants, Dr Naina Kapoor from DPS Dwarka Expressway and Ms Mamta Nangia from DPS Rohini, on behalf of all the participants, thanked HRDC, The Delhi Public School Society for the opportunity given to them. There were touching reflections on shared experiences, personal growth, and the bonds formed within the counsellor's community.



In her address Ms Vanita Sehgal very thoughtfully reminded the participants of the irreplaceable nature of time, emphasizing the significance of making the most of every minute and the profound effect that discipline can have on shaping our lives. She accentuated the importance of leading by example and invited everyone to give their inputs to make future workshops even more enriching.



All the participants were recognised for their contributions during their time at HRDC and were awarded the Participation Certificates by Ms Vanita Sehgal, Executive Director, HRDC, DPSS.

The Valedictory Ceremony was a poignant and uplifting tribute to the participants, beautifully capturing the spirit of accomplishment, camaraderie, and optimism. As participants departed with a renewed sense of purpose and pride, the event left a lasting impression in each one's mind, underscoring the enduring impact of their collective journey and the bright horizons awaiting them.

Fun Filled Activities...





“Although the world is full of suffering, it is also full of the overcoming of it.”

— Helen Keller

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