

# LINGUAPHILE SKILLS HUB ANNUAL COMMUNIQUÉ



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Linguaphile Skills Hub

## DEC 2020

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## FOUNDER'S FOREWORD

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**SAURAV DUTTA**

Dear Mamas and Papas,

2020 was a year that none of us expected. A year that will make us challenge our traditional thoughts and beliefs as well as make us realize that we cannot take anything for granted as mother nature keeps us on our toes to keep challenging our thought process and learn to evolve.

With the exception of a minor few places on this planet, most of the world had to learn and accept new ways of life in a span of 12 months from an enemy that cannot be seen through the naked eye and supposedly spreads faster than the time it takes to read this paragraph. Nonetheless, global health services have been at the forefront of this battle at every step

to keep us alive as governments and world organizations have been running from pillar to post to come up with a strategy that would reduce the impact of the virus.

We all had to learn something different or better. We all had to learn in a very limited time, taking risks, jumping through hoops and embracing the advent of technology. In summary, whether man, business, organization, government, we all had to learn.

At Linguaphile, this year has been about learning, as we have grown globally, having interacted with children, their parents and teachers, we have also learnt that anything is possible provided there is a willingness to challenge our status quo, embrace the advent of the new and believe that there is something wonderful about to happen. With that in mind, in the New Year, we aim to reach out to parents who have questions for their children with learning difficulties, introduce a mathematics learning kit as well as provide customized internships along with academics.

While we cannot predict exactly what the New Year brings, we live in hope of wonderful things where we can again go out, visit our near and dear ones and get back to "normal."

Wishing you a wonderful Festive Season and a Happy New 2021.



## FROM THE CHIEF EDUCATION OFFICER'S DESK

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**PAPIYA BANERJEE**

At Linguaphile, the year 2020 has been an exciting year with our stakeholders- the student community, our parent forum and last but not the least with the effort from our teacher consultants. We had begun our journey and had crossed the first milestone and were privileged to learn a lot from our students as well as from the parents. Our vision is to believe in the strength of our children, and we have rightfully established the curve of learning that has shown “with best practices comes best results” and our academic intervention and report cards are the true testimonials of our belief.

### **NEW POSITIVES IN A YEAR OF GLOOM**

#### **Possible to teach a child with Learning Difficulties Online?**

Off course! And we have successfully done it over the past year.

Linguaphile Skills Hub started its services in India in 2020 – the year which everyone perhaps wishes to delete from their system. Yet we were hopeful to bring a change in the educational approach for the children with special educational needs and guess what? We did start on the right note!

This is how we had built our journey with our stakeholders:

**Our Students** being the key stakeholders were given individual online platforms to learn with their teachers in the same set of subjects or more which at one time they were unable to cope in a full school or other forms of learning environment. This helped them to regain their confidence and work better taking away the stress of time management, syllabus completion, exam pressure and peer pressure. Our students with high SEN including Cerebral Palsy, GDD, and Autism or even with Severe Dyslexia were able to cope with the academic subjects like Sciences, Mathematics and Environmental Management.



**Our Teacher Consultants** ensured that learning the academic subjects remained fun yet challenging. They had the flexibility to scaffold the topics at each level of the content and work with the students till they were satisfied with the learning outcome. At every level there was a blend of lower level and higher-level thinking skills which ensured that students learning outcome was bridged with the teaching objectives.

**Our Academic Portfolio team** ensured that students' progress was monitored weekly across all domains and they had the subject portfolio given based on each child's cognitive strengths and weaknesses. Special attention was given to introduce subjects that will pave a career and make them confident learners.

**Our CBT therapist** ensured that each learner has a balanced approach to his or her academic and non-academic needs and turns the weakness of our students into their strength. Emotional well-being is an important key to success and children with special educational needs have different emotional needs that sometimes pose a barrier to their academic success. Our approach of being firm yet understanding, empathetic yet challenging has helped our learners to acquire the skill of being a disciplined learner with an aim and purpose to achieve to the best of their capability.

**Our Conversational Teaching Team** ensured to engage our students in informal discussions in a relaxed setting thereby giving them an opportunity to open their horizon to knowledge and information around the world and unlock their potential to cognitive strengths and at the same time learning the nuances of English Language semantics.

**Our Parents** ensured that they brainstormed with our academic team at each quarter of the year so that they could keep a check on the child's progress and be a partner to their behavioral interventions. Their close vigilance and participation in their child's academic and behavioral progress has enabled us to achieve the first-year milestone in India.

**Our R and D and Creative Team** ensured that the company keeps itself updated with the current research in the field of technological innovation and neurological development for children with special educational needs. This has enabled us to incorporate new approaches and methods in teaching and learning thereby looking into the best possible outcome for mental wellbeing and holistic development.

**We focus on the person and not the learning disability. Together we are inclusive, we are one!**



## PSYCHOLOGIST SPEAKS ABOUT PSYCH-ED ASSESSMENTS IN THE US BY

DR. PRAMA CHAKRAVARTY

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Dr Prama Chakravarty is a licensed clinical psychologist based out of the state of Washington, United States. Dr Chakravarty graduated from Southern Illinois University-Carbondale with a PhD in Clinical Psychology and specialized in Child and Adolescent Clinical Psychology during her PhD. Her training emphasized on research supported assessments and treatment of children, adolescents and young adults.

Psychological assessments in the U.S. involve a rigorous, step-by-step, process. Depending on the concerns (presenting problems) reported by the client/patient or their family/caregivers the goal of the assessment is determined. Goals can be diagnosis

(e.g. social anxiety versus generalized anxiety; major depression versus bipolar disorder, etc.; Learning Disability, Autism Spectrum or ADHD or co morbidity/co occurrence of all of those) to guide treatment or to guide school to build a plan for the student, etc. Please note that there is not much scope for vagueness in diagnosis in clinical psychology or psychiatry. In fact, it is considered a very poor-quality report if specific diagnoses are not provided at the end of these relatively long documents or psychological reports (often ranging anywhere between 5 to 20 pages). Hence it is all the more important that as customers of such professional services families and clients expect a quality product. Psychologists usually go through anywhere between 9 or more years of training post bachelors, often have a PhD and post-doctoral training along with licensure in specific states of practice, before they can conduct such report writing independent of another subject expert.

Neuropsychological reports are unique in their own way and are often mandatory in cases of Learning Disorders and/or ADHD or Traumatic brain injury (TBI). These reports start with a background information section which includes diligently gathered



history that includes developmental, social or family histories of patients/clients in significant details.

This is followed by interpretation of test results covered by testing various mental faculty/cognitive domains (in 7-8 hour long testing sessions).

These cognitive domains usually include: IQ, school achievement, attention and memory, language skills, finger motor dexterity, etc. The reports (often 15 to 20 pages long) have a diagnostic section where the neuropsychologist declares well-reasoned out diagnoses (learning Disorder of Written Expression, or Mathematics Disorder, ADHD primarily inattentive type, etc.).

Finally, the report always ends with a section on diagnostically guided treatment recommendations that translate into a 504 plan or an Individualized Education Plan (IEP) and becomes a tool for the school to develop their plan of action. Hence my recommendation for all parents and individuals to carefully vet report quality and credentials of psychologists before they determine to seek their professional services. You should have some very clear answers once you have the report and a feedback from the psychologist and not more confusion and stress.





## ROLE OF A MOTHER IN A SEN CHILD'S LIFE

SWATHI UDIPI, INDIA



I feel these are some of the ways a child can be helped by the mother.

- 1. Give them space:** Children need time for themselves where they can play, be with their friends, do what they like. Don't pressurize them to always study and do only academics. Encourage them to go for sports. Give them the space they need.
- 2. Teach them real-life experiences:** Learning is acquiring knowledge through study, experience or being taught. When a child is exposed to real-life experiences they learn a lot about life and learning through hands-on experience is always better than bookish knowledge. Please refrain from putting your child to all available fancy courses which look good.
- 3. Make them aware of self-esteem and confidence:** This is one of the most important traits which is very important for your children. Many of our children don't know their true worth and potential. We as mothers let's build confidence in them to conquer anything. Teach them that they are unstoppable.
- 4. Make them a part of the decision-making process:** We often forget to involve children in decision-making processes thinking they are young and they wouldn't understand but sometimes they are the ones who come up with the best of the ideas. When we start involving them in decision making, they start feeling responsible, confident and important. It also improves their decision-making abilities.
- 5. Don't take the child to all the classes and therapies available:** I have seen the mother's taking their children to all available therapies to help the child. This will not help them in any way. I have often seen mothers change therapists because no progress was seen. We often forget that even small progress is



also progress. Changing the therapies often also takes a toll on the child. The child has to adjust to the new environment from the beginning and adjust to the new teaching style also.

6. **Celebrate their wins however small:** Recently I read an article where a mother celebrated her son's 10th-grade result of 60 marks. This is what we all mothers have to do. Let's celebrate their hard work, effort, dedication and their perseverance that has gone in the success. Winning is not always important, not giving up is very important.
7. **Let time take its course:** The field where your child could excel may not be apparent immediately. It may take a lot of time and effort from the child and the parents to find it. While you are on that journey don't give up and don't let the hopes of your little one sink to the bottom. Don't give up no matter what. Believe in them.
8. **Listen to your child not hear them:** Always be there for the child as a friend to listen to them with whatever they have to say, big or small. If we encourage them to open up when they are young it will make them comfortable to share bigger things. I have seen many times parents just pretend to listen but not hear them.
9. **Make them do all chores :** (dignity of labour): This is a very important lesson for children. This will help them to be independent and teach them that no job is more or less. I have seen many people look down upon certain professions if we start teaching them that no job is big or small from a young age. It helps them to learn about the dignity of labour.
10. **Create me time for yourself:** Having children with difficulties or even neurotypical children shouldn't stop us, mothers, from doing what we want. Creating time can be for self-development or just to relax. If we are in the right mood is when we can also help our children.



## NEUROLOGICAL INSIGHT TO LEARNING DISABILITIES

AASTHA SOMANI, INDIA

Learning difficulties and related Behavioural/Social difficulties most of the time tend to raise numerous questions about cultural and religious beliefs. It is not very often that people raise questions about how, scientifically or neurologically, these difficulties occur. However, in the current times, it is important to educate people that not only does a neurological insight into these difficulties exist, but therapy and interventions for the same are also identified in this field. Perhaps, it's time to break the stereotype and give those children a better lifestyle.

Neuroscience, in short, is the study of the brain and its neural circuits (a network of the brain cells called neurons). But, what has neuroscience to do with children with special education needs? Our brain controls almost everything including cognition, emotion, behaviour, learning, memory and much more. Research and experiments have concluded that these functions of the brain are carried out through interconnected neural circuits which carry signals for a particular activity. However, a defect in the wiring of these pathways can result in difficulty, observed physically as a learning/behavioural/social difficulty.

Neuroscience, along with being the cause for these difficulties, has brought along a cure. But, how is it

going to help children with special needs? Studies have proven the fact that a child's brain develops the most in the first 3 years of life and then continues to develop, but at a much slower pace. This means that the networks in the brain are most plastic (can be re-wired) in the early years and become less plastic with age. Perhaps, this phenomenon of the plasticity of neural networks, known as "Neuroplasticity", has been better understood now and this period of three years is used as a target for early therapy/intervention.

What is early therapy/intervention? We use the word "early" here since we target the period in a child's life which is as early as a few months old to about 3 years old. Therapy/Intervention involves helping the child with a particular difficulty, using repetitive training and continuous application of that specific region of the brain, such that plasticity is increased. Our brain is adaptive to new changes. As a result, the region with a defect will tend to rewire its neural circuits to compensate for the loss due to the defect and almost normalize the brain activity. Every child with a difficulty may not project identical defects in networking. It can very much differ, and defects in different areas of the network may, directly or indirectly, still cause similar symptoms. Perhaps, with



individualized early intervention techniques, we can rewire those areas of the brain.

What does neuroscience hold in future? These techniques of neuroscience educate the teachers, counselors and special educators better, in terms of understanding the significant individual differences between the children. Besides, a neurological approach can help understand a child's condition more precisely, resulting in more targeted therapy.

It also allows us to intervene as early as possible, with more promising results.

At Linguaphile, we believe in early intervention, especially academically, for those children with learning disabilities. A neurological insight gives a clearer picture, for diagnosis at the earliest, followed by an individualized teaching plan and eventually results showing vast improvements. This approach is an attempt to allow every child to live a "close-to-normal" life.





## THE IMPORTANCE OF CORRECT ASSESSMENT

PAPIYA BANERJEE, UK

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The Linguaphile Program is based on Bronfenbrenner's Ecological model where we value creating a holistic educational approach for our students. To do this we need to enlarge our intervention circles from the very first step of assessments to academic and behavioral interventions and finally paving their way up to a career achievement best to the child's capability. Hence, Linguaphile is happy to add another feather in its cap by introducing clinical assessments and counseling services.

Psychological assessment contributes important information to the understanding of individual characteristics and capabilities, through the collection, integration, and interpretation of information about an individual (Groth-Marnat, 2009; Weiner, 2003). Such information is obtained through a variety of methods and measures, with relevant sources determined by the specific purposes of the evaluation. Sources of information may include

- Records (e.g., medical, educational, occupational, legal) obtained from the referral source;
- Records obtained from other organizations and agencies that have been identified as potentially relevant;

- Interviews conducted with the person being examined;
- Behavioral observations;
- Interviews with corroborative sources such as family members, friends, teachers, and others; and
- Formal psychological or neuropsychological testing.

Agreements across multiple measures and sources, as well as discrepant information, enable the creation of a more comprehensive understanding of the individual being assessed, ultimately leading to more accurate and appropriate clinical conclusions (e.g., diagnosis, recommendations for treatment planning).

The clinical interview remains the foundation of many psychological and neuropsychological assessments. Interviewing may be structured, semi structured, or open in nature, but the goal of the interview remains consistent—to identify the nature of the client's presenting issues, to obtain direct historical information from the examinee regarding such concerns, and to explore historical variables that may be related to the complaints being presented. In addition, the interview element of the assessment process allows for behavioral observations that may be useful in describing the client, as well as discerning the convergence with known diagnoses. Based on the information and observations gained in



the interview, assessment instruments may be selected, corroborative informants identified, and other historical records recognized that may aid the clinician in reaching a diagnosis. Conceptually, clinical interviewing explores the presenting complaint(s) (i.e., referral question), informs the understanding of the case history, aids

in the development of hypotheses to be examined in the assessment process, and assists in determination of methods to address the hypotheses through formal testing. To conclude it can be said that Assessments and Clinical Counseling plays an important role to aid in the intervention needs of the child.





## ASSISTIVE TECHNOLOGY FOR SEN CHILDREN

AASTHA SOMANI, INDIA

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### What is Assistive Technology?

- Technologies in the field of special education, those enhancing active learning and interaction between teachers and students are called the assistive technologies.
- Under the Assistive Technology Act (2004), the US government defines assistive technology as “any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to improve functional capabilities of individuals with disabilities”.
- Assistive technology has the potential to help the SEN children gain their independence in doing certain daily tasks by either helping them learn the task or, in some cases of severity of the disorder, learn the ways to operate the technology such that it helps perform a task for them.

### Why use Assistive Technology?

- To understand how technology can be a part of therapy that can help improve brain function.
- Some of the general learner characteristics of these students include short attention span, need for continuous/repetitive practice, low capacity working memory, difficulties making connections between events etc.
- It is observed that conventional ‘paper and pencil’ practice is not very effective when compared to technology.
- It is also observed that these children tend to have a short attention span when working with paper which is quite the opposite when learning through a screen. Thus, if their attention is higher, their learning is better.
- After all we are entering into a future which is going to be governed by technology, so why should the SEN children be left behind?
- What kind of Assistive technology is used?
  - Technology demanding for high visual (eye) and motor (hand) coordination, like that on a computer or laptop can be equally difficult for many children.
  - Perhaps, technology can be used to teach in an out of the box manner, which is interesting for children as well as helping them learn.
  - Studies show that using body gestures and movements, a concept of kinesthesia, helps them learn better. Hence, tablets- touch screen or game consoles like “Nintendo” - body gestures, make learning more effective.
  - Also, certain visual or audio cues can help grab their attention. For example, with respect to learning, visual cues could help them understand better.
  - Certain speech to text software is already commonly used for children unable to write efficiently.
  - With technological advancements in the works, at this rapid pace, there are all possibilities a device like “Alexa” or a program like “Google assistant” on many of the smart devices could be ruling over most of their lives.



How do we at Linguaphile emphasize on the use of Assistive Technology for SEN children?

- In today's world, our lives are already partially governed by technology and with the rapid advancements it shall completely take over us.
- Perhaps, we tend to depend on these technologies to make ourselves independent. The same goes for children with SEN.
- Here at Linguaphile, we strictly believe in giving the children the best we have.
- This also includes making them technology-friendly, just like all other people, not just to make them independent, but also self sufficient.
- For us, assistive technology is like that umbrella which shelters the SEN children with assistive services as well as products that they require.
- With each passing day, we come across different kinds of children with different special education needs.
- Hence, we work with an individualized program, specifically designed for each child.
- Some children may not show severity in their condition and hence we teach them to use technology to help them learn new concepts, e.g. they can learn to write a particular alphabet with visual cues.
- However, at the same time, in some conditions where children are unable to perform on their own, we allow the use of assistive software, e.g. speech to text software for children with severe writing (motor) difficulties.
- It is also noted that using this form of technology has given better results like improvement in a child's attention span and hence better writing and reading outcomes.
- Our company designed product, PLATOS, is also a form of an assistive product which makes learning geometry fun for children.
- At the end of the day, we are the service providers, and using assistive technology is a significant part of our therapy, since it allows children to participate more freely, be more engaged in an activity, learn better and at the same time have fun.
- Assistive technology gives them a chance to be a part of the same "normal" which the community follows and makes them self-confident.



## SCREEN TIME - BOON OR BANE?

SWATHI UDIPI, INDIA

Screen time refers to the amount of time spent using a device with a screen such as a smart phone, computer, television, or video games by a person. Screen time can be for different reasons such as learning, gaining knowledge or entertainment. The same screen time if it exceeds can affect us in different ways.

During this pandemic, the screen took over our households where half of the things people did are on screen. All the meetings by adults are held on the screen, classes are being held on screen, any kind of projects or searching for information is done on the screen. Children with the fear of the pandemic stopped going out for play which in turn led them to watch more of T.V. People sought entertainment or change, from these devices and other OTT platforms(over the top platforms like Netflix, Amazon Prime) which lead them to be addicted to screens.

According to a survey, the time children spent on the screen especially between the age group of 5 - 15 yrs has shot up by 100% since the first lockdown. The children are spending up to 5 additional hours on an average online in front of a screen. These additional hours can be for academic purposes or entertainment. Working

parents who didn't have time to spend time with their children resorted to

giving screens as entertainment and to pass time. This led to them getting addicted to the same. One important thing in this is about the aspect of safety and control as to what the children are watching. There are situations where children have been caught watching "not age appropriate" things. This could affect behaviour and their mental well being. Watching the screen for a while or using it when required is ideal for the children but if it's beyond what's necessary it will have adverse effects. Some of the effects are:

1. **Behavioural issues:** Watching extreme violent or "not age appropriate" things without parental control can affect their behaviour. Children may not be able to differentiate between good and bad and can imitate the behaviour shown. This can lead to children developing severe behavioural issues or harm themselves. A few years back there was a game "Blue whale" which instigated children to harm themselves and at the end kill themselves.
2. **Physical health:** If children are addicted to screen and if they don't go out and play and have no form of exercise, then this can lead to



health complications like obesity, lethargy, headaches, eyes getting strained, eyes burning and the most important thing is lack of sleep. Children watch screens late into the night and sleep late. This will affect their sleep cycle and concentration.

3. **Developmental issues:**

Overexposure to the screen can lead to delays in language development and cause developmental delays in really younger children. Their thinking is stopped when they are watching screens. Their brain development is also delayed because the screen is a one-way communication system which is not conducive for growing children.

4. **Mental health issues:** lack of sleep can indirectly affect their mental health. Children spend most of their time on the screen which can hamper their social interactions. Even after watching screen children tend to keep thinking about it. This will affect their daily routine and hamper their studies.

If we have to put it in a few words, anything, if it becomes too much, is not good for us be it screen time or anything else. We have to put self-restraint or control to stop ourselves from watching too much of the screen. Instead of that, we can spend time with family and friends who is very advantageous, go out for walks which are healthy and talk to people face to face.



## MATHS AND SCIENCE – TEACHING AS AN ART AND PASSION

KUNAL ARORA, INDIA

**“Children are not things to be molded, but are people to be unfolded”**

**Jess Lair**

As a teacher I would always want my students to discover and excel in their lives. However, my target would never be to mold the child according to my convenience, as I feel that God has created every individual for a purpose and that they all should be self-driven.

From my experience, whilst teaching science to my students, I realized that science is not just based upon certain laws or principles but it is actually the innovative ideas and concepts where the student can learn the applications of it.

Each child is unique in their own way and hence I strongly feel that they have their own

power of imagination. As a teacher I need to understand their psychology, conceptual understanding and therefore uniqueness should be celebrated and encouraged.

In my experience of teaching students with learning difficulties, I had to first learn to mold my existing ways to eventually start enjoying the art of teaching as I feel that learning is a lifelong process for every individual. When I teach children with learning difficulties and see them gradually progress, makes me feel proud of my profession.

When I see these little ones blossom and rise high, it gushes down my blood with great pride and contentment.

Rise & shine children, the sky is your limit.





## WHAT'S NEW AT LINGUAPHILE?

### New Linguaphile Services and Products for 2021

Linguaphile Skills Hub aims to ensure a holistic pathway for growth and development of its students and to do it, we are proud to launch our new services and products in 2021. Our new services aim to help student fraternity up skill their learning portfolio with real life experiences and tactile tools which can make their learning more interesting as well as challenging.

### Linguaphile Platos

We are delighted to introduce **Platos**, which is an engaging DIY geometrical paper craft that enables learners to understand the geometrical shapes and the abstract concepts of surface area, volume, vertices, and plane face. This fun and easy to use paper cut-outs engages the child to make a variety of shapes and later create various tangrams to enhance their creative expressions.

A perfect learning tool for children with visual-spatial disorder who struggle with abstract ideas and mathematical understanding

**Target Student Age Group:** All primary students from grade 1 to grade 6

Additionally, Platos is ideal for children with Special Educational Needs like Dyslexia, Dyscalculia, ADHD, Asperger's, Autism Spectrum Disorder, Visual-spatial Disorder.





### **Linguaphile Internship Program**

A unique opportunity for students who are 15 and above to enjoy a real-time work experience as interns in companies based out of the UK and other countries. Students can work remotely from their home countries within a stipulated working hour and earn their experience certificate which adds value to their academic learning. Being an inclusive company, we encourage learners with Special Education Needs to join the internship program and enhance their life-skills and pave way for their all-around holistic development.

### **# Be inclusive # Be One**

### **Linguaphile Caring Hands**

At Linguaphile we aim to ensure the well-being of all our stakeholders including but not limited to educators, students, parents. We are delighted to introduce Linguaphile Caring hands, where all counseling, therapies and clinical assessment services by our in-house team of specialists and psychologists will help the students and parents to enjoy the best of up-to-

date clinical psycho-educational test by our well trained in-house RCI qualified clinical psychologists and therapists. Aptitude tests such as LASS, CAT 4, NGRT and PASS to gauge learners' interest in schools, subjects and areas of cognition.

Our **Early years intervention program** and assessment tests such as BASELINE, BAILEY, Well Comm to help schools and parents to establish a baseline for monitoring progress in early years as well as identify children with speech, language difficulty as well as developmental , learning disorders in pre-primary settings .

Last but not the least, our academic guidance program and parents counseling program will enable learners and their parents to help find a pathway for higher studies and university admissions worldwide, especially for children with Special Educational Needs.

We wish to enhance, and value add 2021 with our services that will redefine the route of inclusivity to learners across the world!



## JINGLE AND MINGLE - A FUN TIME BEYOND ACADEMICS

SWATHI UDIPI AND AASTHA SOMANI, INDIA

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Amidst all the studies and seriousness, a fun session for the kids is a must!

The Linguaphile fun time is called “SPARK” - a small event, our team plans for all our Linguaphile students. On 11th Dec, we held the second round of Spark, “Jingle and Mingle”. With December being the month of Santa, our event had the Christmas theme, bringing in the festive mood along with much more excitement.

Spark, the event, is essentially brought into execution, by the team at Linguaphile, to give all the children a break from their regular schedule where they can relax, play games, unwind and interact with their peers. The event has various activities where a child can know themselves better as well as get to know their other friends. The underlying idea of this event is to help the children in their overall

development, with aiming at improving their social interaction skills, Peer interaction, Confidence building, A free environment where they can shed their inhibitions, Relationship building with the teachers in an informal environment, Motivation boost by participating, performing and leading (In future, we do plan to give them the responsibility of running the show by leading), and Communication skills in a group setting and Collaborative learning.

### Tall Tales and What’s in the Sack Santa?

Spark is carried out on a virtual platform where the children are set to play fun games and win them! As the theme demanded, we had all the team members and children dressed in colours of Christmas. We had two rounds: “Tall Tales” and “What’s in the sack, Santa?”

Tall tales was an activity where each child had to create their own story about how they celebrated their lovely Christmas eve and were given a minute to prepare before they shared it with everyone. They were judged based on their wild imagination and creativity. While this was a relaxing game, What’s in the sack, Santa? demanded each child to run around their house and gather 4 items as per the colour chosen by the team.

This required them to be on their toes and quickly grab items of the selected colour. Keeping everything in mind, the festive mood was created but the kids felt incomplete without Santa. It was so not possible that our Linguaphile kids wished for something, and we didn’t fulfill it for them! Eventually, Santa did make a surprise visit to Spark and heard all the wishes the kids had to make. At the end of the day, all the kids were content. For the finale, we arranged some music for the kids to groove and move. We even rewarded the winners of each game with a



winner's certificate and the rest of them with a participation certificate. Such rewards never fail to boost their confidence.

Organizing this event for the kids has been not only fun for the kids, but also us, the team, for hosting it. Seeing the kids enthusiastically participate and enjoy themselves is a pleasure in itself.

We, as a team, look forward to conducting many more events with such interesting themes and activities in the future and try our best to make the next event better than the previous one.

What better than seeing our kids smile to the fullest?





# INTRODUCING LINGUAPHILE CARING HANDS

PAPIYA BANERJEE, INDIA

Linguaphile is pleased to present “**Linguaphile Caring hands**”- the department which is solely dedicated for Psychological Assessments, Counseling and therapies with an experienced team of psychologists from India, trained in the UK (having RCI membership for ICSE and CBSE psycho-educational assessments), counselors (for children and adults) and therapist (speech and language development and neuro-linguistic therapies) based on the need of the child.

The following services will be provided under the Department:

## 1. Parent Counseling and Training

Our parent counseling and training division will provide a unique service to guide and assist parent to help ease their mental dilemma and to bring awareness of their child’s special educational needs and its strength and challenges. With an annual membership registration, we will provide research-driven assessments to help parents understand their child’s analytical and creative strength to choose academic subjects for board examinations and higher career choices.

## 2. Student Counseling for academic guidance

Our student academic guidance service wishes to assist students with learning difficulties, an all-round support for university applications and guidance across the globe. We as a company have collaborated with institutions to help provide internships in corporate houses, as well as in university placements for higher studies with tutorials for IELTS, Person Academic tests, TOEFL examinations.

## 3. Caring minds

Counseling for student mental health issues

Our team of mental health counselors will help students who are experiencing mental health or emotional problems and get their lives back on track. We aim to collaborate with school guidance counselors to provide a comprehensive in school and out-school program to assess, diagnose and treat people struggling with mental health issues, including anxiety, depression, stress, bipolar disorders, eating disorders, PTSD, or other conditions, teenager issues and last but not the least the very facets of Oppositional Defiant Disorder.

## 4. Psychological Assessment

We provide e-assessments as well as physical onsite assessments by RCI registered in-house team of clinical Psychologists using the updated standardized assessments tests and batteries to provide a more



comprehensive report with the right kind of diagnosis and intervention plan.

### 5. Mommy Corner

Intervention and Support group for mothers to deal with children with Special Education Needs

The first of its kind in India where the mothers can annually subscribe and post individual queries of their children. We believe that each child is unique under the spectrum and as “one size does not fit all”, similarly, our experienced team of educators, therapist will address each mom’s query individually to help her work best with her own child.

### 6. Early Intervention Support and Care

A unique program in Early intervention Support and care designed for expectant mothers with a history of gestational diabetes, advanced pregnancy identified with down syndrome, postpartum depression as well as for parents who have identified their children within the age group of 3 month to 5 years with developmental delays and requires interventions and assessments. Our support is based on achieving the best of the interventions for cognitive and motor developments and to provide a better understanding for Early Intervention and Care.





**IF WE COULD GIVE OUR CHILDREN THREE THINGS, IT  
WOULD BE THE CONFIDENCE TO ALWAYS KNOW THEIR  
SELF-WORTH, THE STRENGTH TO FOLLOW THEIR  
DREAMS AND THE ABILITY TO KNOW HOW TRULY,  
DEEPLY LOVED THEY ARE**



**For further information and appointments please contact:  
[info@linguaphile.co.uk](mailto:info@linguaphile.co.uk)**