



**AMAR SEVA SANGAM**  
Rehabilitation. Empowerment. Inclusion

**ANNUAL DONOR REPORT**

# Early Intervention Program



**Handi-Care Intl.**  
**We Can Make Difference**

Delivering timely therapeutic and developmental support to children with disabilities across Tenkasi District, Tamil Nadu.

SINCE INCEPTION

**6,214**

CHILDREN SERVED

**12,428**

CAREGIVERS  
EMPOWERED

**84%**

CHILDREN WITH IMPROVED  
MOBILITY & MOVEMENT

## SECTION 1

# Programme at a Glance

8

EARLY INTERVENTION  
CENTRES

227

CHILDREN  
CURRENTLY  
SUPPORTED

330

TOTAL CHILDREN  
SUPPORTED (APR 2025  
– MAR 2026)

660

FAMILY MEMBERS  
EMPOWERED

31,763

TOTAL THERAPY  
SESSIONS DELIVERED  
THIS YEAR

78%

SCHOOL ENROLMENT  
ACHIEVED (CHILDREN  
AGED 5+)

## KEY OUTCOMES

- 84% of children showed measurable improvement in mobility and motor function
- 80% of children showed measurable improvement in communication
- 69% of children showed measurable academic improvement

# SECTION 2

## Programme Overview

67

PARENTS USING EI APP  
PARENT LOGIN FOR  
TRACKING

25

CHILDREN IN SCHOOL  
READINESS PROGRAMME

12

PARENT ADVOCACY  
GROUP MEETINGS  
HELD THIS YEAR

The Early Intervention Programme at Amar Seva Sangam delivers timely therapeutic and developmental support to young children with disabilities and developmental delays through a network of eight community-based centres in rural India, enabling improved functional outcomes and school readiness.

### TECHNOLOGY

#### Enabling Inclusion App

The programme is supported by the Enabling Inclusion app — designed by Amar Seva Sangam and now used by multiple NGOs and government institutions across India. The app enables systematic tracking of children's development, individualised therapy planning, scheduling, and consistent follow-up. It also features a parent login so families can track their child's goals, therapy plans, progress, schedule, and provide feedback.

→ [earlyintervention.amarseva.org](http://earlyintervention.amarseva.org)

### APPROACH

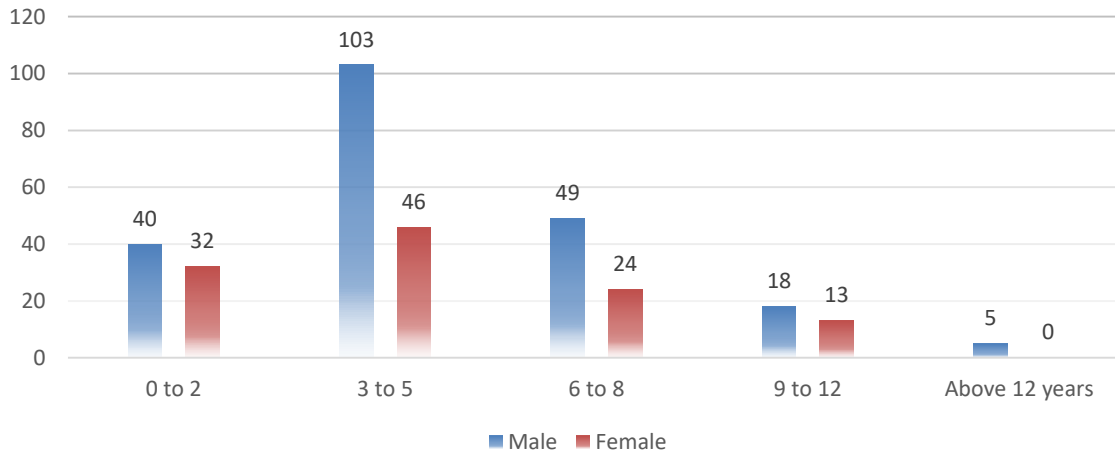
#### Multidisciplinary Model

Each child receives a coordinated package of care from a multidisciplinary team including physiotherapists, occupational therapists, speech therapists, special educators, and social workers. Families are trained as equal partners — home-based intervention programmes are co-designed with caregivers to ensure continuity between centre sessions and daily life.

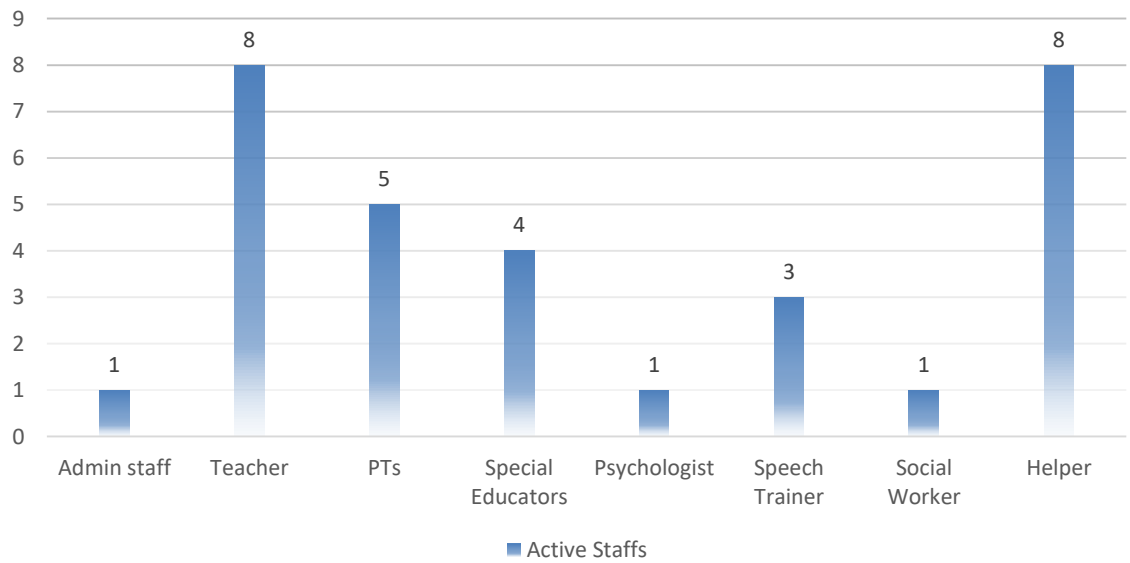
# SECTION 3

## Key Indicators

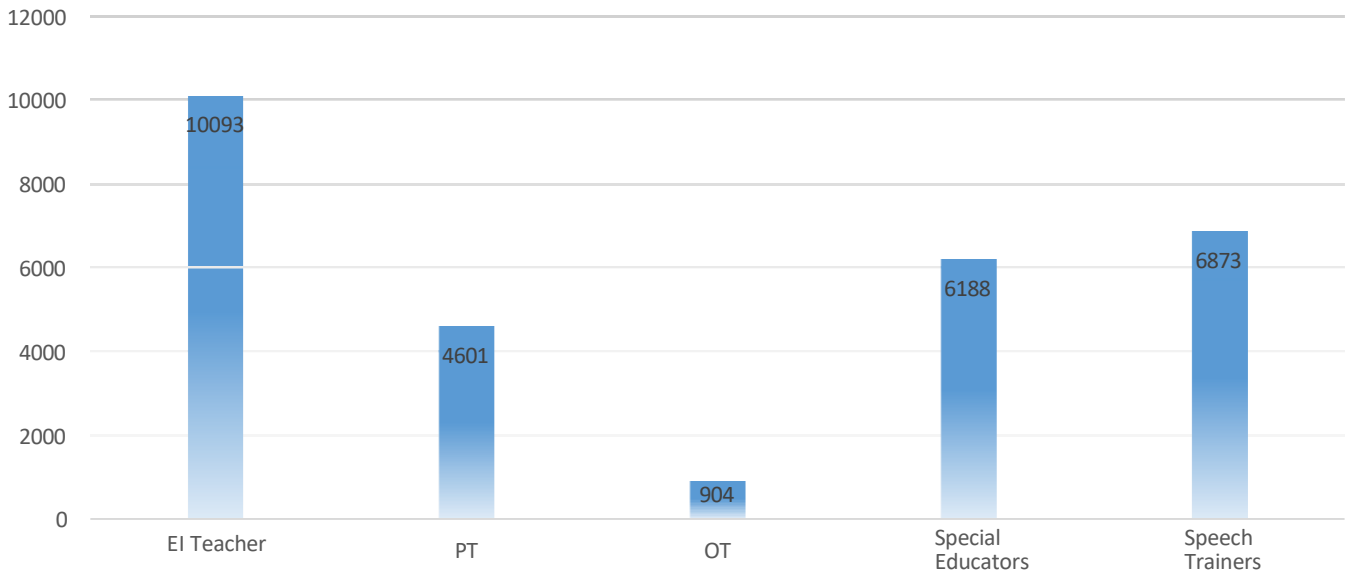
### AGE



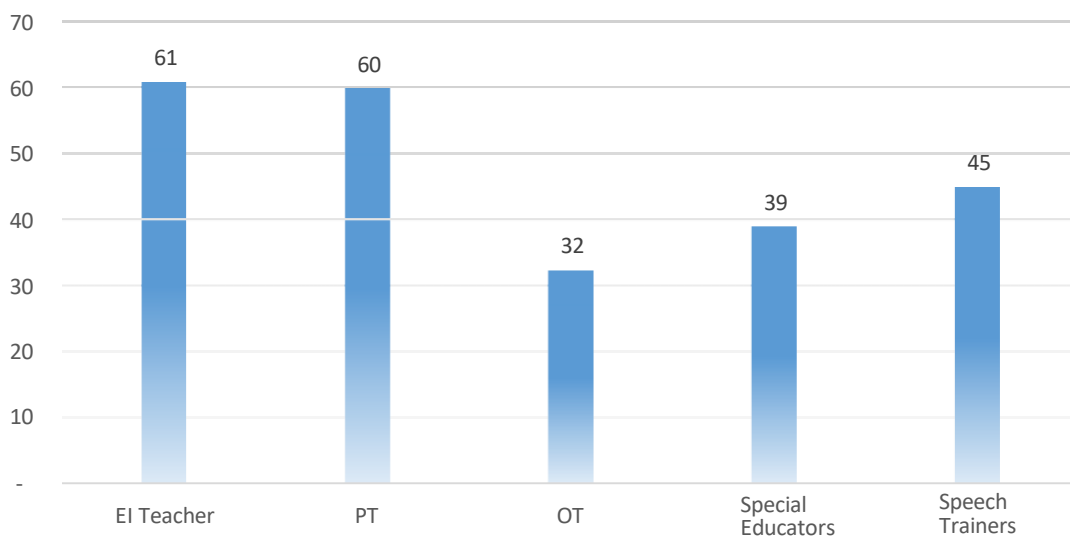
### ACTIVE STAFFS



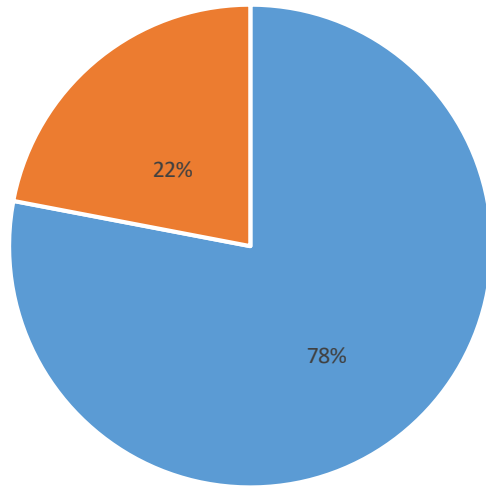
## Therapy Sessions Delivered This Year



## Therapy Sessions Per Child This Year

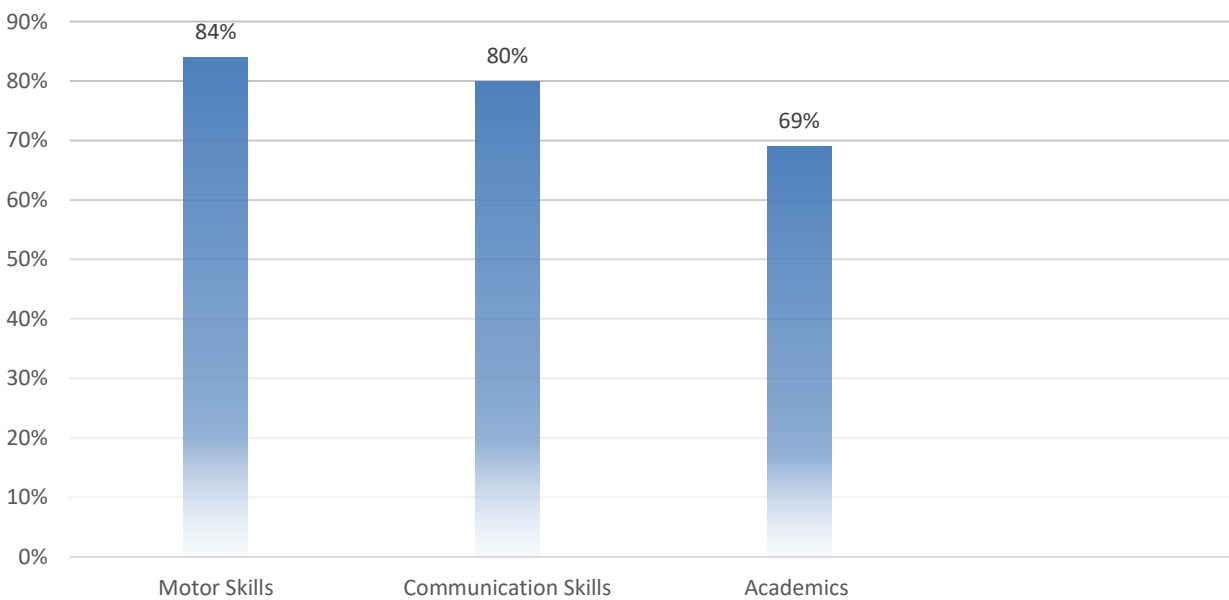


### School Enrollment



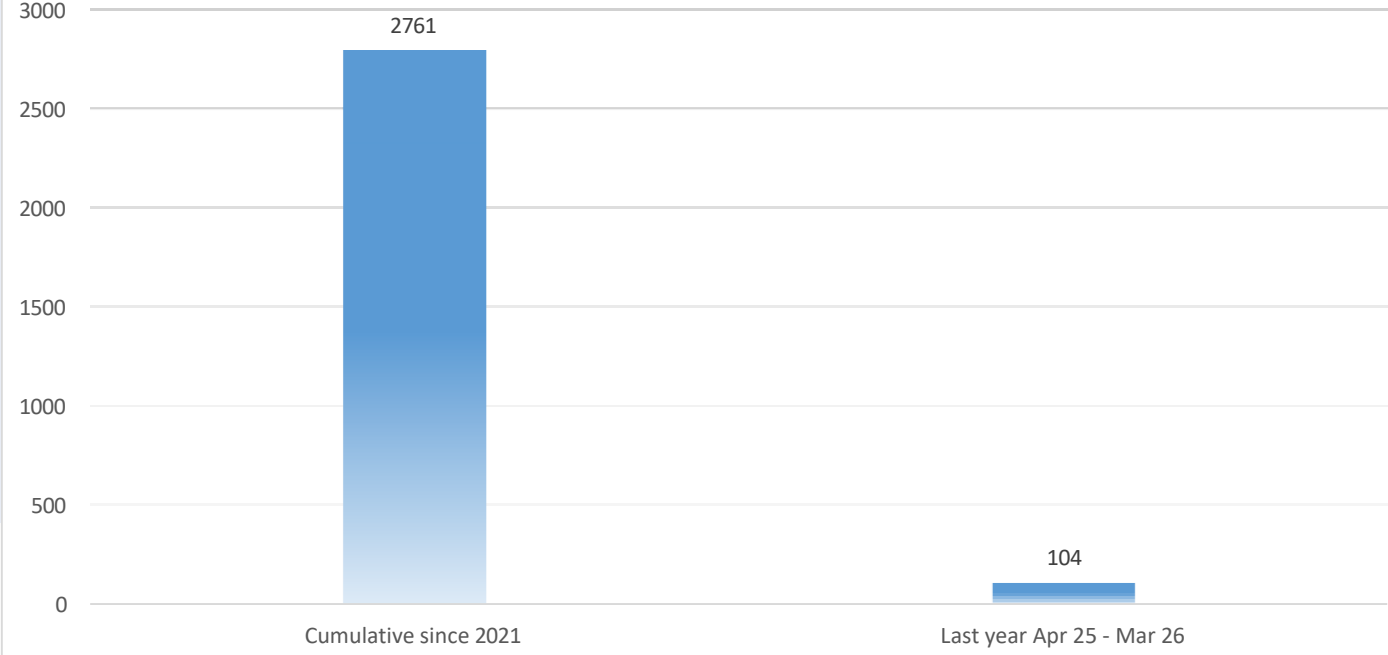
■ Children enrolled in school    ■ Children not enrolled in school

### Percentage of Children with Measurable Improvement

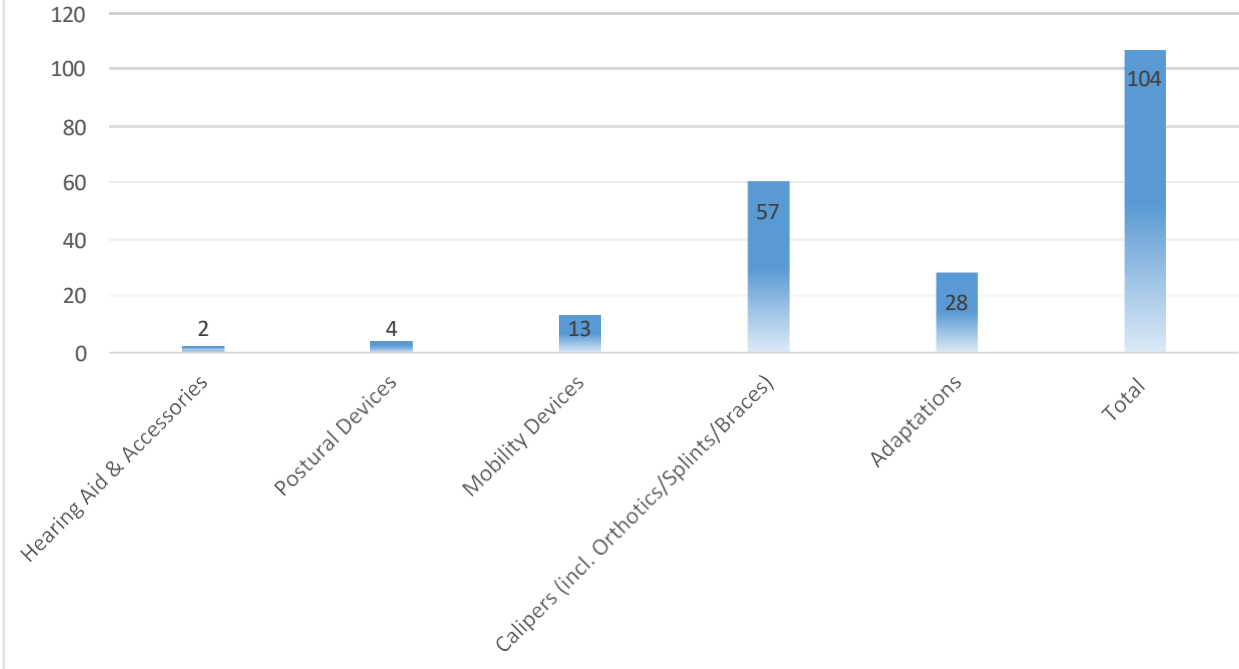


■ Improvement

### Assitive Technology Provided

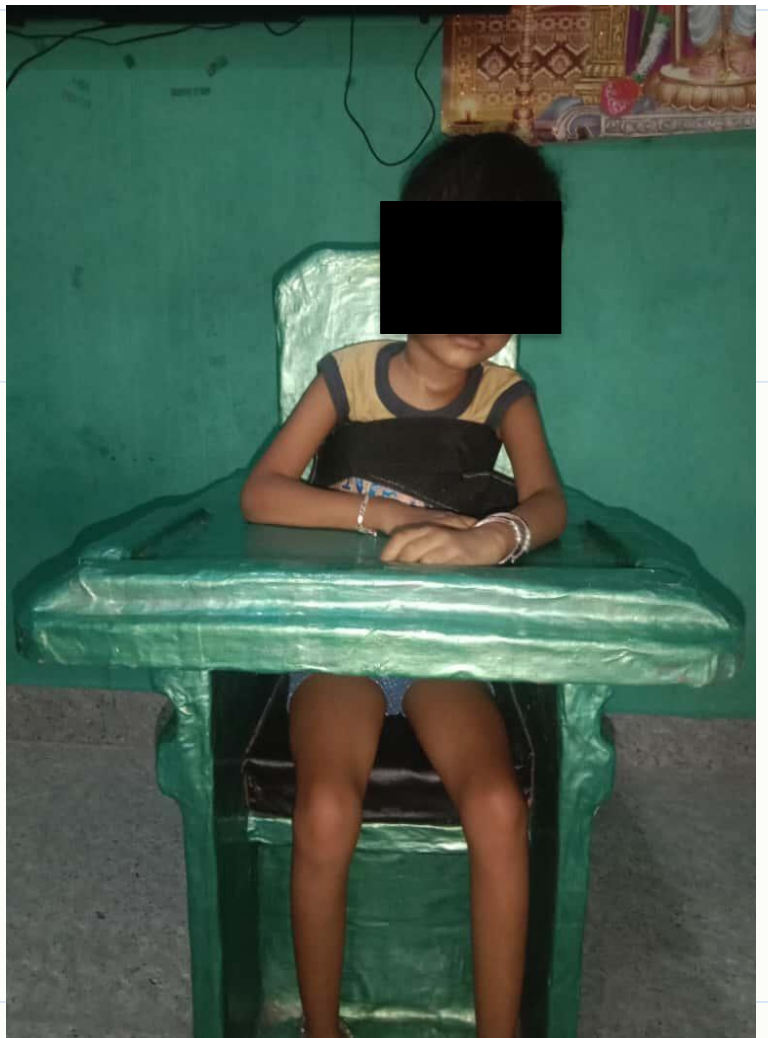


### Assitive Technology Delivered Last Year





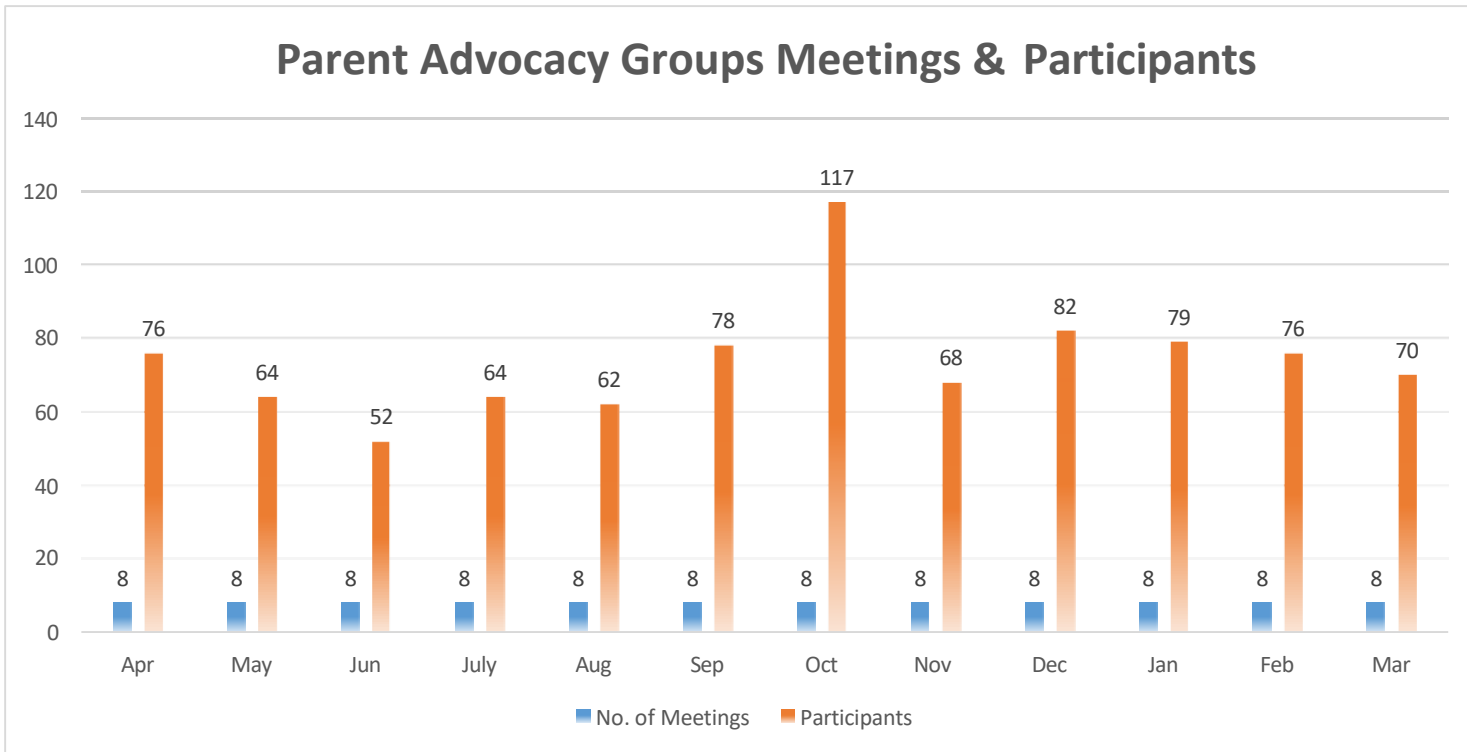
## Children Benefiting from Assistive Technology



# SECTION 4

## Parent Advocacy Group

Regular parent advocacy group meetings were held to empower families with knowledge, peer support, and skills to advocate for their children's rights and wellbeing. Below is a summary of the 2025-26 meeting schedule and topics covered.



#	MONTH	TOPIC COVERED
1	April	Regular Centres needs discussed
2	May	Regular Centres needs discussed
3	June	Equal Educational Opportunities
4	July	Participation in Social Activity
5	August	Training Eating Skills
6	September	Training Toileting Skills
7	October	Training Dressing Skills
8	November	Training Grooming Skills
9	December	Training Toileting Skills
10	January	Group combined sessions
11	February	The Importance of Self-Care Activities for Children with Disabilities
12	March	Social Interaction

## SECTION 5

# School Readiness Programme

Children enrolled in this Early Intervention (EI) program are typically referred to school at the age of six. However, some children experience difficulties adjusting to the school environment after enrolment, which may increase the risk of dropout.

To address this, a **School Readiness Program** has been introduced as part of the Early Intervention services for children with developmental disabilities. This program aims to prepare children for a smooth transition into formal schooling. In Total, **25** children participated in the school readiness program this year.

Over a period of four months, children are trained in essential skills such as:

Sitting Tolerance

Safety Awareness

Following Class Routines

Social Interaction

Regulating Sensory Needs

Emotional Regulation

Managing Personal Belongings

# SECTION 6

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## Case Study 1 of 2

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### Demographic Details:

- Name of the Beneficiary: \*\*\*\*\*
- Date of Birth: 26.02.2021
- Date of Admission: 01.02.2024
- Gender: Male
- Type of Disability: Intellectual Disability
- Location: Kadayam

### Initial Medical and Developmental History

- Born through normal vaginal delivery
- Immediate birth cry present
- No history of major medical complications
- Notable developmental delays in:
  - Communication skills
  - Cognitive abilities

### Observations at the Time of Enrolment (21 March 2024)

At the time of admission to the Ambur Early Intervention Centre, He presented with:

- Marked hyperactivity – constantly on the move, unable to remain seated
- Poor attention span – difficulty engaging in structured or meaningful activities
- Limited communication – responded to questions with non-specific sounds
- Sensory challenges:
  - Tactile defensiveness (avoided touching food)
  - Excessive movement (sensory seeking behaviour)
- Delayed self-care skills:
  - Does not indicate for toileting needs
- School readiness concerns:
  - Unable to attend kindergarten due to inattention and hyperactivity

## **Intervention Provided (Multidisciplinary Approach)**

### 1. Speech and Communication Training

- Structured activities to enhance functional communication
- Training to develop meaningful verbal expression
- Use of gestures, modelling, and actions to express basic needs
- Activities to improve comprehension and response to instructions

### 2. Special Education Training

- Focus on attention building and pre-academic readiness
- Training in Activities of Daily Living (ADLs):
  - Eating
  - Dressing
  - Toileting indication
- Home program training provided to mother for continuity

### 3. Occupational Therapy

- Comprehensive sensory assessment
- Intervention targeting:
  - Tactile hypersensitivity
  - Vestibular seeking behaviours
- Activities aimed at improving sensory regulation and participation

### 4. Parent Training

- Mother trained in delivering daily home-based intervention
- Guidance on supporting:
  - Communication
  - Attention
  - Self-care skills
- Emphasis on structured routines, especially toileting practices
- Encouraged consistent follow-through at home

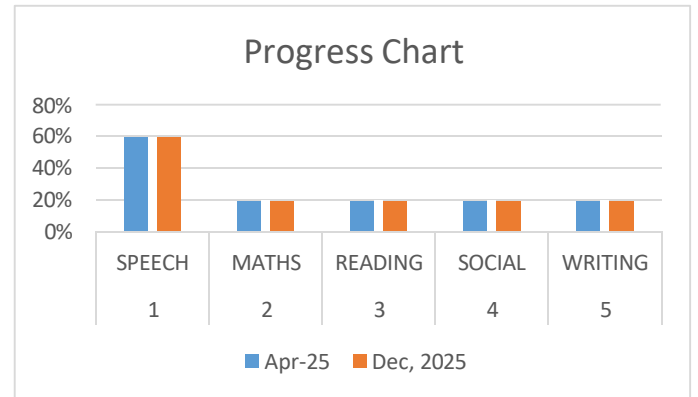
## **Current Functional Status (March 2026)**

With consistent intervention and strong parental involvement, he has demonstrated significant functional improvement:

- Improved sitting tolerance – able to engage in activities for *at least 15 minutes*
- Enhanced attention and learning abilities:
  - Able to identify pictures and letters
- Functional communication improved:
  - Uses 2–3 word phrases meaningfully
- School inclusion achieved:
  - Enrolled in Al-Aleem Nursery School, Pottalpathu, Tirunelveli
  - Attending classes regularly

## Progress Report:

#	Domain	Apr-25	Dec, 2025
1	SPEECH	59%	56%
2	MATHS	13%	16%
3	READING	16%	16%
4	SOCIAL	16%	20%
5	WRITING	13%	18%



## Child pictures:



# Case Study 2 of 2

## Demographic Details:

- \* Name of the Beneficiary: \*\*\*\*\*
- \* Date of Birth: 31.01.2017
- \* Date of Admission: 11.02.2025
- \* Gender: Female
- \* Type of Disability: Hearing Impairment
- \* Location: sivagiri.

## Background and Medical History

- Child with hearing impairment
- Underwent cochlear implant surgery
- Enrolled at Sivagiri Early Intervention Centre on 11 February 2025

## Functional Status at the Time of Enrolment

At admission, he presented with the following abilities and challenges:

- Auditory and Speech Skills:
  - Able to recognize speech sounds, but required support with actions/gestures
  - Unclear speech with articulation errors
  - Speech was not intelligible to unfamiliar listeners (strangers)
- Academic Readiness:
  - Able to identify a few alphabets
  - Demonstrated early numeracy skills:
    - Could count using concrete objects
- Overall Functional Concerns:
  - Limited independent communication
  - Required visual and action-based support for understanding

## Intervention Provided (Multidisciplinary Approach)

### 1. Speech and Communication Training

- Focused on improving:
  - Listening skills
  - Speech clarity and articulation
  - Verbal expression without reliance on gestures

### 2. Special Education Training

- Development of:
  - Literacy skills (alphabet recognition to reading)

- Numeracy skills (from concrete to abstract concepts)
- Emphasis on functional academics

### 3. Parent Training

- Parents trained to:
  - Reinforce speech and listening activities at home
  - Support consistent practice and communication opportunities
  - Facilitate carryover of skills into daily routines

### **Current Functional Status (March 2026)**

With long-term intervention and consistent follow-up, he has achieved remarkable functional progress:

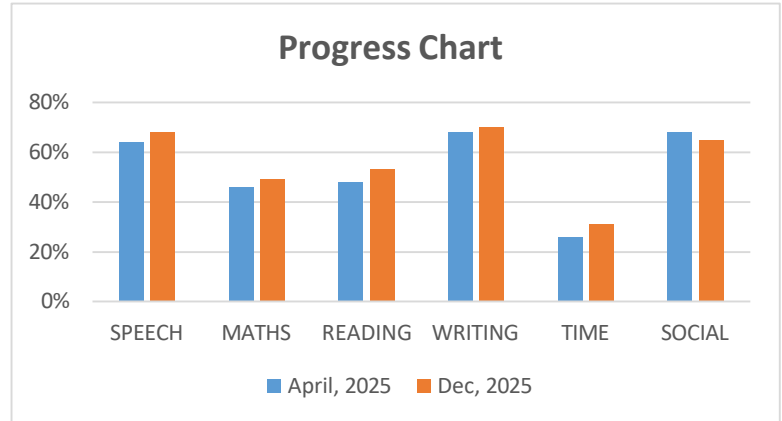
- Listening and Comprehension:
  - Able to follow two-step commands
  - Understands descriptions and short stories without action cues
- Speech and Communication:
  - Speaks in clear two-word combinations
  - Speech is intelligible even to strangers
- Academic Skills:
  - Able to read small two-letter words
  - Performs two-digit addition and subtraction
- Functional Independence and Safety:
  - Able to read signboards
  - Demonstrates road safety awareness – can cross busy streets carefully
  - Understands days of the week and hourly time reading
- Community Participation:
  - Able to go to a shop independently
  - Can handle money and collect correct change

### **Outcome Summary**

- Demonstrates significant improvement in communication, academics, and independence
- Progress highlights:
  - Transition from gesture-dependent communication to verbal communication
  - Development of functional literacy and numeracy
  - Increased community participation and safety awareness
- Success attributed to:
  - Early cochlear implantation
  - Consistent multidisciplinary intervention
  - Strong parental involvement and follow-through

### Progress Report:

#	Domains	April, 2025	Dec, 2025
1	SPEECH	64%	68%
2	MATHS	46%	49%
3	READING	48%	53%
4	WRITING	68%	70%
5	TIME	26%	31%
6	SOCIAL	68%	65%



### Child pictures:



