



OVERCOMING SLD & ACADEMIC CHALLENGES

**Names have been changed to maintain confidentiality.*

KEY FINDINGS

- Aditi Sharma*, a 10-year-old girl in 5th Grade, was diagnosed with a Specific Learning Disability affecting her reading, writing, and numerical skills.
- Despite challenges, Aditi* displayed remarkable comprehension skills and good sitting tolerance, highlighting her potential for growth.
- Transitioning from a traditional school to an online learning environment in Grade 3 (2022), Aditi* initially faced academic difficulties without special education support.
- In Grade 4 (2023), with the introduction of special education support, she made significant progress in reading, writing, and mathematics through a customized learning plan.

THE CHALLENGE

Aditi* struggled with foundational academic skills due to her **Specific Learning Disability**:

Reading:

- Difficulty in reading fluently and comprehending texts.

Writing and Spelling:

- Challenges in spelling words correctly and forming coherent sentences.

Numerical Skills:

- Difficulty in recalling basic math facts and performing calculations. These challenges affected her confidence and participation in classroom activities, impacting her overall academic performance.

THE SOLUTIONS

Aditi* struggled with foundational academic skills due to her **Specific Learning Disability**:

1. Circle Time

- **Objective:** To encourage verbal communication, build social skills, and enhance oral expression.
- **Implementation:** Aditi* participated in group discussions, storytelling, and question-answer sessions during Circle Time.
- **Impact:** This safe, interactive space helped her express herself more confidently, improving her vocabulary and communication skills.

2. Application-Based Assignments

- **Objective:** To reinforce learning by connecting academic concepts with real-life situations.
- **Implementation:** Assignments were designed to be practical and relatable, such as reading short stories, solving math problems related to daily activities, and writing simple diary entries.
- **Impact:** Aditi* found these tasks engaging and meaningful, leading to better comprehension and retention of concepts.

3. Positive Reinforcement from Teachers and Parents

- **Objective:** To boost confidence and motivation by acknowledging effort and progress.
- **Implementation:** Teachers and parents provided consistent positive feedback, celebrated small achievements, and encouraged a growth mindset.
- **Impact:** This reinforcement built her self-esteem, reduced her fear of making mistakes, and fostered a positive attitude towards learning.

THE RESULT

1. Academic Progress

- **Reading:** Significant improvement in reading fluency and confidence in reading simple sentences.
- **Writing and Spelling:** Better spelling accuracy and sentence formation through the use of visual aids and continuous practice.
- **Math:** Enhanced numerical skills, including addition, subtraction, multiplication, and division with increased speed and accuracy.

2. Confidence and Independence

- Aditi* displayed increased participation in classroom activities, especially oral expressions and group discussions.
- She developed a positive self-image, enabling her to approach challenges with a more optimistic and resilient mindset.

3. Future Readiness

- The individualized approach not only supported her current academic needs but also laid the foundation for future learning.
- Aditi* is now better equipped to handle more complex concepts in higher grades, fostering a sense of independence and curiosity.

CONCLUSION

This case study highlights the effectiveness of a holistic and individualized approach in supporting children with special needs. Through a combination of Circle Time, Application-Based Assignments, and Positive Reinforcement, Aditi* not only improved her academic performance but also gained confidence and independence. This demonstrates that with the right support systems, every child can learn, grow, and participate meaningfully.

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