



# OVERCOMING ADHD & SPEECH DELAY

*\*Names have been changed to maintain confidentiality.*

## KEY FINDINGS

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Student: **Rahul Agnihotri\***

Age: **7 years** (Date of Birth: September 6<sup>th</sup>, 2017)

Enrollment: **Joined TCO1 in November 2023**

Diagnosis: **ADHD and Non-verbal with Speech Delay**

### Strengths Identified:

- **Good writing skills**
- **Good sitting tolerance and attention to teaching**

### Challenges Faced:

- **Speech delay** impacting verbal communication and social interactions.
- **Low concentration and sitting tolerance** initially, requiring frequent breaks.
- Difficulty in understanding academic concepts without visual and engaging methods

## THE CHALLENGE

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Rahul\* joined TCO1 in **November 2023** at the **LKG** level, later promoted to **UKG** in **2024**. He faced several challenges:

### Behavioral and Attention Challenges:

- Initially, **very low sitting tolerance**, requiring breaks after just **10 minutes**.
- **Difficulty in concentration** and engaging in classroom activities

### Communication Challenges:

- **Non-verbal with speech delay**, affecting his ability to express needs and interact with peers.
- Relied heavily on gestures and non-verbal cues for communication.

### Academic Challenges:

- Difficulty in recognizing words and numbers.
- Needed **parental support for writing**, including hand-holding to form letters and numbers.

These challenges impacted his overall learning experience, participation in class, and social interactions.

# THE SOLUTIONS

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## 1. Circle Time

- **Objective:** To enhance social interaction, attention span, and communication skills.
- **Implementation:**
  - Circle Time included **fun activities, action songs, and rhymes** to capture his attention and improve sitting tolerance.
  - Activities were designed to **engage his interest** while subtly incorporating learning elements
  - **Visual aids and gestures** were used to encourage non-verbal communication.
- **Impact:**
  - His **sitting tolerance increased significantly**, enabling him to sit through longer durations without frequent breaks.
  - Improved his **attention span** and participation in group activities.
  - **Recognition of words and numbers** improved as he started pointing them out during interactive activities.

## 2. Application-Based Assignments

- **Objective:** To enhance learning by relating academic concepts to real-life experiences, using engaging and interactive methods.
- **Implementation:**
  - Assignments were designed using **visual aids, charts, and multimedia presentations** to make learning appealing.
  - **Motor skill development** activities, such as tracing and coloring, were incorporated to improve writing abilities.
  - Practical exercises, like **pointing out numbers and letters** in everyday surroundings, helped reinforce recognition.
- **Impact:**
  - Rahul\* displayed **better recognition of words and numbers** through real-life associations and interactive assignments.
  - His **writing skills** improved as he moved from needing parental hand-holding to writing independently using motor skill exercises.
  - He **actively engaged in learning activities**, showing increased curiosity and participation.

## 3. Positive Reinforcement from Teachers and Parents

- **Objective:** To encourage positive behavior, build confidence, and create a supportive learning environment.

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- **Implementation:**

- **Consistent positive feedback and praise** were given for his efforts, especially when he achieved small milestones.
- **Rewards and incentives** were used to motivate him to participate and stay attentive during sessions.
- Teachers, including **Mrs. Kalaisdevi\***, **Mrs. Savitha\***, and **Mrs. Ritika\***, worked closely with parents to ensure **consistency and continuity** in learning.

- **Impact:**

- Rahul\* became more **confident and willing** to participate in class activities.
- His **sitting tolerance** improved further, allowing him to focus for the **entire session**.
- The positive learning environment **reduced his restlessness**, and he showed more enthusiasm towards learning.

## THE RESULT

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### 1. Academic Progress

- **Reading and Recognition:**

- Developed improved **recognition of words and numbers**, pointing them out confidently.
- **Understanding of academic subjects** such as **English, Maths, and EVS** improved through visual aids and interactive methods

- **Writing Skills:**

- Initially required **parental support for writing**. However, with **structured techniques and motor skill exercises**, he began writing independently.
- Displayed remarkable progress in **forming letters and numbers** without guidance.

- **Comprehension and Participation**

- His **comprehension skills** strengthened, enabling him to **grasp academic concepts** more effectively.
- Actively participated in class activities, showing a **positive attitude towards learning**.

### 2. Confidence and Independence

- Developed **greater confidence** in his abilities, reducing his dependency on parental support.
- Became more **expressive and interactive** during Circle Time and group activities.
- Demonstrated **greater independence** in writing and learning tasks, boosting his self-esteem and willingness to learn.

### 3. Future Readiness

- Rahul\* is now better prepared to **transition to higher levels** with improved academic skills and behavioral development.
- His enhanced **recognition, comprehension, and writing abilities** lay a strong foundation for more complex learning in future grades.
- The holistic and individualized approach has **empowered him to face challenges** with confidence, curiosity, and resilience, preparing him for continued growth and development.

## CONCLUSION

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This case study demonstrates the effectiveness of a **holistic and individualized approach** in supporting children with **ADHD and speech delay**. Through a combination of **Circle Time, Application-Based Assignments, and Positive Reinforcement**, Rahul\* not only improved his academic performance but also gained confidence, independence, and social interaction skills. His journey showcases the power of **collaborative efforts between teachers and parents**, creating a supportive learning environment where every child can thrive and reach their full potential.