

MANAS

Speaks

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Children's Mental Health Matters!

#ChildMentalHealth

CHILDREN'S MENTAL HEALTH

Childhood Trauma

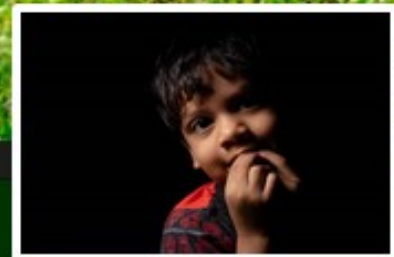
IVF Child

Giftedness

All about ADHD

Temper Tantrums

The Academy of
Psychology



THE ONLY JOURNEY IS THE JOURNEY WITHIN

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MANAS *Speaks*

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Manas Speaks is a monthly magazine from Manas-The academy of psychology, to publish a wide range of conceptual articles relating to different perspectives on methodologies in psychological research and to support student communities to strengthen their knowledge.

HONORARY EDITOR
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FOR ARTICLE SUBMISSION
DR V V S NARAYANA NAKKINA
dr.nakkina@gmail.com

FOR COMMUNICATION

The Director
MANAS-The Academy of Psychology
Opposite Bible Place
A.V.Apparao Road
Rajamahendravaram, AP, India
Tel: +91 9494 36 2233, 9494 36 2200
Email: contact.themanas@gmail.com
www.themanas.org

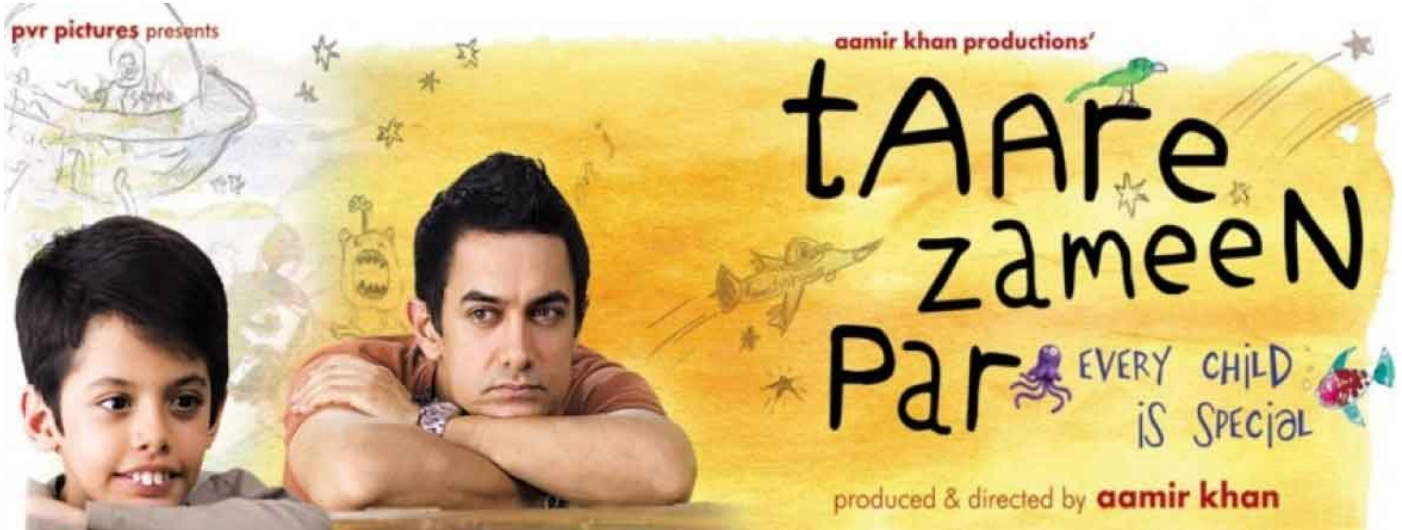
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Author Guidelines

We accept submissions through email. You may send us manuscripts for the following submission categories: Any submission related to psychology, short stories, book review, movie review, psychology concepts, case studies, cartoons, memes or a specific genre. Content should be related to psychology, your manuscript must be in one of the following file forms word, pdf and jpeg. please send content related pictures if you are interested. All manuscripts should be in 12 point type, with at least one-inch margins, and sequentially numbered pages. The author's name, address, telephone number, and email address should be typed at the top of the first page. Contributors are asked to include a brief biographical note with their submissions. Submissions may be sent to us at any time, year-round. Manas speaks is a non-profit magazine with the ambition of encouraging good literary work. We desire is to connect readers and writers, and we strongly encourage anyone interested in submitting work to read the magazine before submitting. You may read the magazine for free. If you enjoy reading it and wish to submit it, we hope that the reading is strengthening your mental muscles. we are strongly committed to publishing debut and emerging writers.

Disclaimer: Information provided in this magazine is purely for research and education purpose only.



TAARE ZAMEEN PAR

A movie related to Special Child

- Rupa Selvaraj

Ishan Awasthi is an 8 years old kid who doesn't like to go to school and not able to concentrate in class. He finds all the subjects difficult which is the reason he has a loss of interest in studies. He faced problems like, weak handwriting skill poor auditory learning, weak decoding skills and motor skills and listening skills are very poor on a day-to-day basis. Ishan Awasthi faces academic difficulties for a long time. He reaches late to school and forgets what task he's been given. His father always compared him to his elder brother. The mother is a housewife and also a frustrated mother because of inability to educate the subject. The elder brother is an excellent student and good in academics also an athlete whose grades are reminded and compared to the subject more often.

Ishan Awasthi has Dyslexia which is one type of learning disability, For instance, when his art teacher checks his notebooks, He noticed mistakes with similar letters. "b for "d or inverted "S" or "R" also "h "and "t" mirror imagining. He also observed the mixes up similarly spelt words like "T-o-p becomes P-o-t" and S-O-I-L-E-D becomes S-O-L-I-D. the other two are



dysgraphia and dyscalculia. Due to his problem he experiences a conglomeration psychological issues such as behavioural problems for example He was known as Class Clown and troublemaker and He was very stubborn and a disobedient child. For instance: Her mother asks her to change his clothes and wash hands before eating in spite of reminding he doesn't follow up the instructions.. Social problems like personal distance : He usually likes to play with fishes and dogs. He doesn't interact with other kids around him. He used to do his dinner on the dining table alone in the boarding school. Although, Ishan was not good

at reading and writing skills Ishan was amazing in Arts especially in Painting. He also had a talent of making different kind of things from waste. Ishan also had an excellent long-term memory for experiences, locations and faces. When he goes out on a road alone, he came back

to school without getting lost. In spite of his creative skills, He also always had to face problems due to his dyslexia such as Lack of peer acceptance, low self-esteem due to this his father punished him for getting bad scores in school by sending him to the boarding school. Ishan always had issues with the new environment and met several issues such as Isolation, fear and depression due to his dyslexia. Ishan also had suicidal tendencies at the brick of time.



Ishan also had suicidal tendencies at the brick of time. Ishan condition started to change when his new Arts teacher Nickumb cheered up Ishan and also observed his unhappiness, not joining in the class activities. He analyses Ishaan's work and understands that his academic faults are revealing of signs of dyslexia, which is overpowering his artistic skills.

One moment His teacher meet his parents notice Ishaan's hid-ter looking at some also put a books and lems. He de-has severe standing letters dyslexia. He father labelled retardation, ignores Art teacher con-the childhood and permission from the principle to be a personal tutor of Ishan and teaches him with different styles and remedial techniques developed by dyslexia specialist and in result, Ishan grows his interest in studies and his grades progress simultaneously.



goes to Ishan's home to where he was amazed to den interest in art af-of his drawings. He glance on his note-analysis of his prob-scribes how Ishaan struggle in under-and words because of was surprised when Ishan's Ishan's behaviour as mental it as an excuse for laziness. His fronts him about his dyslexic condition in

how he struggled with the same conditions. He also takes the permission from the principle to be a personal tutor of Ishan and teaches him with different styles and remedial techniques developed by dyslexia specialist and in result, Ishan grows his interest in studies and his grades progress simultaneously.

At the end of the school year, The art teacher organizes an Art mela for the Staff and students where Ishan brings up his own paint kit given by his brother and draws the painting in the corner seat. Ishan's painting was awarded by the best painting and he was declared as a winner of the Art Mela. Ishan portrays his love and thankful emotion towards his Art teacher by hugging him and end up crying. When his parents come to collect his Progress Report from the teacher, They got surprised by the Ishan's transformation and thanks to his Art teacher for understanding and helping Ishan in his studies.

This also highlights that if Dyslexic individuals can overcome the problems and control it at a right time, they will be successful in life and also, The social and emotional difficulties related with dyslexia must be taken care appropriately so that dyslexics are able to handle with their difficulties. Here are few strategies to understand dyslexia.

Dyslexic Strategies

 **Solve Learning Disabilities**
Unlock Brilliance!

STRATEGIES

The following principles may serve as guidelines for the parents and teachers.

1. **Expect the child to learn:** Your expectation is reflected in the child's performance.
2. **Take nothing for granted:** Understand the child very patiently and carefully. The LD child may pretend to be attentive, motivated and seem to understand everything you are talking about, but in reality, he/she does not.
3. **Bombard the senses:** Use multisensory approach to involve the child more completely in the teaching learning process.
4. **Load up the cues:** Have the child label and describe what is happening. Use a variety of distinctive elements and change them from time to time to bring novelty in experiences.
5. **Make it vivid:** Increase the intensity of what is given to the child. Make it bigger, louder, more colorful, more imaginative, more exciting and more interesting. Be enthusiastic and animated.
6. **Repeat as often as necessary:** Assess the child's level of understanding. Be sure you have reached the child's level. Repeat statements. Repeat directions. Don't be boring.
7. **Make it relevant:** Enter the child's world. Give them content that is familiar to them and part of their out of school life.
8. **Make it concrete:** Use pictures, recordings and spoken words. These are fine. But don't stop there. Show real objects. Let the child touch, smell, manipulate and get a direct impression and experience about concepts.
9. **Surprise the child:** Present novel experiences, Use different materials and methods. Excite the child with stimulating experiences.
10. **Emphasize the positive achievement:** Ignore the mistakes and at best make the child understand his mistakes, but in all cases recognize his positive achievements and tell it to others.
11. **Move sequentially:** Teach step by step.

Dr Rupa Selvaraj

