

Voluntary Medicare Society, Srinagar, Kashmir

First half year Progress Report of Australian Kashmiri Association supported Abled Persons.

FINANCIAL YEAR 2025-26

Progress Report: Adnaan Manzoor

Father's Name: Late Manzoor Ahmad Dar

Chronological Age: 22 years

Diagnosis: Cerebral Palsy with intellectual disability.

Current Placement: Vocational Training Department.

Introduction

Adnaan Manzoor, a young learner with a diagnosis of Cerebral Palsy, has successfully transitioned from the academic section to the Vocational Training Department with remarkable adaptability and enthusiasm. Despite socio-economic challenges, Adnaan has displayed resilience, perseverance, and an unwavering determination to progress towards functional independence.

Vocational Training Progress

Adnaan has demonstrated exceptional aptitude in vocational activities, displaying not only a keen interest but also remarkable precision and perseverance in his tasks. He is able to perform assigned activities with minimal assistance, showcasing improved hand-eye coordination, bilateral hand use, and sustained concentration. His ability to learn and retain vocational skills has significantly improved, enabling him to gradually move towards self-reliance.

Notably, Adnaan has been excelling in structured vocational programs aimed at skill building, productivity, and responsibility-sharing. His consistent participation and growing independence reflect his potential for future economic contribution and functional autonomy.

Sports & Physical Development

In the field of sports, Adnaan has emerged as a highly spirited participant. Engaging actively in group games and physical activities, he demonstrates enhanced gross and fine motor skills, improved balance, and stronger muscle coordination—outcomes of his continuous physical therapy sessions. Sports have not only strengthened his physical stamina but also instilled in him leadership qualities, teamwork, and resilience.

Adnaan's sportsmanship spirit makes him a role model for his peers, fostering motivation and inclusivity among other children with special needs.

Physical & Therapeutic Status

Ongoing physical therapy continues to support Adnaan in managing his spastic condition. Noticeable progress has been observed in balance, coordination, and prevention of contractures. His functional independence in mobility and participation in physical activities has shown measurable improvement, enhancing his quality of life.

Behavior & Social Adaptation

Adnaan is a well-adjusted and cooperative individual. His social interaction is commendable—he actively participates in group therapies, builds strong peer relationships, and adapts quickly to new environments. His positive behavior, respect for rules, and cooperative spirit enhances his role in both academic and vocational settings.

Islamic & Moral Education

Adnaan has gained fundamental knowledge of Islamic practices, particularly the method and importance of prayer. He is also engaged in Quranic recitation and understands the significance of values such as respect, patience, and gratitude, which positively influence his overall conduct.

Adnaan's journey is an inspiring example of determination and resilience in the face of physical and socio-economic challenges. His commendable progress in the Vocational Training Department and Sports highlights his growing independence and readiness for a more self-sustained life. With continued guidance, therapeutic intervention, and family support, Adnaan is poised to achieve greater levels of functional autonomy and social integration.

Social Integration:

Adnaan has shown positive development in the area of social integration. He interacts well with his peers and gradually learns to build healthy social relationships. He enjoys participating in group activities and responds positively when encouraged to take part in discussions or collaborative tasks. His confidence level has improved, and he is now more comfortable initiating communication with classmates and staff members.

He displays a respectful attitude towards elders and cooperates with peers during school activities. Through sports and vocational training, he has learned teamwork, sharing, and the importance of helping others. These opportunities have also helped him gain self-confidence and develop a sense of belonging within the school environment. Adnaan is gradually learning to manage his emotions in social situations and responds better to guidance. With continuous support and encouragement, it is expected that he will further

improve his social skills, enhance his communication abilities, and integrate more meaningfully within both school and community settings.

Self-Independence: -

In the area of self-independence, Adnaan shows interest and motivation to carry out his personal tasks, though due to his condition of Cerebral Palsy he requires partial assistance in many activities. He is able to follow simple instructions and can perform basic tasks like brushing, washing his face, and eating with some support, though he needs more time and encouragement to complete them. With the use of adaptive tools and regular practice, he is gradually improving in grooming, dressing, and managing his belongings. He is also encouraged to participate in simple household chores such as folding clothes and keeping his things in place, which helps in building responsibility and self-reliance. With continuous guidance, prompts, and reinforcement, Adnaan is expected to achieve greater independence in activities of daily living, thereby reducing his dependency and boosting his self-confidence.

Progress Report - Afreen

Name: Afreen Chronological Age: 25 years

Father's Name: Late Khursheed Ahmad Bazaz Father's Occupation: Nil

Class: Mild Section, Diagnosis: Moderate Intellectual Disability

Academic Progress

Afreen has demonstrated significant progress, as she has transitioned from the Moderate to the Mild section. She can independently write capital letters A–Z and is able to write number names from 1–20

Conceptual Understanding

She is proficient in recognizing and differentiating among 10 fruits, 10 vegetables, and 10 basic colours. Her ability to distinguish between these categories has strengthened her conceptual clarity.

Activities of Daily Living (ADLs)

Afreen is capable of grooming herself, including combing her hair independently.

Social Skills

She readily engages in interactions with her peers and is gradually becoming more socially adaptive. Her confidence in communicating within her environment continues to improve.

Sports and Recreational Activities

Afreen actively participates in indoor and outdoor activities, including carrom, group play therapies, and outdoor games. She has recently shown greater enthusiasm towards sports.

Kitchen and Household Skills

She can independently prepare tea and is developing confidence in managing small kitchen tasks.

Behavioural Improvements

Afreen has exhibited remarkable progress in her behaviour. She has overcome the habit of using abusive language and now demonstrates a calm and receptive attitude.

Islamic Teachings

She is acquiring the fundamentals of Islamic knowledge and is in the process of learning basic Qur'anic concepts.

Mann Training (Housekeeping & Livelihood Skills)

Afreen is currently undergoing Mann training, with a focus on housekeeping and livability skills. She has been successfully trained to perform housekeeping tasks and demonstrates responsibility in maintaining cleanliness and order. Importantly, she shows a helping attitude towards her classmates, assisting them in various activities. Afreen follows instructions attentively and willingly accepts assigned tasks, reflecting her readiness for structured work and vocational responsibilities.

Progress Report: Arham

Age: 23 years

Category: Severe

Areas of Focus: Sensory Integration, Fine & Gross Motor Development, Music Therapy, Occupational Therapy, Social Skills, Group Participation

1. Sensory Integration

Over the past six months, Arham has shown consistent engagement in sensory integration activities. He responds positively to tactile, vestibular, and proprioceptive inputs during therapy sessions. Activities such as brushing, swinging, and deep pressure stimulation are tolerated well and help him in self-regulation. There is noticeable improvement in his ability to focus during sensory sessions and transition smoothly between activities. His sensory thresholds are gradually becoming more organized, contributing to better participation in daily routines.

Progress Indicators:

- Increased attention span during sensory activities.
- Better tolerance to various textures and materials.
- Shows enjoyment in exploratory sensory play.

2. Scribbling & Motor Activities

Arham actively participates in scribbling activities, which are targeted to improve both fine and gross motor skills. Using crayons, markers, and brushes, he is able to perform strokes with increasing control.

These activities have also enhanced his hand-eye coordination and grip strength. Gross motor exercises like throwing, catching, and balance activities are carried out regularly in the occupational therapy unit, supporting overall motor development.

Progress Indicators:

- Improved pincer and palmar grasp during scribbling.
- Increased control in drawing and coloring activities.
- Active participation in gross motor exercises without resistance.

3. Music Therapy

Arham has been engaged in music therapy sessions consistently. He shows enjoyment and responsiveness to rhythm, melody, and musical instruments. Music therapy has positively impacted his attention, mood, and engagement in group activities. He participates by clapping, tapping, or using simple instruments, demonstrating good auditory-motor integration.

Progress Indicators:

- Increased engagement and anticipation during musical activities.
- Ability to follow simple rhythmic patterns.
- Uses music as a means of self-expression and social interaction.

4. Occupational Therapy

Arham attends the occupational therapy unit regularly and participates actively in structured exercises. He follows instructions and completes tasks with minimal assistance. Exercises focusing on strength, coordination, and posture are carried out smoothly. His participation in therapy sessions reflects good motivation and consistency.

Progress Indicators:

- Active participation in daily exercises.
- Improved endurance and coordination in structured activities.
- Positive attitude towards therapy routines.

5. Social Skills & Group Activities

Arham demonstrates consistent involvement in group activities, where he interacts with peers and staff in a cooperative manner. He follows simple group instructions, waits for his turn, and responds appropriately to social cues. Participation in communal activities has enhanced his communication skills and ability to work in a structured environment.

Progress Indicators:

- Cooperative behavior in group exercises and play.
- Initiates social interactions appropriately.
- Follows simple instructions and routines within group settings.

6. Behavioral Observations

Arham does not exhibit major behavioral concerns. He is calm, responsive, and adaptable in both individual and group therapy sessions. His positive attitude towards therapy sessions facilitates his learning and social integration.

Summary of Achievements (Last 6 Months):

- Steady improvement in sensory processing and regulation.
- Enhanced fine and gross motor skills through consistent scribbling and exercise activities. Active participation and enjoyment in music therapy, leading to better attention and self-expression.
- Maintains regular attendance and engagement in occupational therapy sessions.
- Positive growth in social skills, group participation, and peer interactions.
- No significant behavioral challenges observed; displays cooperative and motivated behavior.

Recommendations:

- Continue structured sensory integration sessions to further enhance self-regulation and attention.
- Maintain regular scribbling and motor exercises to consolidate fine and gross motor development.
- Encourage music therapy participation to further improve social-emotional and cognitive skills.
- Support group participation to strengthen social and adaptive skills.
- Continue consistent occupational therapy routines to reinforce strength, coordination, and functional skills.

Conclusion:

Arham has shown steady progress across all targeted areas over the past six months. His active participation, positive behavior, and willingness to engage in therapy sessions reflect his motivation and potential for continued development. With consistent support and structured interventions, further growth in motor, sensory, and social domains is expected.

Six-Month Progress Report: Faiq Farooq

Age:14 years

Category: Severe

Areas of Intervention:Behaviour Modification, Sensory Integration, Balancing Exercises, Fine Motor and Gross Motor Activities

General Overview

Faiq Farooq is a 14-year-old student falling under the severe category. Over the past six months, consistent efforts have been made to improve his behaviour, sensory responses, motor coordination,

and overall adjustment within the school environment. His sessions have focused on developing better control over his impulsive behaviours, enhancing his sensory processing abilities, and improving both fine and gross motor coordination through structured activities and therapeutic exercises.

1. Behaviour Modification

Initially, Faiq displayed frequent behavioural issues such as restlessness, difficulty in following instructions, and occasional irritability during group activities. Through regular behaviour therapy sessions, consistent reinforcement techniques, and the use of a reward-based system, there has been a noticeable improvement in his attention span and sitting tolerance. He now shows a better understanding of routine and is more cooperative during structured sessions. Instances of aggressive or resistant behaviour have reduced, and he responds positively to verbal prompts and praise. However, he still requires close supervision and constant motivation to stay engaged for longer durations.

2. Sensory Integration

Sensory integration therapy has been an essential part of Faiq's daily schedule. In the beginning, he showed signs of sensory defensiveness—particularly sensitivity to certain sounds and touch. With the use of sensory materials like textured balls, swings, and proprioceptive input activities, he has become more tolerant and responsive to various sensory stimuli. He enjoys vestibular activities such as trampoline jumping and swinging, which help him release energy and regulate his sensory needs. Gradually, Faiq has started participating more willingly in sensory play sessions, indicating improvement in his sensory processing and overall body awareness.

3. Balancing Exercises

Faiq's balance and coordination have shown moderate progress. Initially, he struggled with maintaining balance while walking on uneven surfaces or standing on one leg. Through regular exercises such as walking on balance beams, standing on therapy cushions, and simple yoga-based postures, his core strength and postural control have improved. He can

now balance for a few seconds independently and enjoys participating in movement-based activities. Continued practice is recommended to further enhance his balance and coordination.

4. Fine Motor Activities

Fine motor activities were aimed at improving Faiq's hand-eye coordination, grip strength, and finger dexterity. In the beginning, he faced difficulty in holding crayons, threading beads, or manipulating small objects. Over the months, with repeated practice and guided tasks such as pegboard activities, paper tearing, coloring within boundaries, and clay modeling, he has shown improvement in his grasp and control. He now attempts simple tasks independently with minimal assistance, though precision and control still need further refinement.

5. Gross Motor Activities

Gross motor activities have contributed positively to Faiq's physical development and energy regulation. Activities like ball throwing, catching, jumping, climbing, and walking in a straight line have improved his

muscle coordination and endurance. He displays more confidence in movement-based tasks and participates actively during group physical sessions. Though some challenges remain in coordination and following multi-step motor commands, his participation level and physical control have significantly improved compared to the previous term.

Summary and Recommendations

Faiq has shown steady progress across all targeted areas over the last six months. His sensory tolerance, behavioural stability, and motor coordination have improved noticeably, though he still requires consistent supervision, repetition, and structured support to maintain and further these gains. Continued intervention focusing on sensory regulation, positive behaviour reinforcement, and motor strengthening exercises is highly recommended to help him progress toward greater independence and self-regulation.

Therapist's Remarks

Faiq is a cooperative and enthusiastic child when guided appropriately. With continued therapy, patience, and parental reinforcement at home, further progress in his functional and behavioural development is expected.

Progress Report of Student: Fardeen Majeed

Chronological Age: 27 years

Father's Name: Abdul Majeed

Father's Occupation: Shopkeeper Class:

Mild Section Diagnosis: Mild Intellectual Disability

Academic Progress

Fardeen has shown steady progress in academics over the years. With consistent efforts, he is now able to identify letters, numbers, and basic sight words. He can perform simple reading and writing tasks under guidance and recognizes commonly used words in his surroundings. His numerical skills have improved; he can count objects, perform basic addition and subtraction, and understand the concept of quantity in daily life situations. His recall ability has strengthened, and he demonstrates better concentration and comprehension while engaging in structured learning activities.

Conceptual Understanding

His conceptual grasp has improved remarkably. He now understands concepts of big–small, more–less, long–short, near–far, and heavy–light with ease. He is also able to identify days of the week, months, and simple time concepts. This understanding has been effectively linked to real-life applications, helping him in functional academics and decision-making skills.

Activities of Daily Living (ADL)

Fardeen has achieved independence in most of his daily living activities. He manages personal hygiene tasks such as bathing, brushing, grooming, and dressing with minimal prompts. He takes responsibility for arranging his belongings and demonstrates awareness about cleanliness and neatness. He also manages mealtime independently and follows table manners. His progress in ADL has reduced dependency on caregivers and enhanced his confidence in living a semi-independent life.

Social Skills

Over time, Fardeen has developed good interpersonal skills. He interacts with peers, staff, and visitors politely and uses appropriate greetings. He can initiate and maintain simple conversations and has shown an improved sense of cooperation during group activities. His understanding of social rules and community behavior has broadened, making him more adaptive in social gatherings and public places.

Sports and Recreational Activities

He actively participates in indoor and outdoor games. He enjoys activities like cricket, carrom, and running exercises, which have helped in building his motor coordination and physical stamina. Recreational activities such as drawing, singing, and group games have enhanced his creativity and interest, contributing to emotional well-being and social inclusion.

Kitchen and Household Skills

Fardeen has gained functional skills in the kitchen and household areas. He can perform simple cooking-related tasks such as peeling vegetables, washing utensils, serving food, and arranging items neatly. He has been trained in basic housekeeping like sweeping, dusting, and organizing materials. His ability to assist in these chores not only enhances his sense of responsibility but also prepares him for supported vocational opportunities.

Behavioural Improvements

Over the training period, Fardeen's behavior has shown notable improvement. He displays patience, follows instructions more consistently, and controls impulsivity better than before. His attention span has increased, and he can remain engaged in structured tasks for a longer time. Problematic behaviors have subsided to a great extent with therapeutic interventions, counseling, and positive reinforcement.

Islamic Teachings

Fardeen takes interest in Islamic teachings and religious activities. He is able to perform basic prayers (namaz) with guidance and understands simple duas. He respects religious values and demonstrates discipline during religious gatherings. These teachings have instilled moral values, discipline, and respect for others in him.

Mann Training

Through the Mann training programme, Fardeen has been introduced to vocational skills. He has received exposure to different livelihood areas such as tailoring, packaging, and simple craft activities.

His involvement in these trainings has enhanced his fine motor skills, work habits, and sense of productivity.

Housekeeping

He has achieved most of the goals in housekeeping training. He can manage tasks like arranging beds, folding clothes, sweeping, and maintaining cleanliness in his surroundings. These skills contribute to his independent living and prepare him for supported employment opportunities.

We now propose to enroll a new student under the AKAI Sponsorship Program in his place. This will ensure that another deserving student, who is in the initial or middle stages of development, can receive the same opportunities, interventions, and support for their growth. This step will not only benefit the new student but also justify the vision and mission of the sponsorship program by extending its impact to more beneficiaries.

Progress Report: Mariya Manzoor

Age: 22 years

Category: Moderate Intellectual Disability

Area of Focus: Behavioural Management, Basic Education, Social Skills, and Activities of Daily Living (ADL)

Background

Mariya Manzoor is a 22-year-old girl . She has been diagnosed with moderate intellectual disability. She displays mild behavioural challenges such as self-talking, smiling inappropriately, and occasional hitting. Her intervention program focuses on behaviour modification, improvement of basic educational concepts, and strengthening social and daily living skills.

Behavioural Area

Over the last six months, Mariya has shown gradual improvement in her behaviour. Initially, she used to engage frequently in self-talking and would often smile or laugh without any clear reason. With consistent behavioural therapy and positive reinforcement, the frequency of such behaviours has reduced.

Her hitting behaviour, which was earlier more frequent when demands were placed or during transitions, has also decreased. She is now more manageable in group settings and responds better to verbal instructions and redirection. However, she still requires close supervision and gentle reminders to maintain appropriate behaviour.

Academic / Functional Academics

Mariya is working on basic educational concepts related to fruits, vegetables, animals, and birds. She can now identify and name most common fruits and vegetables when shown pictures or real objects. Recognition of animals and birds is improving, though she still requires prompts for some categories.

She is able to match similar pictures and respond to simple questions like “What is this?” with partial accuracy. Her attention span during academic tasks has improved slightly, allowing her to stay engaged for 10–15 minutes with support.

Social Skills

Mariya is developing her basic social interaction skills. She greets staff and peers with prompts and responds to her name when called. She has started following simple social instructions like sitting appropriately, waiting for her turn, and sharing materials during group activities.

She enjoys being part of interactive games and music sessions, which have supported her social and emotional development. However, her self-talking behaviour occasionally interferes with sustained interaction.

Activities of Daily Living (ADL)

In daily living skills, Mariya has achieved progress in areas such as personal grooming, dressing, and eating. She can now perform self-feeding independently, though occasional supervision is needed for cleanliness.

She follows routines like washing hands before and after meals and combing her hair when prompted. Toilet training is satisfactory, with minimal assistance required. Her overall participation in ADL activities has improved, indicating growing independence.

Therapeutic Intervention and Strategies Used

- Behaviour modification using positive reinforcement
- Visual cues and modelling for concept formation
- Repetition and real-object teaching for better comprehension
- Structured routine and clear expectations to reduce anxiety
- Social stories and play therapy for improving social understanding

Overall Progress Summary

Mariya has shown steady progress across most target areas during the six-month period. Her behavioural control and participation in structured tasks have improved, and she is slowly becoming more socially responsive. Continued focus on behavioural regulation, concept strengthening, and independence in ADL is recommended to help her reach higher levels of functional independence.

Future Plan / Recommendations

- Continue behaviour modification sessions regularly

- Focus on increasing attention span through engaging visual activities
- Introduce more group-based learning for enhancing social interaction
- Encourage verbal communication and reduce self-talking through structured dialogues.

Progress and Training Report: Musaib Khanday

Father's Name: Late Feroz Ahmed Khanday

Father's Occupation: Nil

Chronological Age: 23 years

Diagnosis: Cerebral Palsy (Spastic Type)

Academic Progress

Musaib has demonstrated consistent progress in his academic learning. He is able to perform single-digit addition with minimal assistance and has developed a clear understanding of line segments. He has grasped the basic concepts of governance, including the roles of governing and governed groups in a country or state. In environmental studies, he shows awareness of food, balanced diet, components of food, parts of plants, and classification of animals into herbivores, carnivores, and omnivores. He is currently working on understanding fibre and fabric.

Vocational Training (MANN – Tailoring and Cutting)

Under the MANN project, Musaib is actively engaged in vocational skill training in tailoring and cutting. He is learning how to operate a tailoring machine and has shown determination in acquiring new techniques of stitching, cutting, and handling fabric. His hand coordination has improved through regular practice, and he is gradually gaining confidence in using tailoring tools independently. This training is preparing him for future job placement opportunities, enhancing both his employability and self-reliance.

Physical Development

Musaib, being a spastic C.P case, continues regular physical therapy sessions. These sessions have significantly improved his balance, posture control, and bilateral hand functioning, which in turn support his tailoring practice. His improved physical stability has made him more confident in handling tailoring equipment.

Speech and Communication

He is continuing with oro-motor strengthening exercises, which are helping in clearer articulation and better speech control. This progress in communication is beneficial for both his academic and vocational training.

Sports and Co-curricular Activities

To enhance his overall development, Musaib is also engaged in sports and group activities. These sessions aim to improve his gross and fine motor skills, foster teamwork, and

inculcate leadership qualities. Participation in these activities has contributed to his social confidence and active interaction with peers.

Islamic Education

Musaib is receiving basic Islamic teachings, which include learning how to perform prayers, understanding their importance, and grasping fundamental Quranic concepts. These teachings are nurturing his moral and spiritual growth.

Overall Progress

Musaib is showing commendable progress across academics, vocational training, and personal development. His active participation in tailoring training under MANN, along with consistent involvement in sports and therapy sessions, reflects his potential for future independence and job placement. With continued guidance and structured support, he is expected to further enhance his academic abilities, vocational skills, and social participation

Progress and Training Report: Naveed Bashir

Father's Name: Bashir Ahmad

Age: 26 years

Category: Profound

Academic and Cognitive Progress

Naveed belongs to the profound category and has very limited academic understanding. His current training primarily focuses on sensory integration and behaviour modification rather than formal academics. Over the past six months, Naveed has shown slight but noticeable improvement in his attention span during structured sensory and play-based activities. He is able to respond to basic familiar cues and has started maintaining eye contact for short durations. Touching textures, and responding to auditory cues have been incorporated to enhance his sensory awareness and cognitive engagement.

Sensory Integration Training
Naveed's sessions in sensory integration aim to regulate his sensory processing and improve his body awareness. He actively participates in tactile, vestibular, and proprioceptive exercises designed to help him stay calm and focused. Gradually, he has begun to tolerate different textures, such as sand, clay, and water, and shows reduced resistance during deep pressure and brushing activities. Sensory play has also contributed to minimizing his hyperactive responses and has promoted better regulation of his

emotional state. Continuous sensory-based interventions have made him more receptive to daily routines and transitions between activities.

Behavioural Modification

Behavioural management has been a key area of focus for Naveed. Initially, he presented with frequent bouts of unnecessary laughing, self-talking, and hyperactive behaviour, especially when overstimulated or when his demands were not met. Through structured behavioural modification techniques, including positive reinforcement, routine setting, and redirection, some reduction in his maladaptive behaviours has been observed. He now demonstrates slightly improved compliance with simple instructions and can remain calm for longer intervals during therapy sessions. Regular consistency and a predictable schedule have played a significant role in reducing his anxiety and impulsivity.

Play Therapy

Play therapy has been used as an effective medium for Naveed's emotional and social development. He engages in cause-and-effect toys, simple musical instruments, and movement-based games that help channel his energy in a constructive manner. He enjoys interactive play with his therapist and occasionally imitates simple actions such as clapping

or pushing a ball. These activities have promoted social interaction and enhanced his joint attention skills. Gradually, play therapy is helping him connect better with his environment and develop a sense of routine enjoyment and engagement.

Physical and Motor Development

Though his motor limitations persist, Naveed continues to receive movement-based sensory activities that aid in his gross and fine motor coordination. His balance and posture have shown mild improvement, and he displays better stability while sitting or reaching for objects. Repetitive tasks such as rolling a ball, squeezing sponges, or stacking large blocks are used to strengthen hand functions and coordination, which also contribute to calming his hyperactive behaviour.

Social and Emotional Development

Naveed's social interaction remains limited, but there has been gradual progress in his ability to tolerate the presence of peers and staff during group sessions. He occasionally responds to greetings and familiar voices. His emotional regulation has slightly improved, with reduced instances of sudden outbursts. Continued emphasis on structured routines and positive social exposure is helping him adapt to shared spaces with reduced anxiety.

Overall Progress

Over the last six months, Naveed has shown slow yet consistent improvement in sensory regulation, behaviour control, and engagement through play activities. His unnecessary laughter and hyperactive behaviours have somewhat decreased with the implementation of structured behavioural plans and sensory routines. He continues to require close supervision and one-to-one support; however, his responsiveness and tolerance to therapeutic activities have increased. With sustained intervention in

sensory integration, behaviour modification, and play-based therapy, further improvement in his self-regulation, attention, and emotional stability is expected.

Progress Report: Burhan Imtiyaz

Chronological Age: 20 years

Father's Name: Imtiyaz Ahmad

Father's Occupation: Labour Class: Mild

Diagnosis: Multiple Disability

Academic Progress

Burhan shows gradual improvement in his academic skills. He demonstrates better recognition of basic concepts and is able to respond to simple instructions. His reading and writing abilities are limited but he shows interest in participating in classroom activities. He is encouraged with consistent repetition and support to strengthen his retention and comprehension skills.

Conceptual Understanding

Burhan is able to recognize common objects, shapes, and colors. He can identify familiar people and surroundings, which reflects his growing conceptual awareness. He is working on number identification and can count with assistance. His progress indicates gradual development in concept formation, though he requires continuous guidance and practice.

Activities of Daily Living (ADL)

He is showing improvement in his self-care skills. Burhan can dress independently with minimal assistance and is able to manage basic hygiene such as handwashing and grooming. He requires reminders for maintaining cleanliness and punctuality but is becoming more responsible in handling routine tasks.

Social Skills

Burhan displays friendly behavior and interacts positively with peers and staff. He participates in group activities and shows a willingness to cooperate. He is learning to express his needs appropriately and is gaining confidence in social interactions.

Sports and Recreational Activities

He actively takes part in indoor and outdoor games. Sports and recreational activities have helped him in developing coordination, teamwork, and discipline. Burhan enjoys simple physical activities which also contribute to his overall well-being and confidence.

Behavioural Improvements

Over the past sessions, noticeable improvement has been seen in his behavior. He shows reduced impulsivity and follows instructions more attentively. His concentration span is improving and he is better able to engage in tasks without frequent distractions.

Mann Training (Functional Academics and Hospitality)

Burhan is enrolled in Mann training, where he is focusing on functional academics and hospitality skills. He is being trained in handling simple tasks like serving, maintaining cleanliness, and assisting in kitchen-related activities. These sessions are enhancing his independence and preparing him for vocational opportunities in the future.

Progress Report: Murtaza

Chronological Age: 15 years

Diagnosis: Multiple Disability

Background

Murtaza comes from a financially struggling family of six members, where two of the four siblings are specially-abled. His father works as an auto-driver on daily wages, and the family has endured severe financial challenges, especially during the COVID-19 pandemic and floods. Despite these adversities, Murtaza continues to show determination, discipline, and a positive attitude toward learning and self-improvement. He has successfully qualified his 8th-class examination and is now preparing for his NIOS 10th-class exams under school guidance.

Over the last six months, he has maintained regular attendance and has become more focused, confident, and responsible in both academic and vocational areas.

Academic progress

During this six-month period, Murtaza has demonstrated noticeable progress in academics. He can read and comprehend basic English and Urdu passages and solve arithmetic operations such as addition, subtraction, and multiplication independently. His writing skills have improved in neatness and structure.

He is attentive in class and shows a keen interest in discussion-based learning. His preparation for NIOS 10th class subjects—especially in Social Studies and Science—shows consistent effort and curiosity to learn beyond the classroom.

Vocational Training (Karmann – Mann Organization)

Under the Karmann vocational program, Murtaza has actively participated in creative product-making sessions. Over the past six months, he has shown steady growth in learning new skills such as cutting,

assembling, and designing handicraft items. He follows instructions with minimal support and handles materials carefully and responsibly.

He enjoys the process of creation and takes pride in seeing the finished products. This engagement not only fosters his creativity but also gives him a sense of independence and responsibility. Murtaza has expressed a strong desire to continue this training to build a future source of income and support for his family

Physical and Motor Development

Being a child with multiple disabilities, Murtaza receives regular sensory-motor sessions. Over the last six months, his stamina and endurance have increased, and he can now participate in longer work sessions without fatigue.

Speech and Communication

Murtaza continues with regular speech therapy sessions focusing on articulation, sentence formation, and clarity of expression. He can now express his needs more clearly and respond appropriately during conversations. His vocabulary has improved in both English and Urdu. The progress in speech has positively impacted his classroom participation, social interactions, and overall confidence.

Behavioural and Social Development

Murtaza displays polite and respectful behaviour towards teachers and peers. He participates actively in group activities and shows improvement in patience, self-regulation, and cooperation. Earlier, he was hesitant in social gatherings, but now he interacts more freely and confidently. His sense of responsibility has grown—he takes care of his materials, follows routines independently, and helps peers when needed.

Sports and Co-curricular Activities

In the past six months, Murtaza has been a regular participant in sports and recreational activities. He enjoys indoor games such as carrom and puzzles, which enhance his focus and decision-making. He also participates in outdoor activities like throw-ball and soft-sports events organized by the school. These engagements have helped him develop leadership qualities, teamwork, and emotional regulation.

Islamic and Moral Education

Murtaza receives basic Islamic education focusing on daily prayers, moral conduct, and Quranic recitation. He performs ablution and prayer with guidance and understands the values of honesty, respect, and compassion. These teachings have positively influenced his discipline, behaviour, and emotional stability. Across the six-month period, Murtaza has made consistent and commendable progress in all areas—academic, vocational, speech and social. His confidence, independence, and participation have improved considerably. With continued structured guidance and consistent support, Murtaza is expected to further strengthen his academic performance, enhance his creative skills, and become more self-reliant.

The school acknowledges the valuable contribution of the Karmann unit of Mann Organization, which has empowered Murtaza to explore his talents, express creativity, and move toward a brighter and more independent future.

Behavioural Improvements

Over the past sessions, noticeable improvement has been seen in his behavior. He shows reduced impulsivity and follows instructions more attentively. His concentration span is improving and he is better able to engage in tasks without frequent distractions.

Mann Training (Functional Academics and Hospitality)

Burhan is enrolled in Mann training, where he is focusing on functional academics and hospitality skills. He is being trained in handling simple tasks like serving, maintaining cleanliness, and assisting in kitchen-related activities. These sessions are enhancing his independence and preparing him for vocational opportunities in the future.