

## A SUCCESS STORY OF SUDIPTA MUDI [A HEARING IMPAIRMENT STUDENT]



A child named Sudipta Mudi, from Village Goghat with hearing impairment, who was brought to Goghat-1 Circle Resource room for Early Identification. Sudipta was born 21st October 2009. His parents suspected that he had hearing loss when he was 11 months old, as he didn't respond to sound or speech. It was a big blow for the parents when their fears were confirmed consequent to a hearing evaluation carried out in Arambagh. Although the child was advised to attend speech therapy in order to learn to speak, they could not utilize the therapy service since the clinic was located far away from their home and this involved traveling long distance. His father Mrityunjoy Mudi was a daily labourer and mother was a housewife. As their financial condition was not so stable. Sudipta was brought to primary school on 10<sup>th</sup> January 2018. When he was in pre primary level. After assessment diagnosis he was a child with bilateral severe hearing impairment. He was advised to use a hearing aid. Following the detailed evaluation the therapy sessions for both speech and listening were initiated. During this period his parents enrolled in a Resource room at Damdama Primary School under Goghat-1 Circle.



When he approached the SSM of special education. The main focus during the class was stimulation through all the modalities for all round development. Sudipta started availing this service since January 2018. Initially when Sudipta came to the department of special education. He had just used to various sounds. Slowly various other activities such as peek a boo and simple finger rhythm were taught to the child. Sudipta responded well to the play way method during intervention and showed quick progress. He also learned to read and write well. During the follow up evaluation it was found that the class teacher had been impressed with Sudipta's performance. Currently he has read in class 5<sup>th</sup> standards and now is promoted to 6<sup>th</sup> for the next academic year. Teachers at mainstream found that he is doing much better than other children of his age group and is already aware of the concepts taught to him in his school syllabus. Without the support and consistent effort of his parents and special educator he could not have excelled at the school. They played a key role in identifying the problem early and initially the rehabilitation service. We hope that his success story will spread awareness about early identification, intervention, and multidisciplinary approaches of different rehabilitation professionals. So that any child with a hearing impairment can achieve successful inclusion and acceptance from the society. At present he is academically competitive, socially very friendly, calm, and personally very tidy. He progressed well and is at par with his peers. Despite of his disability he is quiet good in his performance and is a positive influence to his class mates.



