

sarthak®
EDUCATIONAL TRUST
Empowering the differently abled

EVERY MILESTONE MATTERS

20 JOURNEYS OF GROWTH, LEARNING AND POSSIBILITY

A Coffee Table Book on
Sarthak Educational Trust's
Early Intervention Programme

CONTENT CREDIT : NISTHA TRIPATHI



Index Table of Content

01 **AAYAN:** WHEN WORDS BEGIN TO CONNECT

02 **ARUSHI:** MAKING CONNECTIONS, ONE DISCOVERY AT A TIME

03 **BHAVYANSH:** BUILDING COMMUNICATION BEYOND WORDS

04 **GOVIND:** LISTENING, LEARNING AND FINDING HIS WORDS

05 **ISHAAN:** THE FIRST STEPS TOWARDS SHARED UNDERSTANDING

06 **OM:** DISCOVERING NEW WAYS TO EXPRESS HIMSELF

07 **RANGAT:** FROM RECOGNITION TO INTERACTION

08 **SHANAYA:** LEARNING THROUGH EVERYDAY MOMENTS

09 **VIBHANSH:** FINDING HIS VOICE IN EVERYDAY LIFE

10 **BHAVYANSH:** LEARNING THE ART OF LISTENING AND TAKING TURNS

11 **ANSH:** FINDING HIS FEET, BUILDING HIS CONFIDENCE

12 **BHUMIKA:** CHOICES THAT CREATE INDEPENDENCE

13 **BILAL:** A JOURNEY FROM FIRST STEPS TO NEW CONNECTIONS

14 **HANSHIT:** THE FOUNDATIONS OF LEARNING

15 **HIMADRI:** FROM GESTURES TO WORDS

16 **RIDAM:** STRENGTHENING THE FOUNDATIONS OF MOVEMENT

17 **RIYANSH:** SMALL RESPONSIBILITIES, BIG MILESTONES

18 **SANVI:** FINDING NEW WAYS TO MOVE AND PARTICIPATE

19 **SIDDAM:** BUILDING CONFIDENCE THROUGH CONSISTENT SUPPORT

20 **RIDIT:** LEARNING TO PAUSE, FOCUS AND ENGAGE

Foreword

Every child develops at their own pace. For children with developmental delays or disabilities, some milestones may take longer and require additional support. A first word, a confident step, a response to one's name or the ability to complete a simple activity can represent an important achievement.

At Sarthak Educational Trust, the Early Intervention Programme brings together individualised therapy, structured learning and family guidance to support children's development. Speech Therapy, Occupational Therapy, Physiotherapy and Special Education are integrated according to each child's needs, with parents playing an important role in continuing learning at home.

The twenty stories in this book reflect different challenges, different starting points and different forms of progress. They are not stories of overnight transformation, but of patience, consistent support, family participation and milestones worth celebrating.



Dr. Jitender Aggarwal
Founder & CEO, Sarthak Educational Trust

For parents who may be beginning a similar journey, we hope these experiences offer encouragement and remind them that they are not alone. Every child has possibilities waiting to be discovered. Sometimes, all it takes is the right support, at the right time, to help them take the next step.

1. AAYAN: WHEN WORDS BEGIN TO CONNECT

Every new word is a new way to connect.

BEFORE | WHERE THE JOURNEY BEGAN

Five-year-old Aayan made limited eye contact, responded inconsistently to his name and found it difficult to express his needs through words. His parents wanted to help him communicate and participate more confidently.

THE SUPPORT | BUILDING SKILLS STEP BY STEP

At Sarthak's West Delhi Centre, Aayan began an individualised programme combining Occupational Therapy, Speech Therapy and Special Education. Play-based activities focused on communication, attention, recognition and fine-motor skills. His parents received guidance for home practice.

PROGRESS SO FAR | NEW WORDS, NEW CONNECTIONS

Aayan began using meaningful words, responding to questions and following simple instructions. He can now identify familiar shapes, colours, animals, fruits and



other objects. His eye contact and response to his name have also become more consistent.

STILL GROWING

Aayan continues to develop his communication and learning skills, with every new word creating more opportunities to express himself.

2. ARUSHI: MAKING CONNECTIONS, ONE DISCOVERY AT A TIME

Every little discovery brings the world closer

BEFORE | WHERE THE JOURNEY BEGAN

Six-year-old Arushi, who has cerebral palsy, experienced delays in gross and fine-motor development, along with speech difficulties. Her parents also faced challenges in accessing specialised services.

THE SUPPORT | LEARNING THROUGH FOCUSED INTERVENTION

At Sarthak's SGRC Centre in Gurgaon, Arushi began Speech Therapy and Occupational Therapy. Activities focused on motor coordination, oral-motor development, chewing and recognising familiar objects and body parts. Her parents were guided on home-based practice.

PROGRESS SO FAR | DISCOVERING AND RECOGNISING

Arushi developed better chewing control and began making more voluntary mouth movements. She can now point to familiar fruits such as apples, mangoes and bananas, and identify body parts



including her eyes, nose and lips. Her attention and recognition have improved.

STILL GROWING

Each new recognition and response is helping Arushi engage more actively with the people and surroundings around her.

3. BHAVYANSH: BUILDING COMMUNICATION BEYOND WORDS

Being understood opens new possibilities

BEFORE | WHERE THE JOURNEY BEGAN

Eight-year-old Bhavyansh needed support with speech, eye contact, attention and following instructions. His parents approached Sarthak for guidance.

THE SUPPORT | LEARNING THROUGH PLAY AND PRACTICE

His programme combined Speech Therapy, Occupational Therapy and Special Education. Visual aids, sensory activities, puzzles, matching exercises and structured play supported communication and learning.

PROGRESS SO FAR | EXPRESSING MORE EVERY DAY

Bhavyansh began responding to his name and following simple instructions. He learned to identify familiar objects, colours, shapes, fruits and vegetables. He can complete simple puzzles and communicate through words and



short phrases. His attention and fine-motor skills have also improved.

STILL GROWING

His parents continue to support his development at home. They share, "Sarthak gave our child a new direction and gave us hope that improvement is possible."

4. GOVIND: LISTENING, LEARNING AND FINDING HIS WORDS

Every conversation is an opportunity to learn

BEFORE | WHERE THE JOURNEY BEGAN

Govind underwent cochlear implantation at the age of two but continued to need support with auditory attention, language, following instructions and academic learning. At ten, he often needed repeated prompts and communicated mainly through words and short phrases.

THE SUPPORT | TURNING EVERYDAY MOMENTS INTO LEARNING

Through Sarthak's online intervention, sessions focused on listening, responding to instructions, forming sentences, answering questions, reading and basic mathematics. His parents were encouraged to use conversations and household activities for practice.

PROGRESS SO FAR | LISTENING, RESPONDING AND LEARNING

Govind has begun using sentences, answering questions more meaningfully and following instructions for simple chores. He



has started greeting people spontaneously, reading short sentences, performing two-digit addition and reciting multiplication tables of two and three.

STILL GROWING

Continued practice is helping Govind strengthen his communication and learning skills and participate more actively in everyday routines.

5. ISHAAN: THE FIRST STEPS TOWARDS SHARED UNDERSTANDING

Every response is a step towards connection

BEFORE | WHERE THE JOURNEY BEGAN

Ishaan responded inconsistently to his name, made limited eye contact and experienced speech delays. Hyperactivity and difficulty sitting still also made structured activities challenging.

THE SUPPORT | FINDING WAYS TO ENGAGE

At Sarthak's SGRC Centre in Gurgaon, Ishaan received Occupational Therapy, Speech Therapy, Special Education and Behavioural Intervention. Visual schedules, sensory exercises, puzzles and structured play encouraged participation. His parents received guidance for home practice.

PROGRESS SO FAR | MORE INTERACTION, MORE EXPRESSION

Ishaan began imitating words and sounds, identifying familiar objects and following simple instructions such as “give”, “come” and “sit”. His attention and sitting



tolerance improved, and he showed greater interest in interactive play.

STILL GROWING

His parents share, “We are truly thankful to the Sarthak team. We never imagined this much progress. Sarthak gave us new hope.”

6. OM: DISCOVERING NEW WAYS TO EXPRESS HIMSELF

Communication begins in many different ways

BEFORE | WHERE THE JOURNEY BEGAN

Three-and-a-half-year-old Om Gupta, who has autism, found it difficult to express his needs, respond consistently to his name or follow basic instructions.

THE SUPPORT | UNDERSTANDING INDIVIDUAL NEEDS

Through Sarthak's West Delhi Centre, Om began receiving online Occupational Therapy, Speech Therapy and Special Education. Sessions addressed sensory regulation, attention, fine-motor development, communication and early learning.

PROGRESS SO FAR | GROWING CONFIDENCE AND EXPRESSION

Om responds more consistently to his name, follows simple instructions and attempts more sounds and words. He can identify common objects, match and sort items, complete simple puzzles and imitate sounds. His grasp and colouring have also improved.



STILL GROWING

With continued support and practice, Om is building new ways to communicate and participate.

7. RANGAT: FROM RECOGNITION TO INTERACTION

Every new skill creates another opportunity to connect

BEFORE | WHERE THE JOURNEY BEGAN

Six-year-old Rangat experienced delays in speech and communication, limited verbal expression and difficulty understanding instructions.

THE SUPPORT | STRENGTHENING COMMUNICATION AND LEARNING

At Sarthak's West Delhi Centre, her programme combined Occupational Therapy, Speech Therapy and Special Education. Activities focused on attention, sensory regulation, fine-motor development, communication and early learning.

PROGRESS SO FAR | RECOGNISING, NAMING AND PARTICIPATING

Rangat began responding more consistently to her name and attempting more sounds and words. She learned to name familiar objects, match and sort items, complete small puzzles and imitate simple sounds. Her grasp, colouring and pre-writing control also improved.



STILL GROWING

She is becoming more engaged during sessions and increasingly able to follow simple instructions, with her family continuing to reinforce learning at home.

8. SHANAYA: LEARNING THROUGH EVERYDAY MOMENTS

The simplest activities can become meaningful milestones

BEFORE | WHERE THE JOURNEY BEGAN

Four-year-old Shanaya experienced delays in speech and language, limited attention and difficulty expressing her needs. She also needed support with following instructions, imitation and fine-motor activities.

THE SUPPORT | BRINGING LEARNING HOME

Through Sarthak's Ghaziabad Centre, Shanaya began online Speech Therapy and Special Education. Her mother received guidance to practise naming objects, tracing, threading, colouring and play-based activities at home.

PROGRESS SO FAR | LEARNING THROUGH DAILY ROUTINES

Shanaya can now follow simple commands, identify familiar vegetables and greet people with folded hands by saying “Namaste”. She has learned to count, identify the colour red, join dots, trace



lines and solve basic puzzles. At home, she puts toys away and imitates her mother's kitchen activities during pretend play.

STILL GROWING

Everyday routines continue to provide opportunities for Shanaya to practise new skills and participate more confidently.

9. VIBHANSH: FINDING HIS VOICE IN EVERYDAY LIFE

Being able to express a need is a milestone worth celebrating

BEFORE | WHERE THE JOURNEY BEGAN

Three-year-old Vibhansh needed support with communication, attention, imitation, fine-motor skills and following instructions. Holding a pencil and participating in structured activities were also challenging.

THE SUPPORT | BUILDING COMMUNICATION AND LEARNING SKILLS

At Sarthak's Ghaziabad Centre, his programme combined Speech Therapy, Occupational Therapy and Special Education. Activities included imitation, picture identification, storytelling, threading and pre-writing exercises. His family received guidance for home practice.

PROGRESS SO FAR | FROM WORDS TO SIMPLE SENTENCES

Vibhansh began expressing his needs through phrases and simple sentences, identifying colours and common household objects, and describing pictures. He can count



from one to ten, write numbers one to five, colour within boundaries and bead and thread independently.

STILL GROWING

His parents share, “Seeing Vibhansh ask for things in full sentences and talk about colours fills our hearts with joy—we never imagined this day would come.”

10. BHAVYANSH: LEARNING THE ART OF LISTENING AND TAKING TURNS

Learning to wait is also learning to participate.

BEFORE | WHERE THE JOURNEY BEGAN

Seven-year-old Bhavyansh found it difficult to sit in one place, follow instructions, maintain conversations or wait for his turn. His communication was largely limited to single words, and he needed support with reading and writing.

THE SUPPORT | DEVELOPING ATTENTION AND INTERACTION

His intervention focused on attention, self-regulation, language and foundational academic skills. Structured activities encouraged sentence formation, turn-taking, waiting and task completion. His parents were guided to reinforce these skills at home.

PROGRESS SO FAR | MORE PURPOSEFUL PARTICIPATION

Bhavyansh began expressing himself through simple sentences, asking and answering questions, and reading and writing simple words. He can now take turns



during activities and wait for food instead of responding immediately to his impulses.

STILL GROWING

With continued practice, he is learning to stay on topic during conversations and participate more meaningfully at home and in learning environments.

11. ANSH: FINDING HIS FEET, BUILDING HIS CONFIDENCE

Every step forward is an achievement

BEFORE | WHERE THE JOURNEY BEGAN

Three-year-old Ansh Gupta was born prematurely and experienced difficulties with standing, walking and maintaining balance. He also had increased muscle tone in both legs, an abnormal gait and reduced hand strength.

THE SUPPORT | STRENGTHENING MOVEMENT

At Sarthak's SGRC Centre in Gurgaon, Ansh began Physiotherapy and Occupational Therapy. Sessions focused on stretching, strengthening, balance, posture, coordination and mobility. His parents received guidance on home-based practice.

PROGRESS SO FAR | STANDING TALLER, STEPPING FORWARD

Ansh's weight-bearing, trunk stability and upper-limb strength improved. His walking pattern became better, and he can now stand independently for short



periods and attempt steps with assistance. He has also become more willing to participate in standing exercises.

STILL GROWING

His parents share, “Seeing Ansh stand and take steps, even with support, is a huge victory for us. Thank you, Sarthak, for believing in him.”

12. BHUMIKA: CHOICES THAT CREATE INDEPENDENCE

Every choice is a new way to express oneself

BEFORE | WHERE THE JOURNEY BEGAN

Six-year-old Bhumika relied mainly on gestures and needed support with attention, communication, motor skills, learning and everyday activities.

THE SUPPORT | ENCOURAGING EXPRESSION AND PARTICIPATION

Through Sarthak's online early intervention services, her programme focused on functional communication, fine-motor development, pre-writing and daily living skills. Her parents were guided to create opportunities for practice at home.

PROGRESS SO FAR | MAKING CHOICES AND TAKING PART

Bhumika began saying "Haan" (yes) while nodding. She can now choose between options, follow instructions and participate more actively in structured tasks. She can hold crayons, join dots, colour and stand and walk a few steps



independently. At home, she helps with simple tasks such as sorting vegetables and arranging household items.

STILL GROWING

Her growing ability to communicate choices and participate in daily routines is helping her become more involved in family life.

13. BILAL: A JOURNEY FROM FIRST STEPS TO NEW CONNECTIONS

Movement and communication can open up a world of possibilities.

BEFORE | WHERE THE JOURNEY BEGAN

Mohd. Bilal was diagnosed with cerebral palsy at seven months. He experienced difficulties with sitting, walking, fine-motor skills, attention and expressive communication.

THE SUPPORT | WORKING ACROSS DEVELOPMENTAL NEEDS

At Sarthak's Early Intervention services in Ghaziabad, Bilal received Occupational Therapy, Physiotherapy and Speech Therapy. Sessions included movement exercises, stair climbing, threading, tracing, vocabulary building and picture-based communication.

PROGRESS SO FAR | MORE MOVEMENT, MORE INTERACTION

Bilal has shown improvements in muscle strength, motor skills and gait. He can follow simple commands, identify familiar vegetables, imitate actions and sounds, and participate in puzzles



and art activities. He now greets people with "Namaste" and "Salaam" and has started playing with his sibling.

STILL GROWING

His parents share, "Earlier, Bilal couldn't walk; now he is able to walk without support. He follows commands and understands what someone is asking and what he has to reply—it feels like a new beginning."

14. HANSHIT: THE FOUNDATIONS OF LEARNING

Every new word and every new attempt counts

BEFORE | WHERE THE JOURNEY BEGAN

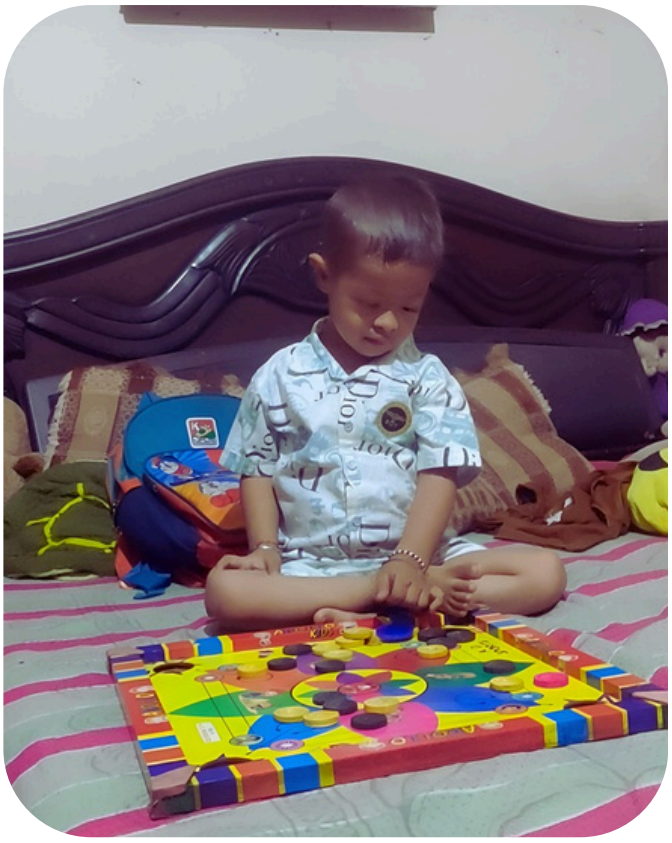
Three-year-old Hanshit, who has Down syndrome, needed support with attention, imitation, communication, behaviour and early pre-writing activities.

THE SUPPORT | MAKING LEARNING ENJOYABLE

His online intervention through Sarthak focused on responding to his name, following instructions, building vocabulary, imitating actions and developing fine-motor skills. His parents were guided to practise short, enjoyable activities at home.

PROGRESS SO FAR | GROWING INTEREST IN LEARNING

Hanshit's verbal output increased, and he began using familiar words such as “aam” and “apple” when prompted. His imitation improved, and he became more willing to remain seated and complete activities. He can now hold a



pencil and participate in colouring, dot-joining and early drawing exercises.

STILL GROWING

These developing skills are helping Hanshit engage more confidently in structured learning activities.

15. HIMADRI: FROM GESTURES TO WORDS

Every word creates another opportunity to be heard

BEFORE | WHERE THE JOURNEY BEGAN

Five-year-old Himadri primarily communicated through gestures. She had limited verbal expression, a short attention span and difficulty following instructions and completing activities.

THE SUPPORT | ENCOURAGING COMMUNICATION THROUGH EVERYDAY ACTIVITIES

Her intervention focused on communication, attention, fine-motor skills, early writing and daily activities. Her family was guided to use simple instructions and reinforce communication attempts at home.

PROGRESS SO FAR | WORDS, SKILLS AND PARTICIPATION

Himadri began using two to three common words. She became more able to follow instructions, remain seated and complete activities. She can now hold crayons, join dots and colour within boundaries. At home, she



has begun participating in simple chores such as sorting vegetables and arranging household items.

STILL GROWING

Her growing use of words and involvement in everyday activities are helping her participate more actively.

16. RIDAM: STRENGTHENING THE FOUNDATIONS OF MOVEMENT

Every improvement in balance creates room for new possibilities

BEFORE | WHERE THE JOURNEY BEGAN

Born prematurely at 36 weeks, Ridam required ventilator support for 15 days after birth and experienced his first episode of epilepsy at nine months. He later faced difficulties with trunk control, posture, standing, walking and hand function.

THE SUPPORT | ENCOURAGING COMMUNICATION THROUGH EVERYDAY ACTIVITIES

At Sarthak's SGRC Centre, Ridam received multidisciplinary support through Physiotherapy, Occupational Therapy, Speech Therapy and Special Education. Sessions addressed posture, balance, hand coordination, communication, attention and learning. His parents received guidance for home practice.

PROGRESS SO FAR | STRONGER MOVEMENT AND GROWING SKILLS

Ridam's sitting balance and trunk control improved. He can now stand with minimal support, bear



weight more effectively and initiate steps with assistance. His hand coordination has developed, and he can identify familiar objects and colours, complete simple puzzles, follow basic instructions and imitate sounds and words.

STILL GROWING

His progress across movement, communication and learning is creating new opportunities to explore and participate.

17. RIYANSH: SMALL RESPONSIBILITIES, BIG MILESTONES

Independence often begins with everyday activities

BEFORE | WHERE THE JOURNEY BEGAN

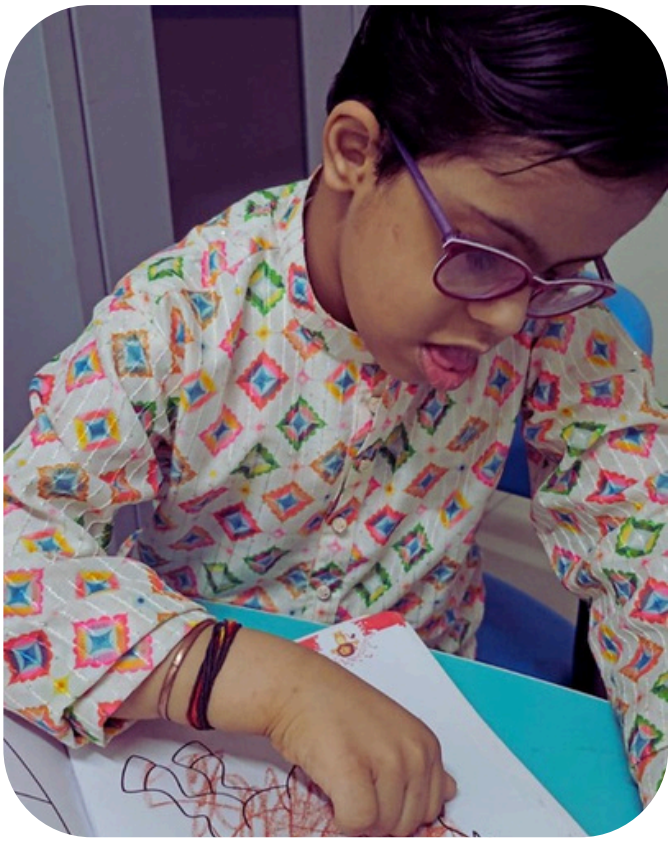
Seven-year-old Riyansh Yadav experienced low muscle tone, delayed milestones, poor balance, speech difficulties and challenges with attention and social interaction.

THE SUPPORT | SUPPORTING DEVELOPMENT ON MANY FRONTS

At Sarthak's SGRC Centre in Gurgaon, he began a programme involving Occupational Therapy, Physiotherapy, Speech Therapy, Special Education and parent counselling. Sensory equipment, play-based learning, visual aids and interactive games supported his development.

PROGRESS SO FAR | MORE CONFIDENCE IN EVERYDAY LIFE

Riyansh's posture, balance and coordination improved. He began walking more confidently, climbing stairs with less fear, using more words and following simple instructions. His participation in



group activities and interaction with peers also increased. He can now identify objects, match pictures, imitate words and actions, and manage many daily activities with less support.

STILL GROWING

Simple responsibilities at home, such as bringing a bottle from the kitchen and putting away toys, are becoming opportunities to practise independence.

18. SANVI: FINDING NEW WAYS TO MOVE AND PARTICIPATE

Every new movement opens another possibility.

BEFORE | WHERE THE JOURNEY BEGAN

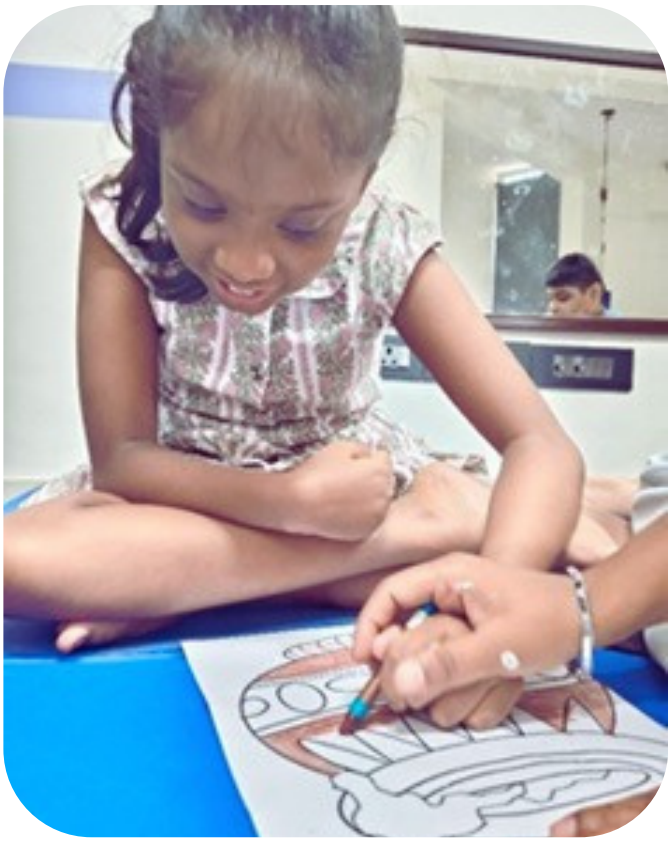
Eleven-year-old Sanvi, who has cerebral palsy, initially faced challenges with hand function, sitting, standing, walking, speech and daily activities.

THE SUPPORT | THERAPY WITH FAMILY PARTICIPATION

Through Sarthak's online Early Intervention Programme, Sanvi received multidisciplinary support, while her family was guided to continue practice at home.

PROGRESS SO FAR | MOVING TOWARDS GREATER PARTICIPATION

Sanvi can now sit independently, crawl and stand without support. She can walk with support, and her right-hand function and ability to handle objects have improved. She participates in tracing, colouring and writing exercises and has started attempting a few words.



STILL GROWING

Her growing motor control is creating new opportunities for learning and everyday participation.

19. SIDDAM: BUILDING CONFIDENCE THROUGH CONSISTENT SUPPORT

Confidence grows with every new skill.

BEFORE | WHERE THE JOURNEY BEGAN

Nine-year-old Siddam Jain from Udaipur experienced developmental delays, low muscle tone, poor balance, slow speech development and difficulties with attention and social interaction.

THE SUPPORT | LEARNING THROUGH MOVEMENT AND INTERACTION

His intervention through Sarthak combined Occupational Therapy, Speech Therapy and Special Education, supported by guidance for his parents. Sessions focused on posture, balance, communication, attention and following instructions.

PROGRESS SO FAR | MORE CONFIDENCE AND CONNECTION

Siddam's balance and confidence in walking and climbing improved. He became better able to follow commands and communicate using more words. He can now sit and stand independently, walk with better balance, climb stairs,



name familiar objects and imitate simple words and actions. His interest in group activities has also increased.

STILL GROWING

His parents have noticed smoother daily routines as Siddam participates more actively and completes activities with less support.

20. RIDIT: LEARNING TO PAUSE, FOCUS AND ENGAGE

Learning to focus is a milestone too.

BEFORE | WHERE THE JOURNEY BEGAN

Ridit's speech and motor development were age-appropriate, but he experienced difficulties with attention, impulsivity, self-regulation and following instructions. Participating in structured activities and group play was also challenging.

THE SUPPORT | DEVELOPING ATTENTION AND SELF-REGULATION

At Sarthak's SGRC Centre in Gurgaon, Ridit began Occupational Therapy and Special Education. Activities such as animal walks, coordination exercises and turn-taking games supported body awareness, attention and self-regulation. His parents received guidance to reinforce learning at home.

PROGRESS SO FAR | GREATER FOCUS AND COOPERATION

Ridit's attention span and sitting tolerance improved. He became more responsive and cooperative



during sessions, showed greater interest in activities and completed tasks with better focus.

STILL GROWING

He continues to build the skills needed for learning, following instructions and participating in social activities.

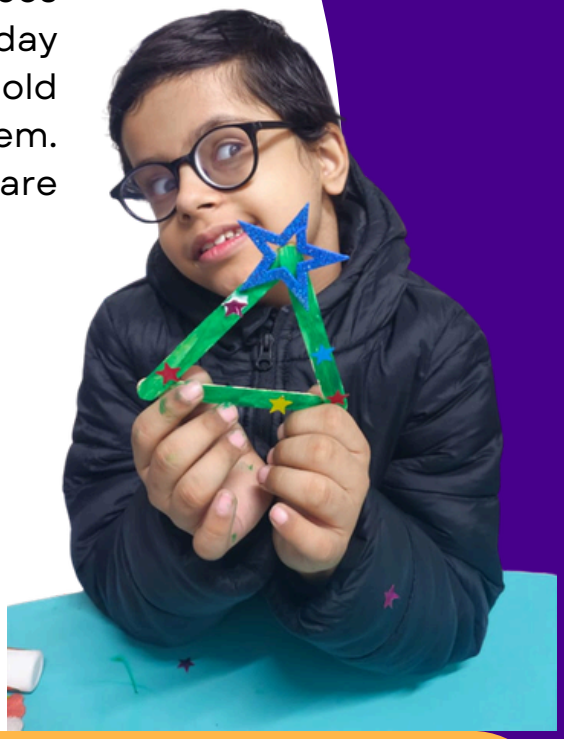
BEYOND THE STORIES: EVERY MILESTONE MATTERS

The twenty journeys in this book reflect different developmental needs, but several common milestones emerge: communicating a need, responding to a name, following instructions, sitting independently, taking a step, completing a puzzle, making a choice or participating in a family routine.

These achievements may appear small to someone looking from the outside. For a child and family working towards them, they can represent months of effort, practice and encouragement.

The stories also highlight the importance of family participation. Therapy introduces strategies and builds skills, while everyday conversations, play, mealtimes and household activities provide opportunities to practise them. Parents are not alone in this journey; they are partners in their child's development.

The stories also highlight the importance of family participation. Therapy introduces strategies and builds skills, while everyday conversations, play, mealtimes and household activities provide opportunities to practise them. Parents are not alone in this journey; they are partners in their child's development.



Progress does not look the same for every child. Some milestones may be achieved, while others are still emerging. Continued intervention, regular guidance and patience remain important.