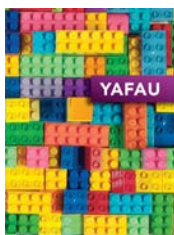
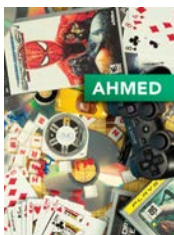
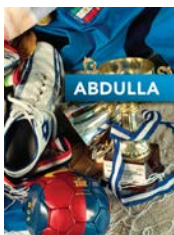




YAFU

Books in this series.....



YAFU

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Concept, Design, Photography & Layout
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THIS BOOK IS NOT FOR SALE

Introduction

Welcome to this series of inspiring stories of Maldivian children and adults. With each story you can see part of a new world, and meet a person with a different experience of life. Through the stories you are privileged to gain an insight into what each person values, and what they aspire to. You will realise that each character has another aspect to his or her life as well - either a hearing, visual, intellectual, mental or physical impairment. But as you read, you will understand that all people, whether with or without an impairment, have skills, talents and dreams, as well as challenges in life.

These are true stories, using real names, and were written during 2008 / 2009. Each person is trying to help you understand more about his or her life, so that you can realise that we are all equal, and deserve equality. Through your understanding you can help to make a more welcoming environment for all on your island.

Handicap International would like to say a big 'Thank you' to the stars of the stories, for taking the time to share them with us.

“There are five pathways to the brain. We can see, hear, feel, taste, and smell. We learn everything through these five pathways. There are thousands of ways to stimulate the brain via these pathways.

The brain grows by use. Brain injury is in the brain. Treating the symptoms of brain injury does not work.

Brain-injured children are not hopeless. Thousands of brain-injured children from all over the world are on the pathway to wellness. Some have made it all the way.

PARENTS ARE THE ANSWER, NOT THE PROBLEM.”

Excerpt taken from www.yafaau.info

This is the main message that Yasiph and Samiya have been trying to advocate for over five years. Because on 4th January 2003, Yasiph and Samiya became young parents. Their son, Ahmed Yafaau Yasiph, was born with no breathing, no heartbeat. Doctors confirmed that he suffered from Asphyxia or HIE (Severe oxygen shortage in the brain during labour and delivery). Due to these problems at birth, Yafaau suffers from a disorder called Cerebral Palsy. Cerebral palsy is an umbrella-like term used to describe a group of chronic disorders impairing control of movement, whereby motor areas in the brain disrupt the brain's ability to control a person's movement and posture.

At one time, doctors gave up all hope on Yafaau. But luckily Yafaau survived. And luckily for Yafaau, he became the first child of brave parents who feel blessed to be parents of a precious child like him.

However naturally, at first, Samiya and Yasiph had to ask themselves

so many questions. Why did this happen? How could this happen? What can we do? Can we cure Yafaau? Will his condition worsen with time? How can we help as parents? This was a subject that was well hidden in the Maldivian society. Hence, finding answers was not an easy task. At the initial stages, it is difficult for parents to understand and accept the child's situation. But it is more difficult perhaps to make everyone else understand.

“One of the most difficult things for parents to deal with is the acceptance of their child's condition from family and friends. Perhaps as gestures of goodwill, some people say he will get cured soon. Some say, its nothing to worry about... the first reaction by most people is to evade the situation or try to hide the child's disability. As a community we must put more effort on increasing awareness,” explains Yasiph. And Samiya and Yasiph are doing just that. They are putting great effort to inform others in the same situation through their online information site www.yafaau.info.

Yafaau's website highlights 'early intervention' as the answer to every parent or caregiver. “Most parents do not know how they could help. I think the level of information is still too limited. Using this website dedicated to Yafaau, we try to inform more people, to establish a network whereby parents can discuss different issues and exchange ideas, or organise events,” says Yasiph who believes that parents can do a lot at home as there are no early intervention programmes in Maldives.

When Yafaau was just a baby, his parents started simple exercises at home to improve his focus, as doctors have said that his optic nerve is weak. Using small lights in the dark, Yasiph and Samiya play with

him to stimulate his senses. And they have noticed an improvement in his focus. "Daily stimulation by parents and caregivers and therapeutic exercises are so important, and parents really need to become aware about this if they expect to see progress in their child... at first, we were advised to use the NG tube for feeding Yafaau at all times. But we didn't give up. We tried feeding with infant droppers and gradually progressed to feeding with a small spoon. Now he can eat almost anything from rice to fish in semi liquid form," explained Samiya proudly. He can now smile and laugh to his parents' playful stimulations, or upon hearing his name being called by either of his parents. He loves it when friends stroke his hair and talk to him. A friendly smile is guaranteed almost every time he feels it. And Yafaau has recently started trying to mumble sounds as in conversation when his parents and friends talk directly to him.

Yasiph and Samiya are truly commendable, brave parents who have not given up hope and who encourage others to keep trying.

Online post by Yasiph - Thursday, November 4, 2004 – Yafaau aged 2 years 11 months:

This week we have noticed Yafaau responding more to our voice, he smiles bashfully while we talk to him. We have been talking to him since early childhood. Never stopped talking and sometimes wondered if he would ever respond. Here we are now. Yafaau is responding to our stimulation. There were times when our relatives used to say "will he understand what you are talking?, will he ever know where you are taking?" Never underestimate these children. They will respond someday and they might just talk tomorrow. Never feel alone with these children, they are always sensing your presence.

Glossary of terms used in this series;

Brain Injury – this could be due to a mechanical or infectious cause, and could result in one or more of the following; Attention impairment, cognition (understanding) impairment, language impairment, memory impairment, conduct disorder (different behaviour), motor (physical movement) disorder, any other neurological dysfunction.

Cerebral Palsy (CP) – Caused in the womb or at birth by lack of oxygen, meningitis encephalitis, German measles (rubella) or other unknown causes. The child's muscles may be weak, with tremors and uncoordinated speech, hearing and sight. The child's body may not grow the same as other children. Some children with CP have an intellectual impairment, while others may be extremely intelligent. Spasms may cause particular problems, and speech and facial expression are often affected.

Early intervention – applies to children of school age or younger who are discovered to have or be at risk of developing a disabling condition or other special need that may affect their development. Early intervention consists of the provision of services such children and their families need, for the purpose of lessening the effects of the condition.

Impairments – all the impairments defined can range from mild to severe;

Hearing impairment – Four categories are generally used to

describe hearing loss: mild, moderate, severe and profound. Some people with a significant loss, communicate through sign instead of, or as well as, speech. People with a hearing impairment may require hearing aids, adaptations to their environment and/or particular strategies in order to access concepts and language. Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale.

Visual impairment – this refers to a range of difficulties from partial sight through to blindness. People with a visual impairment may be able to use spectacles or low vision aids (such as magnifiers) as well as training in mobility skills to be able to move independently. Adaptations to the environment may be necessary depending on the individual. Some people who cannot see to read large print may learn Braille, a tactile language read with the fingers.

Intellectual impairment – this means an impairment in paying attention, in thinking, understanding, or in memory. People may require support, both for their learning needs and also for personal care. They could need tasks broken down into very small steps. Some people with an intellectual impairment which makes speech difficult may communicate by gesture, eye pointing or symbols.

Mental impairment – this can include people with depression, schizophrenia, paranoia and can result in behavioural, emotional or social difficulties, from mild to severe. A person may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, lack social skills or present challenging behaviours.

Physical impairment – This could mean a different shaped arm or leg, hand or foot. It could impact on mobility. Or, people with a

physical impairment may be mobile but may have significant fine motor difficulties, like holding a pen and writing, which require support.

People with a disability – includes those who have long-term impairments as described, and who experience discrimination or barriers in society, such as steps, language and laws, which prevent people with disabilities from being included equally.

Polio (poliomyelitis) – causes muscle paralysis. The virus may affect the nerves governing the muscles in the limbs and the muscles necessary for breathing, causing respiratory difficulty and paralysis of the arms and legs.

Sign Language – a language of communication through hand and arm movements and facial expressions which is completely visual. Sign languages commonly develop in deaf communities, which can include interpreters and friends and families of deaf people as well as people who are deaf or hard of hearing themselves.

Special classes – classes in schools for children with needs which are not met in the mainstream classes.

گروه تخصصی بازرگانی: در حالی که شرکتها در حال حاضر در حال توسعه و گسترش خدمات خود هستند، اما در عین حال با چالشهای زیادی مواجهند. از جمله این چالشها میتوان به کاهش تقاضای مشتریان، افزایش هزینههای تولید و توزیع، و همچنین تغییر سلیقههای مشتریان اشاره کرد. با وجود این چالشها، شرکتها با اتخاذ راهکارهای نوین و سرمایهگذاری در تحقیقات و توسعه، میتوانند در بازار رقابتی خود موفق شوند.

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アキラ

سوسوئی قریب ...





カラフル
ブロック