

AutismCare
Nepal Society

"A National Center for Autism"

ANNUAL REPORT

2024



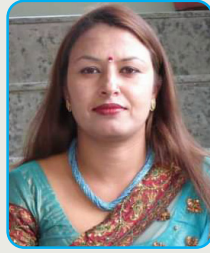
वार्षिक प्रतिवेदन

आर्थिक वर्ष २०८०-०८१

Executive Board



Dr. Sunita Maleku Amatya
Chairperson



Ms. Kalpana Ghimire
Vice Chairperson



Ms. Neelam Gautam
Secretary



Mr. Shyam Pdr. Bhandari
Treasurer



Ms. Anjana Mahara
Executive Member



Mr. Bidhan Shrestha
Executive Member



Ms. Kritika Lamsal
Executive Member

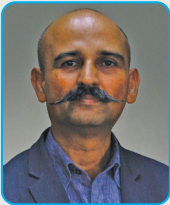


Er. Sachin Shrestha
Executive Member



Mr. Gopal Singh
Executive Member

National Advisory



Dr. Hem Sagar Baral
Founder President and
Ornithologist



Prof. Dr. Deepak Mahara
Orthopaedic Surgen, Past
Director, TU Teaching Hospital



Dr. Kapendra Amatya
Consultant Surgical Oncologist,
Nepal Cancer Hospital



Dr. Merina Shrestha
Associate Professor and Pediatrician,
TU Teaching Hospital



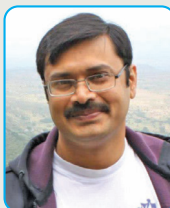
Mr. Krishna Lamsal
Education Specialist,
JICA



Mr. Uday Kant Jha
CEO, Menchhiyam Hydropower



Mr. Gyanendra Raj Shakya
Business Person



Mr. Kumar Rajiva Singh
IT Specialist



Mr. Sadeep Kharel
Lawyer



Mr. Krishana Dulal
Managing Director
DK Consult P. Ltd.

International Advisory



Ms. Merry Barua
Director-Action For Autism, India



Mr. Jack Starmer
Health Care Nepal



Ms. Lynne Babbington
Education Psychologist, UK

Editorial Team



PT. Surendra Bajracharya
Director



Ms. Mahalaxmi Karki
Project Manager



Ms. Sara Neupane
Project Manager



Ms. Sanu Devi Prajapati
Project Coordinator



Rojeena Bajracharya
Physiotherapist



Mahesh Bajagain
School Administrator



Januka Lamichhane
Research Associate/CST
Administrative Coordinator



Rosni Shakya
HR & Administrative Assistant

C O N T E N T S

Message From The Chairperson	2
Message From The Director	3
Introduction Autism Care Nepal Society	4
ACNS Programs and Projects	5
Services at AutismCare Nepal Society	6
Organizational Structure	7
Graphs of Autism Diagnosis Details	8
Marking the WAAD 2024	10
Aarambha Pre-Primary School	12
Aakar Vocational Unit	13
Parent and Child Training Program	16
District Coverage by PCTP	21
PGDE in Autism Spectrum Disorder	22
Teachers Training on Autism Spectrum Disorder	23
Volunteer & Internship	24
Therap Global	25
AutismCare Support and Capacity Building Program	26
My Right Project	28
ABILIS Project	30
Direct Aid Project - Australian Aid	32
Construction of National Center for Autism	34
NAMASTE Project	36
DRF Project	40
AutismCare Facilities at Buddhanilkantha	42
Assessment and Diagnosis	43
Functional Assessment	44
Music Therapy at Autismcare Nepal Society	45
Occupational Therapy	46
INSAR Advocate Awards	48
The Critical Role Of Early Diagnosis	50
Cultivating Curiosity	51
Financial Highlights	52
Parents Network Groups of ACNS in Nepal	53
Autism Care Society Gandaki	54
Friends of Parents of Children With Autism	54
Autism Care Chitwan Society	55
AutismCare Society Lumbini	55
AutismCare Nepal Society Karnali	56
Autism Pathashala Nepal Gulmi	56
AutismCare Nepal Society Jhapa	57
Aavani Foundation	57
AutismCare & Support Society Nepal Nawalparasi	58
Our Partners	58
World Autism Awareness Day - 2024	59
World Autism Awareness Month - 2024	60
Glance of AutismCare Nepal Society	62
Glance of 16 th AGM of ACNS	66
Glance of 8 th Convention of ACNS	67
ACNS's Department and Staff Details	68



Message from the Chairperson

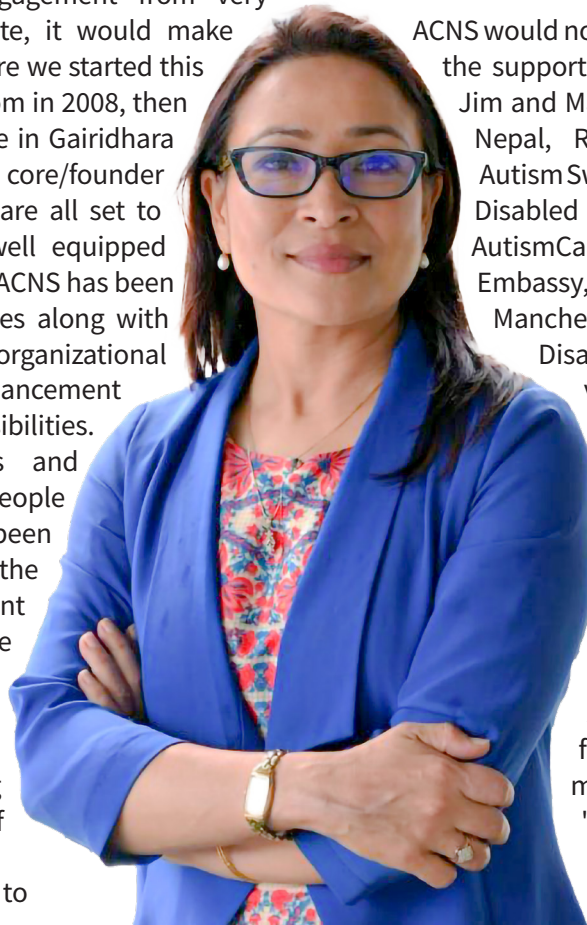
Autism is an incapacitating pervasive neuro developmental disorder. Families of children with autism suffer mentally, emotionally, socially and financially; while nurturing their loved one in the family who has Autism. Every parent tends to hope that their child will be cured, and they continue to visit different places for the betterment of their children. In the due course ACNS was registered in the initiation of Dr. Hem Sagar Baral and Ms. Kalpana Ghimire on auspicious occasion of “World Autism Awareness Day”, 2nd April 2008 to ensure the rights of children/people with autism in Nepal for their independent and dignified life. This initiation was joined by few other dedicated parents and took the initiation into different level. At the initial start ,it was more focused on awareness raising activities and sharing knowledge among parents. Over the years, ACNS has grown a lot alongside; all in terms of resources, capacity, learning, networking and getting visibility at National and International forums.

As a member with my engagement from very inception of the ACNS to date, it would make sense to recall our history where we started this organisation from a private room in 2008, then gradually giving shape of office in Gairidhara with the contribution of its 7 core/founder members in 2009. Today, we are all set to establish our services in a well equipped building in Godawari, Lalitpur. ACNS has been gradually expanding its services along with the continuous process of organizational development and capacity enhancement of its staff through different possibilities. ACNS is raising awareness and advocating for the rights of people with autism in Nepal. ACNS has been relentlessly advocating with the Government and other relevant stakeholders on the possible impact to the Nation if it is not addressed appropriately . As Autism is the Spectrum, each person is unique needing corresponding nature of individual intervention. We have also been able to

receive International Research grant “NAMASTE” Neurodevelopment and Autism in South Asia Treatment and Evidence. We are hopeful such multinational collaboration will establish strong ground on early detection and early intervention of Autism and Neurodevelopmental disabilities.

Our Goal from the inception to establish a National Center for Autism, is now taking the direction and making early moves where we have constructed Autism friendly building in Godawari, Lalitpur. However still needs a lot of effort for its operation, and to actually run as a Centre of excellence offering services to the persons with ASDs and their associates.

We are very much optimistic that this annual report serves as a showcase document of our programs and projects. I take this opportunity to pay my sincere gratitude to all dedicated staff, board, advisors and parents for their contribution to make this report a meaningful document.



ACNS would not be in the position today without the support from the Government of Nepal, Jim and Marlyn Simons Family, HealthCare Nepal, Roth Family, Abilis foundation, Autism Sweden, MyRight, Autism Denmark/ Disabled People Organisation Denmark, AutismCare Nepal Norway, Australian Embassy, Kathmandu, UNESCO, UNICEF, Manchester UK, Handicap International, Disability Relief Fund. We pay our very honest and sincere gratitude for your all contributions at the different stages of ACNS. I also take this opportunity to thank editorial team to prepare this Annual Report as well. Finally, I would like to thank each one of you who have been part of our journey, and we expect same level of continuous support from everyone in future to have a meaningful impact on our vision of 'independent and dignified life of people with autism in Nepal'.

Dr. Sunita Maleku Amatya

Message from the Director



PT. Surendra Bajracharya

Autism Care Nepal Society (ACNS) is not just an organization but a model center for Person with Autism in Nepal. Being a non profit, non governmental and a social organization, it supports the 100 families per day through its various service programs like Assessments, Diagnosis, Intervention, Therapies, Special school, Vocational unit, Trainings, Education, and Counseling which is accessible and affordable to all the beneficiaries who come to our center. ACNS is the training hub and human resource development center for Autism Spectrum Disorder in Nepal. We are glad that the government and concerned stakeholders value ACNS as learning center & we are heading towards center of excellence in the field of Autism in Nepal.

This fiscal year 2080-81 (2024) has been active year for ACNS with lots of activities, programs, projects and services. The whole team is committed to give the best services within our limitations and enhance our service delivery system. The number of beneficiaries has tremendously increased in this year in comparison to other years. This year we served 2680 children, adolescents and adults with autism, parents, caregivers, and teachers from 56 districts of various geographical regions through our regular services, programs, and activities. ACNS stands proud for the chairperson, Dr Sunita Maleku Amatya, on being honored with the prestigious INSAR Advocate Awards. Her dedication and contribution to the autism community has made a significant impact in Nepal as well as in international platform.

The economic crisis we came up against this year tested our limitations, which ACNS overcame with collective effort. Personnel from all the departments: Administrative and Finance, Assessment and Diagnosis, Therapeutic and Intervention, Parent and Child Training Program, Aarabha PrePrimary School, Aakar Vocational Unit, Projects, Caregivers, Guards, Interns and Volunteers, worked hard with dedication

or organizational development, growth and progress. I would like to thank all our key staff members for their continuous perseverance and working by heart. Similarly, I would like to reassure that as a Director of the organization, I would always be everyone's team mate and focus on good leadership, communication and management within the organization.

On behalf of all staff members, my special thanks goes to our Chairperson Dr. Sunita Maleku Amatya, Executive Board Members, Advisors and Parents of ACNS, who have always believed us and has given supportive work environment. The support, motivation, encouragement and guidance has always been blessings to us to be more energetic, enthusiastic and innovative in our tasks for holistic development of our organization. Our special thanks goes to all our national and international donors, well wishers, members, parents and all person with autism who have believed us and joined as partners of our organization. With the Motto "Learn to Lead" we are learning to be one of the leading Autism Organization in Nepal with International recognition.

My heartfelt gratitude to the editorial team for their support in the development of this Annual Report 2024. Finally, I would like to wish for great success of 17th Annual General Meeting of AutismCare Nepal Society going to held on 9th November 2024 at Yak Palace, Pulchowk, Laitpur.

Introduction

AutismCare Nepal Society

AutismCare Nepal Society (ACNS) was founded on 2nd April 2008 on the occasion of the World Autism Awareness Day. It is the first active Autism organization in Nepal that is run by passionate parents who care for Persons with Autism. It is a non-governmental, non-profit making, non-political NGO registered in District Administration Office (Regd. No. 1067/2065) and affiliated to Social Welfare Council (SWC No: 25314). ACNS is also Income-tax exempt organization under the Income Tax Act 2058 Clause 2 (DHA) recognized by the Internal Revenue Department of Nepal, having PAN No: 302973565. ACNS provide support and information services to Person with Autism and people who work with Person with Autism.

The group's initial goal was to raise awareness and provide support to parents and caretakers of Children with Autism. With the organization's growth, ACNS realized a critical need for a center that would cater to the needs of the families based in Kathmandu and other parts of Nepal. Consequently, ACNS expanded its services to raising awareness, advocacy, basic therapy services, and inclusive education, while developing expertise in the field of autism.

ACNS is keen to work with organizations from different countries with the intention of mutual sharing of knowledge, information, and resources. Our determination in assisting families and children encourages us to grow our network of families and professionals, worldwide. ACNS is determined to raise awareness, to educate, and to act for the rights of Persons with Autism throughout Nepal.

ACNS has been successful in gaining a reputation of a credible organization and a model center in Nepal. It's made possible by its years of untiring efforts and recognition by the government stakeholders, line ministries, various agencies, concerned stakeholders, international and national donor organizations.

Mission

"Empowering Person with Autism to protect and promote their rights and utilise their skills to have a meaningful and effective participation in the society."

Goals

A condition where there is;

- Easy access for Persons with Autism to health, appropriate education, employment/livelihood, empowerment, social participation, use of all facilities, assistance and support, reasonable accommodation, including all services, facilities and opportunities connected to their special needs as their rights.
- Accessible, unbiased and accurate clinical diagnosis, assessment and therapies for children with Autism
- Adequate constitutional provisions, policies, laws to address all human rights and needs of Persons with Autism.
- Availability of legal representation and assistance for the persons with autism, to protect all their legal rights.
- Equal access to all facilities, services and activities in the community.
- Sustainability of ACNS.

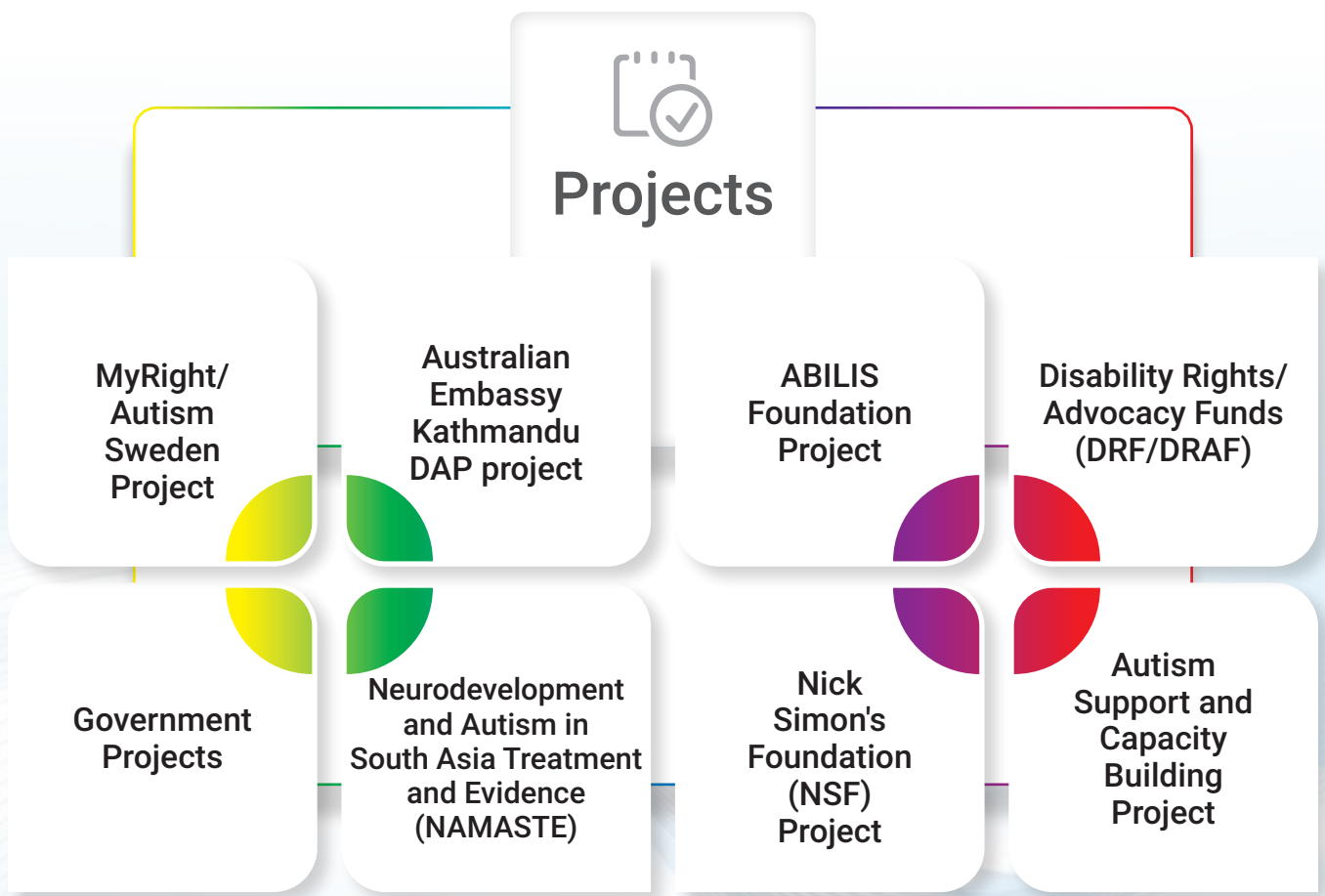
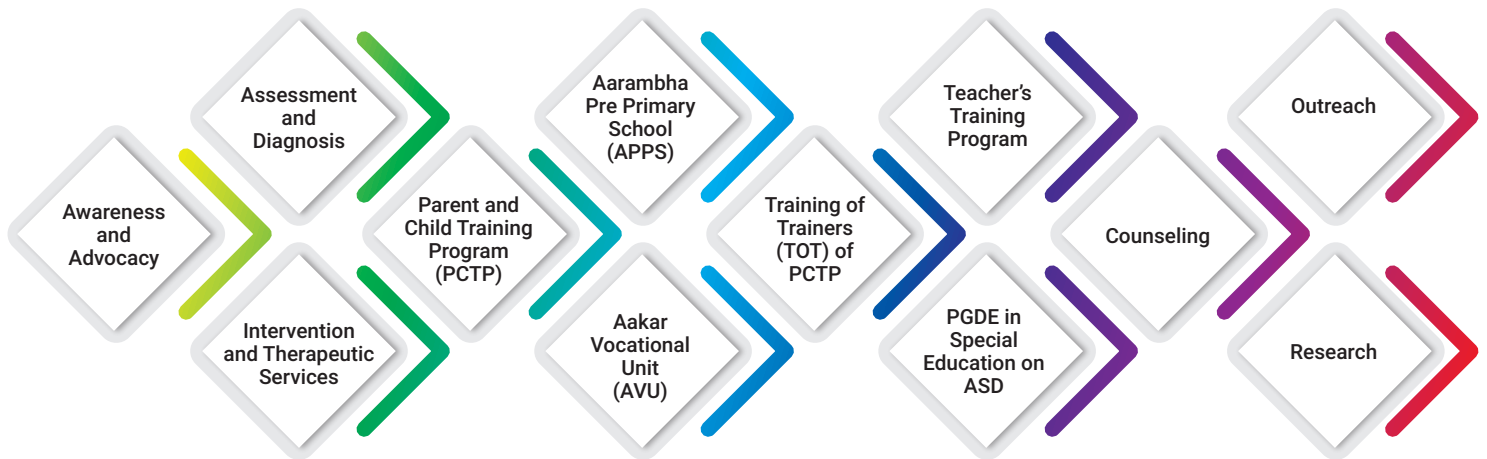
Objectives

- To increase awareness on Autism.
- To increase understanding about Autism among health care professionals for early diagnosis and intervention.
- To improve the skills of parents, carers, teachers, and policy makers.
- Advocacy for the rights of Persons with Autism
- To increase knowledge and skills of Person with Autism in vocational activities to increase independence and to create employment opportunities.
- Advocacy to ensure the inclusive education for Children and Persons with Autism.
- Formation of Parents Network group of Children and Persons with Autism throughout the country.
- To create job opportunities for Adults with Autism.

Vision

"A society where Person with Autism enjoy independent and dignified life."

ACNS PROGRAMS

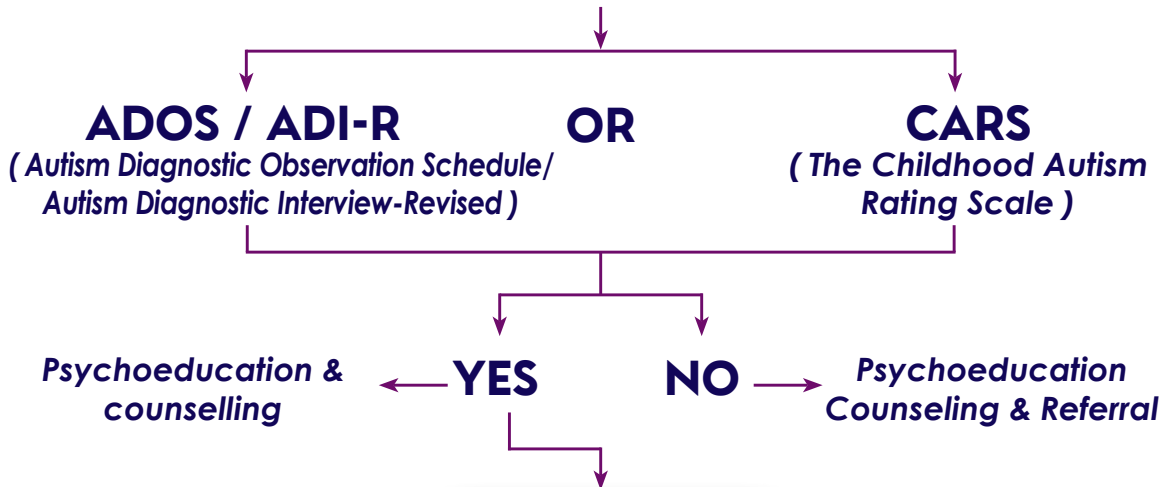


AUTISM SPECTRUM DISORDER (ASD)

SERVICES AT AUTISM CARE NEPAL SOCIETY (ACNS)

STEP 1

Children/Adult Pathway for Assessment & Diagnosis of ASD



STEP 2

Assessment



STEP 3

Therapeutic Intervention



STEP 4

Training

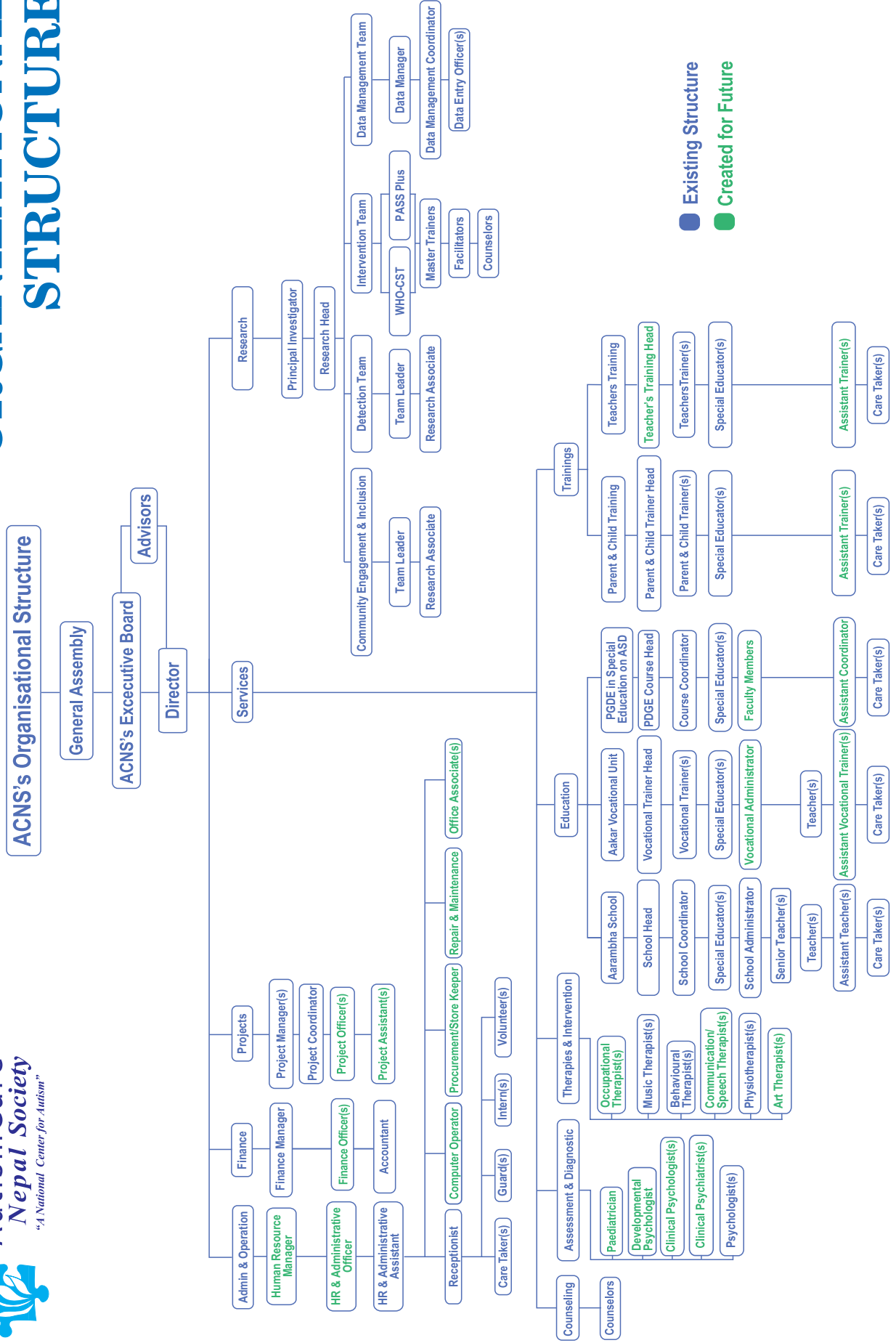




ORGANIZATIONAL STRUCTURE



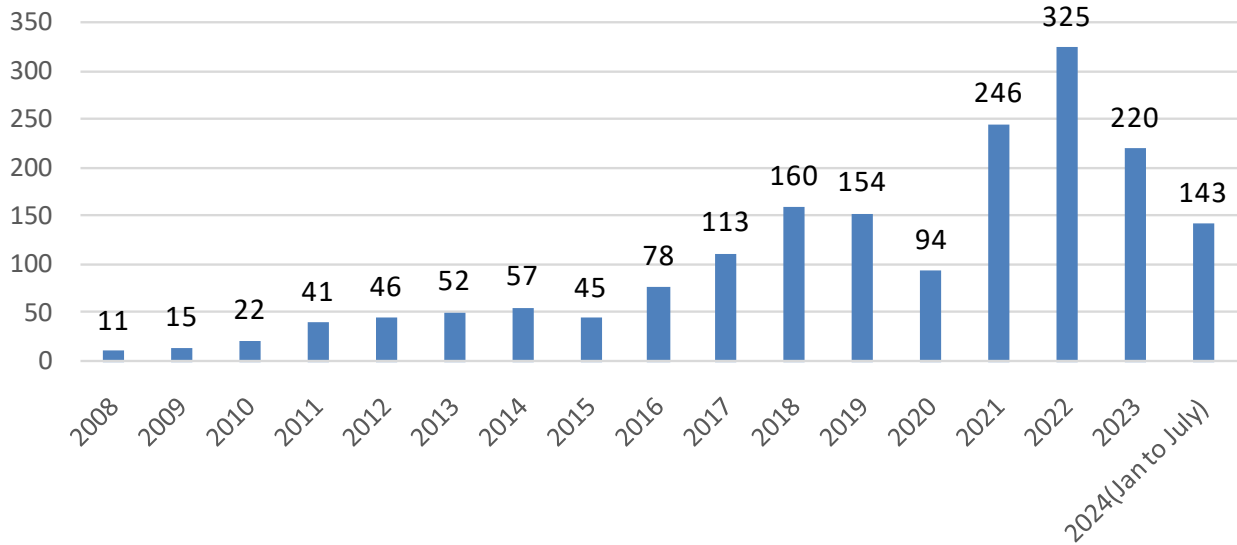
Existing Structure
Created for Future



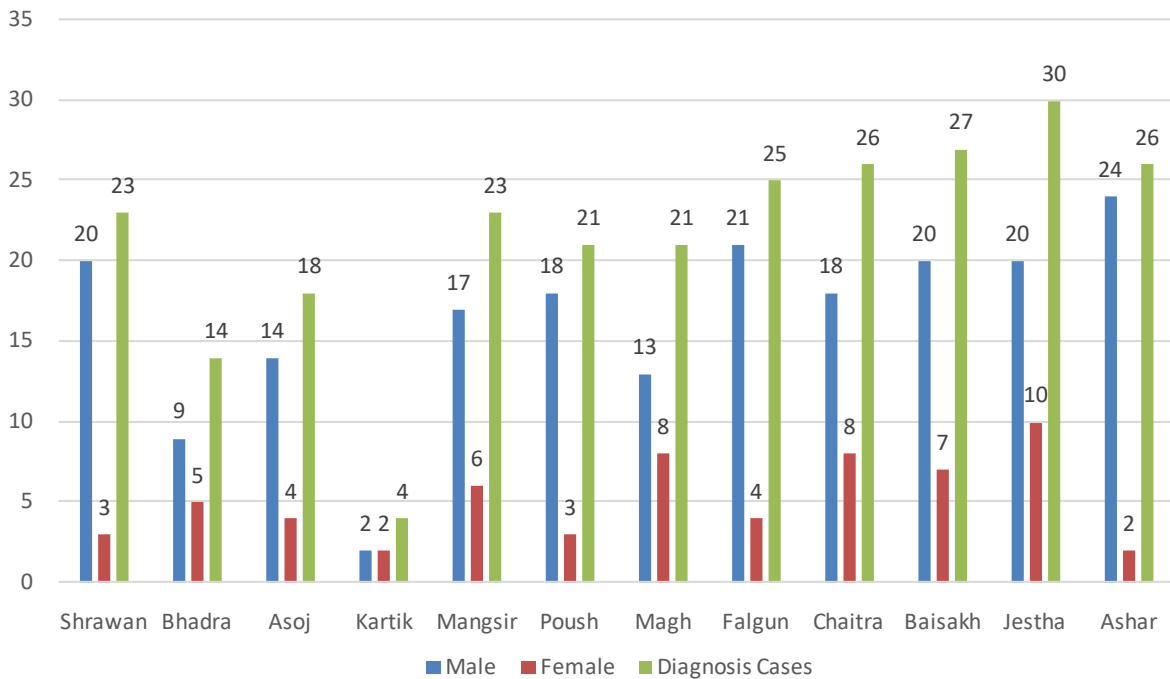
Graphs of Autism Diagnosis Details

Total Cases of Autism Diagnosis Child at ACNS (Total 1822)

Total Cases of Autism Diagnosis Child

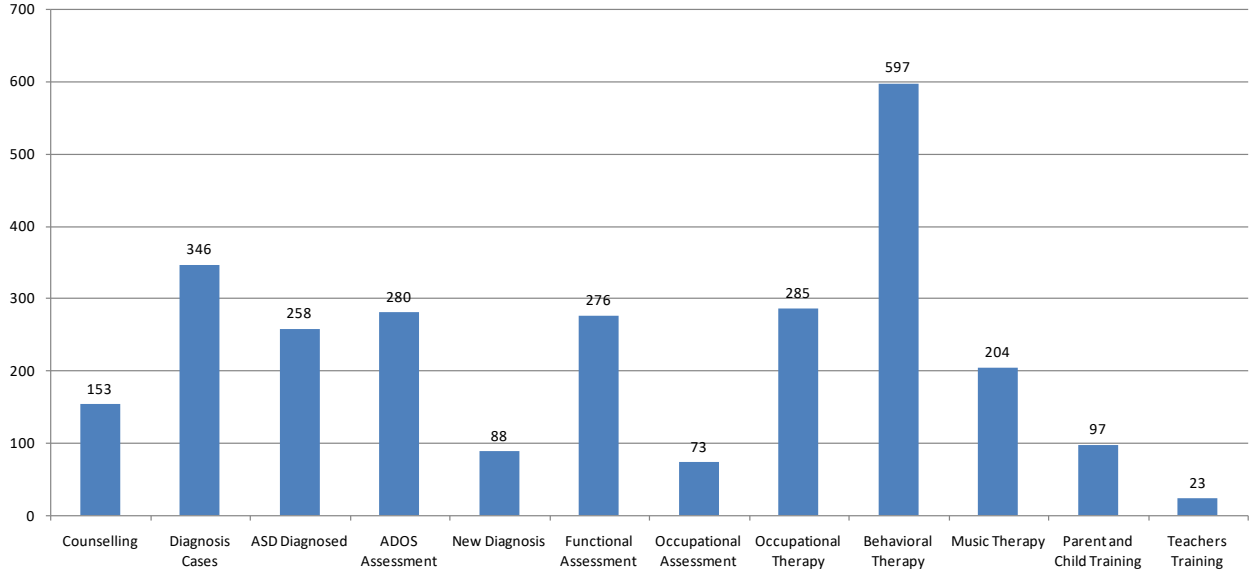


New Diagnosis cases of Autism in Fiscal Year 080/081 (Total: 258, Male: 196, Female: 62)





Beneficiaries from services at ACNS during Fiscal Year 080/081 (Total - 2680)



जन्मे देखि ५ वर्ष सम्मका बालबालिकाहरूको विकासक्रम बारे जानकारी राखौं ।

जन्मे देखि ६ महिना सम्म

- आमालाई चिन्न थाल्छन् ।
- बोलाउँदा प्रतिक्रिया जनाउँछन् ।
- आवाजको नक्कल गर्छन् ।
- एउटा हातबाट अर्को हातमा खेलाउना बराजता गर्छन् ।

६ देखि १२ महिना सम्म

- नचिन्ने व्यक्तिसँग बालबालिका जान मान्दैनन् ।
- आज, देउ जस्ता कुरा मान्छन् ।
- परिचित वस्तुको नाम लिँदा वस्तु तीर हेर्छन् ।
- चोरी र बढी औंलाको टुप्पोले सामान टिप्छन् ।

१२ देखि १८ महिना सम्म

- धेरै शब्दहरू बुझ्ने र ट देखि १० वटा शब्दहरू प्रयोग गर्न जान्छन् ।
- कागजमा कोर्न जान्छन् ।
- औंला, कान, नाख जस्ता अंगहरू चिन्दछन् ।
- नाईको संकेत गर्न जान्छन् ।

१८ देखि २४ महिना सम्म

- २ वा ३ शब्दहरूको अर्थपूर्ण वाक्य बोल्छन् ।
- अरु बालबालिकाहरू देखा उत्साहित हुन्छन् ।
- खेलाउना लुकाउँदा भेटाउँछन् ।

२ वर्ष देखि ३ वर्ष सम्म

- गोले छिन्न बनाउन सक्छन् ।
- पाले पालो गरि खेल सक्छन् ।
- माथि-तल, भित्र-बाहिर भन्ने बुझ्न सक्छन् ।
- दीडल सक्छन् ।

३ वर्ष देखि ४ वर्ष सम्म

- रंगहरू चिन्न थाल्छन् ।
- बाल गीतहरू गाउन सक्छन् ।
- दैनिक क्रियाकलापहरूको बारेमा बयान गर्न सक्छन् ।
- अरु बालबालिकाहरूसँग खेल सचाउँछन् ।

४ वर्ष देखि ५ वर्ष सम्म

- १० भन्दा बढी गली गर्न सक्छन् ।
- त्रिभुजा(छिन्न)को नक्कल उतार्न सक्छन् ।
- दैनिक उपभोगका सामानहरू चिन्न सक्छन् ।
- आफै शौचालय प्रयोग गर्न सक्छन् ।

आफ्ना बालबालिकाको विकासक्रम बारेमा जानकारी राखौं. यदी विकासक्रममा ढिलाई भएको महशुस भएमा नजिकको बाल बिशेषज्ञलाई सम्पर्क गर्नुहोला ।



नेपाल सरकार
महिला बालबालिका तथा समाज कल्याण मन्त्रालय



**अटिजम केयर
नेपाल सोसाइटी**
"A National Center for Autism"



MYRIGHT
EMPOWERS PEOPLE WITH DISABILITIES

यो सामाजी स्वीडिस अन्तर्राष्ट्रिय विकास सहयोग निवोग (सिडा) को आर्थिक सहयोगमा तयार गरिएको हो । यसमा व्यक्त विचारहरू प्रति सिडाले कुनै जिम्मेवारी लिंदैन ।

© www.autismnepal.org



Marking the World Autism Awareness Day 2024 “#Awareness #Acceptance #Appreciation: Moving from Surviving to Thriving”

This year World Autism Awareness Day (WAAD) 2024 was marked with the theme “#Awareness #Acceptance #Appreciation: Moving from Surviving to Thriving”. The Main event was organized at AutismCare Nepal Society premises with various programs. The chief guest of the program was Ms. Manjali Shakya Bajracharya, Deputy Mayor of Lalitpur Metropolitan City. There were more than 200 participants including Person with autism their parents, siblings, executive board, life members, general members, staffs of ACNS and all our guests.

Various other programs, listed below, were also organized in collaboration with N-Cell, throughout April, the autism awareness month.

- » Movie Time- Kung Fu Panda “4” at Labim Mall, Pulchowk
- » Flash Mob, Street Drama & Clown Show at Jawalakhel
- » Fun Day Program at ACNS premises
- » Sports Day: Autism Sports and Physical Activity at Lainchaur Ground.





Aarambha

Pre-Primary School

Introduction

AutismCare Nepal Society established Aarambha Pre-Primary School (APPS) on April 2, 2010, as a daycare center with the goal of fostering the development of children with autism. It was registered in Kathmandu Metropolitan city as a special school on 25th Mangsir 2073. Children who have difficulties to learn at mainstream school are enrolled in APPS. The main goal of APPS is to regulate the self help skills & practice as well as enroll in social & community activities. There are 23 students in the 4 classes- Green, Blue, Yellow and Red where 19 are boys and 4 are girls. The performance of each student is supervised and guided by School Head and the Special Educators. Activities in the classroom are set according to the class schedule. Students are categorized on each class based on their age, function, capability and ability. Each classroom has Teacher, Assistant Teacher and Caretaker.

APPS uses a variety of strategies, including Picture Exchange Communication System (PECS), Audio Visual, Play Therapy, Social Story, One-to-One Interaction, Applied Behavior Analysis (ABA), and Treatment and Education of Autistic and Related Communication Handicapped Children (TEEACH). Students are individually enrolled in both music therapy and occupational therapy according to the need-based strategy. A timely meeting is held with parents and teachers to discuss about students progress and adjustments, as well as to improve education and services.

APPS Activities and Programs

According to the Annual Plan, APPS activities and programs are conducted. Activities in APPS classes are carried out both individually and in groups based on a need-based approach. Each student's Individual Education Plan (IEP), Progress Report are prepared twice a year. And Functional Assessment and Students Profile are done by teachers once a year. APPS is using Therap Global software for documentation of these documents. Children and teenagers of APPS are more focused on attending skills like sitting behavior, eating, toileting, waiting skills, motor skills, checking schedules, taking turns etc. Adult students are prioritized on practical, pre-vocational, audio-visual classes; engagement on computer and tab, functional, physical, outdoor, daily living skill, and physical based activities.

For the development of the students APPS is conducting Individual Music Therapy, Sensory and Occupational Therapy, Yoga and Meditation, and outdoor activities. APPS focus on communication skills, social skills and daily living skills of Children with Autism. To enhance the cognitive skills of the students there is one to one session from which



the students are also learning quickly which are monitored and guided by Special Educators for upgrading the student's level: improvement and betterment.

New Initiations

Home assignments are given to parents, where parents are asked to generalized various activities at home so that students can learn same skills at school and home. Parents engage their children in kitchen works, gardening and other activities of daily living at



home. Parents use visual schedules so that students can be clear, structured, predictable and spend time productively at home. It helps them what to expect, reducing their anxiety and challenging behaviors that come with uncertainty. However, socializing can be difficult for children with autism.

Students are learning social skills and are engaged during various occasions like birthdays, festivals, celebrations, sports and community education. For independency of student's, socialization is done through self servicing, potluck sharing as



well as engaging in outdoor activities like home visits, restaurant visits, hiking, community visits, swimming, movie time, shopping at the local markets.. Each Friday there is a fun activity for students where there are events such as class wise sports, movie time, yoga, meditation and music classes. Group and paired activities help them to develop play skills, social and communication skills. Putting some fun into the mix can be a great way to increase motivation for students with autism.



There is a monthly theme based class activities held such as “shape”, “vehicle” and “fruit” where students get theme knowledge through class activities, videos, pictures during leisure time. APPS is concerned about the health of our students so there are regular Dental Camps, ENT check up and general health check up. Students are familiar with medical personnels during check ups which helps parents to take their children to the hospitals more easier way.

At home, students use and follow their visual schedule, becoming more independent, predictable and spending their time wisely without even realizing they are learning. When students enjoy and have fun they learn better at home and school. The ultimate goal of APPS is enhancing their life skills and support them for independence, reasonal accomodation and inclusion.



AAKAR VOCATIONAL UNIT

Aakar Vocational Unit (AVU) which started since 2013 in AutismCare Nepal Society, enhances independence, self-reliance and confidence in adult with autism, promotes equal treatment and equal opportunities prioritizing their interest and capacity. Child with autism from 12-18 years are trained in prevocational at school and transited to Aakar Vocational Unit after the age of 18. In Aakar vocational unit at present there are 9 adults with autism. Among them 7 are male and 2 female along with six staff members in the department.

AVU focus on communication, socialization, individual functioning and self-advocacy as well as support in job orientation. In addition, AVU works on different skills such as work behavior and life skills to empower Adult with Autism and enhance their independence.

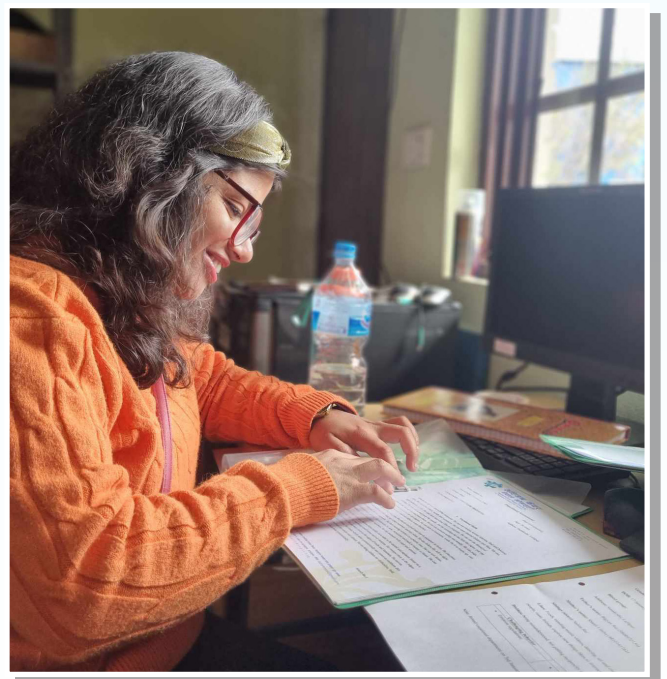
AREAS OF AVU



Skills focused at AVU:

Measurement skills: Measuring recipes in bakery. Concept of ascending and descending is essential to add on if recipes are not enough and to remove if recipes are more.

Computer skills: Using computer in grocery to keep the records of grocery products, using the software DB Browser FOR SQLITE and using T-log in Therapy Global for self-advocacy.



Bakery: Rolling dough and cutting doughnut in Bakery. Working with minimal supervision and share work place and materials with other colleagues.



Kitchen works: Serving food in equal amount in plate and serving food to colleagues. Taking responsibility of task and completing assigned task. Taking turns and waiting for own turn to eat.



Yoga and meditation: Through movement and poses, yoga helps in identifying and becoming more familiar with their body parts. Additionally, certain poses provide proprioceptive and vestibular input, which supports body awareness.



Vocational training is equally important to adults with autism and parents. Individual with Autism with different level of functioning may join the training at the same time. Individual with autism gets an opportunity to explore in varieties of vocational skill activities on the basis of their interests and strengths.



Parent and Child Training Program

Our Parent and Child Training Program (PCTP) is designed to empower parents with the knowledge and skills needed to support their child's development effectively by providing essential tools, strategies, and resources. The program focuses on enhancing communication, social skills, and behavioral management of children with Autism.

During the fiscal year 2080–81, 120 parents from various parts of Nepal participated in five batches (52, 53, 54, 55, and 56) of parent and child training that ACNS successfully organized.

In addition to mothers, fathers, grandparents, and siblings also actively participated.

Parents reported that they noted improvements in their child's communication and behavior at home because of the confidence they developed after the completion of the program. Children who participated demonstrated significant improvements in communication and social interaction as well as enhanced engagement in both school and home settings.

The program fostered a sense of community among parents, creating networks of support that extend beyond the training sessions. Many parents continue to stay connected through our online platforms, sharing experiences and advice, whereas some parents enrolled themselves in our PGDE course to enhance their knowledge as well as to begin a career and help children on the spectrum.

PCTP plan to expand the program by incorporating more advance training modules.

PCTP remain committed to empower parents and supporting children with ASD in achieving their full potential.





Testimonials about PCTP by parents

Although I knew different ideas to engage and tackle with my child's behavior, I was very much confused about where to and how to start with. This training became a bridge for me to connect with my child, as a result her eye contact and meaningful engagement with me has enhanced a lot. My sincere thanks and gratitude to the entire team.

*Jyeana
PCTP 54th Batch*

From learning to accept my daughter's autism, understanding her different styles of learning and to relate with world to an enhanced knowledge of educating my daughter are all what I am empowered with after this training. I am very thankful to ACNS, PCTP and to all instructors for providing such a supportive and friendly environment.

*Rajila Shahi
PCTP 54th Batch*

As a parent of a child on the autism spectrum, we often feel overwhelmed and unsure of how best to support their development. This program has been an absolute game changer for us. We have learnt so much about our child's behavior and its management. This program has empowered us with tools that boost our level of confidence and to advocate our son's rights.

I feel so grateful to be a part of this incredible program and would like to thank the entire team- Surendra sir, Sunita Ma'am, Kripa Ma'am, Dhanu ma'am and Asmita Ma'am for the continuous support throughout the session.

*Muna Maharjan
PCTP 55th batch*

I am grateful to Kripa Ma'am, Dhanu Ma'am and the team of ACNS for their continuous support, motivation, guidance and kindness. This training is an eye opener for me as it brought a sense of acceptance about my child's autism. Due to this change in me, there have been many positive changes in my child's behavior. He has now learnt to communicate his few basic needs through pictures. He follows our instructions and has developed imitation skills. Thank you PCTP for empowering me and creating a support group.

*Kamana Pokhrel
PCTP 56th Batch*





An Article From a parent:

A JOURNEY OF HOPE: NAVIGATING AUTISM CARE WITH ACNS REFLECTION ON "THE DIAGNOSIS DAYS"

When my one and half year daughter was diagnosed with autism, it felt like the ground had been pulled from beneath my feet. I was not prepared to accept this reality, despite the signs and symptoms that had been there all along. Stepping into the world of autism with my daughter was a journey loaded with uncertainty and fear. When she was diagnosed, I struggled to accept the reality, hoping against hope that there was some mistake. In a state of denial, I anxiously sought answers from various hospitals, therapy centers, and doctors, with a belief that perhaps it was just a developmental delay.

My world had turned upside down. Unable to reconcile myself with this new truth, I made the difficult decision to leave my job and put my PhD studies on hold. I felt entirely lost, wandering aimlessly in a sea of uncertainty. The days passed in anxiety and despair as I embarked on this uncharted path. My focus shifted entirely to caring for my daughter; yet even in my newfound role as her primary caregiver, I felt lost and adrift.

CHALLENGES AND REFLECTIONS: MY FIRST EXPERIENCE WITH OCCUPATIONAL THERAPY (OT)"

Seeking answers and support for my daughter's autism diagnosis, I turned to occupational therapy (OT) at one of the therapy centers in Kathmandu. However, what happened was far from the relief I had hoped for. From the moment we entered the therapy center, every session became a battle for us. Despite weeks of persistence, my daughter remained unpaired with her therapist, continuously expressing discomfort and any progress seemed elusive in this situation. The experience left a bitter taste in my mouth, reinforcing my belief that therapy was a overwhelming and painful procedure for children, one that they couldn't easily accept. After months of struggle, both my daughter and I reached a breaking point, and we made the difficult decision to discontinue the therapy. This setback

only deepened my uneasiness about seeking help for my daughter's condition. It seemed that every attempt to find support had led to disappointment and frustration.

A NEW BEGINNING-FIRST VISIT TO ACNS

It was during this dark and uncertain time that a ray of light entered my life in the form of a relative's recommendation. They urged me to visit the Autism Care Nepal Society (ACNS), believing it could provide the support and guidance I so desperately needed. I planned for visiting ACNS sensing that it might provide some much-needed support and guidance.

Entering ACNS for the first time was overwhelming. Surrounded by children with varying abilities, I couldn't shake the feeling of unease. How would my daughter fit into this world? Would she ever be able to navigate it on her own? The doubts and fears flooded my mind, and I found myself running away the premises, holding my daughter tightly in my arms and tears streaming down my face.

But within ACNS, I found a glimmer of hope. Meeting with Dr. Sunita Maleku Amatya, the chairperson of ACNS, brought a sense of reassurance. She helped me understand the importance of acceptance and provided guidance on navigating this new journey. With renewed determination, I decided to move ahead, embracing the therapies recommended by ACNS.

EMPOWERING GROWTH- THERAPY AT ACNS

The Functional Assessment (FA) conducted by Ms. Ruju Pokhrel marked a pivotal moment in our journey with ACNS. Her gentle appearance and insightful assessment brought clarity to our situation. It was her suggestion that occupational therapy (OT) might not be necessary for our child, but rather, behavior therapy (BT) would be more beneficial. Trusting her expertise, we eagerly embraced this new direction.

As we stepped into ACNS for our first Behavior Therapy session, my husband and I carried heavy hearts, uncertain of what lay ahead. Ms. Esha Maharjan, our daughter's assigned facilitator of Behavior Therapy, her compassionate approach and clear explanations reassured us that we were





in capable hands. Her dedication to fostering a strong bond with our daughter was evident, and we saw how our little one responded positively to her warmth and guidance. In Ms. Esha, we found not just a therapist, but a true ally in our journey towards supporting our daughter's growth and development.

With each session, we witnessed remarkable progress in our daughter's behavior. The once discouraging prospect of therapy transformed into eagerly anticipated visits to ACNS. Through Ms. Ruju Pokherel's authentic guidance and Ms. Esha Maharjan's nurturing presence, our daughter not only learned valuable skills but also developed a newfound sense of confidence and independence. From improved sitting abilities to enhanced patience and a willingness to follow instructions, the differences in our daughter were undeniable. Our experience at ACNS was evidence to the institution's commitment to excellence and the professionalism of its staff.

Enrollment in Parent Child Training Program at ACNS. Despite the satisfaction of witnessing my child's progress in therapy, I found myself exploring options that could further support her future development. It was during this search for additional resources that I received an invitation from ACNS for their Parent-Child Training Program (PCTP). I came to know that this ten weeks training program was designed to empower parents with skills to positively impact their child's behavior, socialization, and independence. The prospect of participating in this ten-week training program filled me with both hope and uncertainty.

As the training initiated, the initial week of theory sessions heightened my anxiety. Battling migraines and knowing the harsh realities of autism, I found myself questioning whether this program could

truly alleviate my concerns. In addition, the sight of children crying and the weight of understanding the challenges faced by autistic individuals seemed overwhelming.

However, as the practical sessions began and our group of eight families embarked on the journey together under the guidance of Ms. Kripa Shrestha and Ms. Ashmita Shrestha, a shift occurred. Slowly but surely, I began to realize that what once seemed impossible was, in fact, achievable. Positive changes emerged not only in my child's growth and development but also within myself.

The manner in which the sessions were conducted and the information imparted felt like soothing balm for the soul. I rather prefer to name them "healing sessions" especially designed for the parents that none of the hospitals and doctors could provide to sooth the pain. Kripa Ma'am's compassionate presence served as an inspiration of hope, reinforcing me to navigate this journey with strength and determination. Meanwhile, Asmita Ma'am's dedication and caring nature inspired me to strive for the best possible outcomes for my child.

Through the support of the team members, a sense of acceptance, love, and care enveloped me, providing much-needed consolation in uncertainty. The person I was on the first day of training stood in contrast to the individual I had become. Armed with newfound strength and hope, I embraced my role as an advocate not only for my child but for all autistic children.

In this transformative journey with ACNS, I discovered the power of resilience, the importance of community, and the untiring determination to ensure a brighter future for our children. With each passing day, I am reminded that while the challenges may be daunting, the love and support surrounding us are limitless, propelling us forward on this journey of hope and empowerment. In the end, my journey with ACNS has been more than just a search for answers - it has been a journey of self-discovery, resilience, and ultimately, love and for that, I am eternally grateful.

-Dr. Pratistha Joshi
PCTP 54th batch

Training of Trainers of Parent and Child Training Program

Introduction:

Training of Trainers (TOT) Parent and Child Training Program (PCTP) is advanced version of Parent and Child Training Program to train the parents to become Trainer. This training program is the first human resource development program of AutismCare Nepal Society in order to replicate the Parent and Child Training Program in different districts of Nepal.

ACNS started the 1st Batch of TOT PCTP on 20th Kartik 2074. Since then, we have conducted 5 batches of training program till date. 20 parents have graduated from TOT training program representing from Parents Network Groups of Kaski, Jhapa, Rupandehi, Surkhet, Gulmi, Chitwan and Kathmandu. After graduating from this training program, PCTP is running in all these districts which is one the most important milestones of dissemination of ACNS services in different parts of Nepal.

Principles:

- 1) Every child with autism can improve and can be helped to lead a dignified and meaningful life with consistent and appropriate intervention.
- 2) A child is better understood by his/her parents only when the parents know how to use appropriate teaching strategies with their children. They can be the ideal people to help the children learn and grow in different environment.

- 3) When the parents know appropriate methods to teach their children, they are empowered to take an active role in shaping their child's and family's future.
- 4) When parents are taught strategies of relating to and educating their children, the parent child interaction becomes more meaningful, productive and enjoyable for both parent and the child.


Objectives:

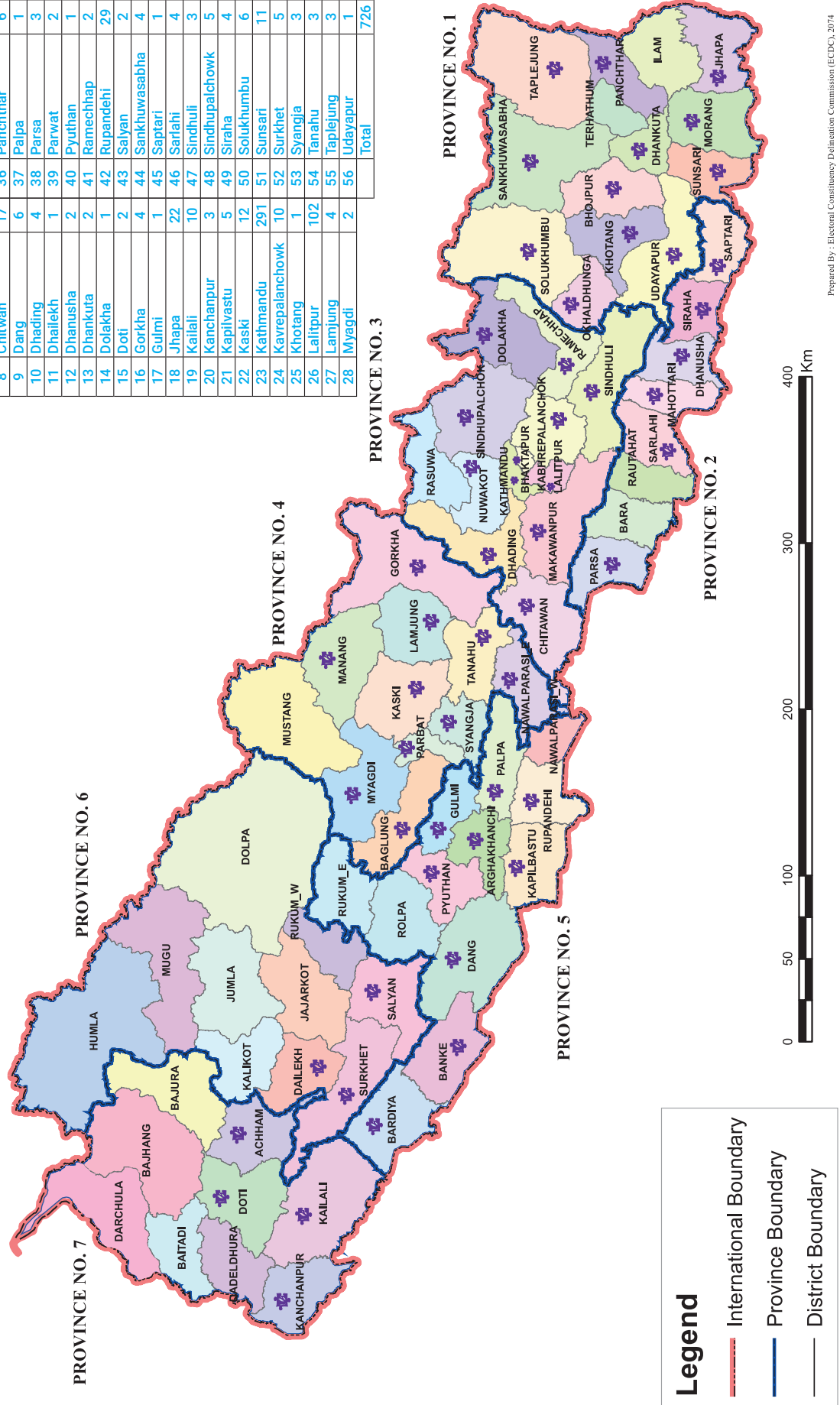
1. To help new parents by TOT trained parents to understand about autism, understand their child in the unique ways about how child thinks and learn.
2. To make the trained parents more skillful and teaching essential skills to become PCTP trainer.
3. To decentralize the PCTP to various parts of Nepal.



DISTRICT COVERAGE BY PARENT AND CHILD TRAINING PROGRAM

Total District Coverage: 56 Districts

S.N.		Number of family participants
1	Achham	1
2	Argakhachi	3
3	Baglung	2
4	Banka	9
5	Bardiya	1
6	Bhaktapur	51
7	Bhojpur	1
8	Chitwan	17
9	Dang	6
10	Dhading	4
11	Dhalekh	1
12	Dhanusha	2
13	Dhankuta	2
14	Dolakha	1
15	Doti	2
16	Gorkha	4
17	Gulmi	1
18	Jhapa	22
19	Kailali	10
20	Kanchanpur	3
21	Kapilvastu	5
22	Kaski	12
23	Kathmandu	291
24	Kavrepalanchowk	10
25	Khotang	1
26	Lalitpur	102
27	Lamjung	4
28	Myagdi	2
	Total	726



Prepared By : Electoral Constituency Delineation Commission (ECDC), 2074

Postgraduate Diploma in Education (PGDE) with a specialization in Autism Spectrum Disorder (ASD)


The Postgraduate Diploma in Education (PGDE) with a specialization in Autism Spectrum Disorder (ASD) is a one-year program consisting of two semesters. Each semester offers 15 credit hours, covering both theoretical and practical aspects. This course aims to develop professionals in the field of special education to address the needs of diverse learners in the community. Participants will gain a thorough understanding of various disabilities and conditions, including ASD, to effectively support all students with disabilities.

Additionally, the course covers typical child development and the psychological factors influencing learning, as well as the philosophies, evolving practices, and policies that facilitate education for children with disabilities. Participants will learn how to develop curricula that accommodate learners with ASD and other disabilities, applying strategies to ensure the success of all students. The course also includes training on various assessment tools and techniques for planning educational interventions and refining teaching strategies. Participants will learn how to apply appropriate techniques to support students with high needs, understand the concepts of inclusive education, and recognize the critical role of family and community in the education of children with disabilities.




The program provides educators with the knowledge needed in special and inclusive education, fostering values and behaviors that promote inclusive practices at both institutional and personal levels. It also enhances their skills in assessing and identifying the needs of individuals with ASD through a multidisciplinary approach.





Kathmandu University
School of Education
Continuing and Professional Education Centre (CPEC)
In Association With
Autism Care Nepal Society



Programs for 2024 August Intake

PGDE IN INCLUSIVE AND SPECIAL NEEDS EDUCATION (ISNE) (SPECIALIZATION IN AUTISM SPECTRUM DISORDER) [1 YEAR]

Eligibility: Bachelor's degree in any discipline


Contact: Noor Jung Shah (9851009807) noor.shah@kusoad.edu.np | Laxmi Karki (9843368389) acnsprojectmanager@gmail.com

Structure: The program is of two semesters expanding for one year. There are courses for 30 credits comprising Core Courses (6 credits), Specialization Courses (15 Credits), Elective Courses (Any One) (3 Credits), and Practical Courses (6 Credits).

Core Courses (6 Credits)		
EDGE 471	Theory and Practice in Education	3
EDGE 472	Research Methodology	3
Specialization Courses (15 Credits)		
EDGE 473	Developmental Psychology	3
EDGE 474	Understanding Autism Spectrum Disorder	3
EDGE 475	Early Intervention and Assessment Strategies in Autism	3
EDGE 476	Curricula in Inclusive and Special Needs Education	3
EDGE 423	Pedagogy and Assessment Practices in Inclusive and Special Needs Education	3
Elective Courses (3 Credits) (Any One)		
EDGE 477	Assistive Technology in Education	3
EDGE 448	Home-Based Therapies for Special Needs	3
EDGE 459	Parenting Education	3
Practical Courses (6 Credits)		
EDGE 478	Research Project	3
EDGE 479	Internship	3

Focus

- Specialized knowledge and skills in supporting individuals with autism spectrum disorder (ASD)
- Inclusive educational settings
- Integrates theoretical foundations, practical strategies, and evidence-based interventions
- Improve outcomes for individuals with autism.



Empowering Educators: Teachers Training on Autism Spectrum Disorder

With evidence indicating the increase in the diagnosis of autism, as well as the complexity of working with individuals with Autism Spectrum Disorders (ASD), providing effective education and training programs specializing in ASD has become an educational necessity. This can be a strategy or intervention in teaching children/individual(s) with ASD.

ACNS, outlines the following points in the preparation of teacher from the teachers training program:

- 1) Training will be eye openers in enhancing understanding the condition of student with Autism.
- 2) Teachers are committed to student with autism and their learning in the classroom.
- 3) Teachers know how the student with Autism learn.
- 4) Teachers make a list of the child's strengths which will help them to teach those subjects to student with Autism
- 5) Teachers think systematically about their practice and learn from training

With this realization, ACNS has been organizing “Teachers Training on Autism Spectrum Disorder” since 2011 at ACNS. The concept emerged with the strong realization of ACNS on “Education for all” and inclusive education for children with autism. The training is 2 weeks which focus on the different topics such as understanding autism, understanding behaviour and behaviour modification, structure teaching, enhancing communication, acceptance, inclusion, occupational therapy. This course at present has practical sessions and observations too.

ACNS offers a chance to participate in the training twice in a year. ACNS has been running training sessions consistently since 2011 and has now completed 24 batches training 274 teachers from various schools and centers of Nepal.



Different mainstream and specials schools have been the part of this as follows since 2011:

S.N.	Schools' Name	No. of Participant
1.	Samadarsi	5
2.	Elims kids	5
3.	Montessori School	1
4.	Purple Home	2
5.	Phoenix	14
4.	SSDRC	1
5.	SERC	5
6.	Padma Kanya	1
7.	British School	6
8.	Mother Gnaga Pre-school	1
9.	Maitri Griha	2
10.	Euro kids	4
11.	Ullens Kindergarten	5
12.	CBR	11
13.	Sirjana School	1
14.	Self Help Group for Cerebral Palsy (SGCP)	4
15.	Ansara Montessori	1
16.	Kakhara school	1
17.	Motherland Montessori	1
18.	Chautari Nepal Health Foundation	1
19.	Mano Spandan Nepal	1
20.	Montessori kids paradise	1
21.	GNSS	1
22.	MKH	1
23.	Aarambha Pre Primary School	38
24.	Bodhi Batika Int'l Montessori Pre-School	1
25.	Best Montessori	10
26.	Aakar Foundation	10
27.	Parlance Int'l Academy	3
28.	Montessori Kinder House	9
29.	Patan Mental Hospital	2
30.	KidzeeKalanki	2
31.	Wisdom Kids	2
32.	Barkhari Kids Foundation	1
33.	Montesori Kids World	1
34.	Center For Autism	3
35.	Heimric National Pre School	4
36.	Anmol Special Education Center	3
37.	Kids Dream	3
38.	Aadarsa Secondary School	5
39.	Peoples Academy	4
40.	Montessori Kids World	2
41.	Sama Nepal	2
42.	The Vinnance Pre School	2
43.	Different Organizations	56
Total Participants		274

We extend our heartfelt gratitude to all trainees, trainers, and supporters at ACNS. A special thanks to MyRight/Autism Sverige for unwavering support in making this initiative a reality. Your dedication and passion are invaluable in our journey toward inclusive education for all.

Volunteering and Internship

Help people with autism live the life they choose by contributing your time and effort. Get the satisfaction of making a real difference in people's lives while meeting new people and potentially learning a new skill. From volunteering at ACNS you can do to improve the lives of people affected by autism in Nepal.

Dear applicant,
Thank you for your interest in AutismCare Nepal Society. Below you can find a list of the most frequently asked questions to do with volunteering at AutismCare Nepal Society.

- **How long can I volunteer/be a intern?**
Very short (e.g. 2 days to 1 week)
Short-term (250hrs., 1 to 3 months)
Long-term (e.g. 6 to 12 months) is possible
- **In which fields of work can I collect experiences?**
In fields as special school, vocational unit, parent-child-training, therapies (occupational, music, speech), assessment and diagnosis, functional assessment and individual interventions.
All these fields are specialized for children with autism.
- **Which languages do I need? Is Nepali necessary?**
English is required. Nepali is helpful but not necessary.
- **How are the working hours?**
Monday till Friday from 10am to 4pm.
- **Is there a payment for internship/volunteering?**
No but you will be rich in experiences.
- **Is lodging provided?**
No unfortunately we cannot provide any lodging.
- **Where can I live?**
There are different possibilities as homestay, hostel and hotel...
- **Is a meal during the working hours provided?**
Yes, all employees receive a daily lunch.
- **Is a contact person/supervisor provided for me?**
Yes, we provide a contact person/supervisor for all students and volunteers.

- **Are there any holidays?**
ACNS has closed on the weekend (+Sundays) and some official holidays as for example the Dashain festival, Tihar festival, Shivaratri, Holi etc. as well as two weeks of winter holidays in January. You can refer to ACNS website to view the calendar of ACNS.
- **Will I get a letter of reference free of charge after I volunteer?**
Yes you will be receiving letter of reference free of charge.
- **I am an international student/newcomer to Nepal. Do I need a work permit to volunteer?**
No, for an internship or volunteering a tourist visa is sufficient.
For long term working visa may be preferable or you may required official Visa if you come from any Institution e.g. Australia Volunteer International
- **Which expectations are put to me?**
ACNS expects that the student/volunteer is motivated to take part in the work of ACNS.
As per your specialty or profession we do expect your professional knowledge and skills and applied manner.
- **Is foreknowledge in the field of autism necessary?**
It will be helpful to inform yourself about the neuro-developmental disorder autism.
- **Are there several locations of ACNS in Nepal and can I also volunteer there?**
Yes, in Kathmandu, Pokhara, Jhapa, Surkhet, Lumbini, Chitwan and we are expanding in other districts of Nepal too.
If there is something you would like to ask that is not featured on the list then please do not hesitate to contact us at info@autismnepal.org

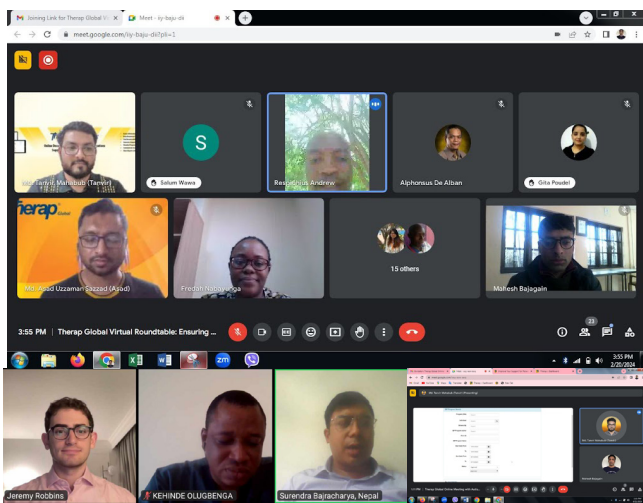
For more details, you also can check our website <https://autismnepal.org/> with several information's about ACNS and videos.



Therap[®] Global / Person-Centered. Data-Driven.

Online Documentation from Therap Global

AutismCare Nepal Society (ACNS) is using Therap Global software since 2018 for online documentation. From the starting date of its implementation process, Therap Global team is supporting ACNS through virtual training's and onsite meetings. ACNS is benefiting from Person Centered Practice Training and TOT training in this process. This software is accessible for the entire staff members and parents with required privileges.



ACNS is currently using Therap Global in the respective departments:

1. Aarambha Pre-Primary School (APPS)
2. Aakaar Vocational Unit (AVU)
3. Parent & Child Training Program (PCTP)
4. Self-Advocacy (SA)

How ACNS is using Therap Modules?

1. T-Log Module

T-Log module is using for keeping important records: like daily notes and Functional Assessment Reports. Currently this module is using at APPS, AVU and Self Advocacy.

2. Individual Demographic Form (IDF) and its actions

IDF is used for keeping and updating the profiles of students. This module is supporting us for generation Demographic Reports of each department. APPS, AVU, PCTP and Self -Advocacy are using this module to update the demographic details of the students.

3. Individual Support Plan (ISP) Module

APPS is using the ISP module is using for the

implementation of Individual Educational Plan (IEP). All the phases of IEP are documented here as preparing the new IEP, entering the ISP data, generating the reports at the end of the session.

Self-Advocacy in Therap Global



Enrolling Person with Autism (PWA) in Self-Advocacy program is great opportunity for us. We have opened this new platform for Self Advocated since November 2023. Being the active user, PWA is supported to empower their level of independence. We have golden moment to show PWA is also able to be an active user in Therap. Our staff member Ms. Merun Bhattarai (Adult with Autism) is using Therap Global Software as a self-advocate. She is using T-Log module for keeping her daily notes.

Future Planning of Therap Global

ACNS is planning to implement Life Trajectory Module (planning & exploring), Case Note Module and Behavior Plan Module in the coming future. We are in the process of including the entire department for documentation and enrolling parents as active user. Also, we are in the process of increasing the Person with Autism as self-advocates.



Mahesh Bajagain
Teacher/School Administrator



AutismCare Support and Capacity Building Program

AutismCare Nepal Society (ACNS) is really seeking help to continue our regular services and sustain our human resource. We are glad that we have been receiving support grant from Nick Simon's Foundation to provide necessary support to our human resource for retention as well as pay our school rent and school bus hire rent. The project fund mainly focuses on the continuation of regular services of ACNS focusing on Diagnosis, Assessment, Intervention, Therapy, Special Education to Children with Autism through Aarambha Pre-Primary school, Vocational Training to Person with Autism and development of different software and information communication technology to support Person with Autism with in the Center.

Project Objective:

- Strengthen the organization and continue the regular services of ACNS.

Activities to be carried out under Project/Program are:

- Diagnosis and Assessment (ADOS Assessment) of Children with Autism by skillful professional (Clinical Psychologist, psychologist)
- Functional Assessment and Intervention of Children with Autism by skillful Special Educators
- Special Education to the Children/Person with Autism by trained Special educators and teachers
- Pre-Vocational and Vocational training services to the Adolescent and Adult with autism through Aakar Vocational Unit.
- On the job orientation program to adult with autism
- Occupational therapy and Music therapy to the Children and Person with Autism
- Parent and Children Training to parents, caregivers of Children and Person with Autism
- Conduction of workshop and training program to parents, caregivers and teachers
- Establishment of Autism Inclusive club
- Development of different software and Information Communication Technology (ICT) to support Person with Autism
- Counseling to parent of Children and Person with Autism



Output of Project Activities:

Beneficiaries from the services of AutismCare Nepal society
(1st August 2023 to 31st July 2024)

Services of ACNS	Male	Female	Total
Counselling	83	70	153
Diagnosis Cases	270	76	346
ASD Diagnosed at ACNS	196	62	258
ADOS Assessment	209	71	280
New Diagnosis	74	14	88
Functional Assessment	215	61	276
Occupational Assessment	53	20	73
Occupational Therapy	189	96	285
Behavioral Therapy	432	165	597
Music Therapy	168	36	204
Parent And Child Training	78	19	97
Teacher's Training	0	23	23



Conclusion:

AutismCare Nepal Society is committed to provide all its services to the beneficiaries though there are lots of hindrances and obstacles. The number of new diagnosis cases of autism spectrum disorder increased tremendously. There was huge demand of all services and ACNS faced all the challenges and provided the quality services to all with the available limited human resources.

We were able to retain our most of the important human resources and recruit new human resources to provide our regular services. This could only be possible because of grant we received from Nick Simon's Foundation. We could serve more than 2000 families so far during the one-year period increasing our capacity and building strong team work. This output has boosted the human resource of ACNS and motivated to work with full potential.

Increased Access of Persons with Autism in Education, Health, and Social Rights



AutismCare Nepal Society (ACNS) Engagement in the Project: “Increased Access of Persons with Autism in Education, Health, and Social Rights” supported by MyRight/Autism Sweden. ACNS undertook various activities in the fiscal year 2080/81 aimed at improving the lives of children and persons with autism (C/PWAs) and their families/caregivers. Key initiatives included:

- **Activity 1:** Regular services of Assessment and Diagnostic, Music, Occupational/physiotherapy services for PWAs/CWAs at ACNS.
- **Activity 2:** Workshop on Autism/ASD inviting parents, family members, chapter/parent network group representative
- **Activity 3:** Organize a day camp for children with autism and their siblings and parents focusing on building self-help and leisure time activities.
- **Activity 4:** Creating opportunities for Individualized Programme for Home Management
- **Activity 5:** Provide Family Counselling support at ACNS especially after diagnosis and also in critical phases.
- **Activity 6:** Training to school teachers on educating children with Autism/ASD
- **Activity 7:** Continue a Diploma Course on Autism/ASD at ACNS targeting 5-10 to attend
- **Activity 8:** Professional support/school support program to educate children with Autism at Aarambha School.

Under regular services, ACNS's provided different service to Children with Autism (CWAs) for 7,00 times above in the area of either therapeutic or assessment (under Occupational Assessment of total 307 have been assessed where 222 were Male and 85 were Female), under Music Therapy there were total of 17; where 14 were Male whereas 3 were Female. Such services contributed in improving living condition of CWAs.

Workshop on Autism/ASD and Parent Child Training to 79 persons inviting parents, family members, chapter/parent network group representative trained on Autism/ASD and its various issues which contributed to improve the capacity of parents/family members/care givers on ASD and associated issues and they are contributing to create inclusive environment at home.

This year ACNS also organized a day camp for 58 children with autism and their siblings/parents focusing on building self-help and leisure time activities through learning new skills and new social situations. Camp also provided opportunities for individuals with autism to interact with peers in a structured and supportive environment. Engaging in group activities and building relationships with others offered social skills, enhanced communication, and foster a sense of belonging.



A total of 62 teachers from different schools received training to educate/handle CWDs. This know-how led them to better handle the student with autism by coping with the children's best abilities and to develop individualized educational plan as per the need of each student. Moreover, 15 teachers trainee have been enrolled in the Diploma course in ASD for the year and will be ready to serve as a Special Educator.

189 Parents/family members accepted Autism condition in their children through psycho education or counselling services. This helped parents/family members to get rid out of the critical phases they were facing in the present time.

The main targeted groups of the project were Children/Persons with Autism (C/PWAs) and their families/care takers. Project mainly benefited to the boys/men with autism as the prevalence of Autism is higher in the boys/men than girls/women. Age, gender equality, equity and sex factor were not considered with the primary beneficiaries as C/PWAs. However; regarding the families/care takers; project tried to make the equal participation of male and female in all project activities. There was no any external factors and conditions that affected implementation of the activities.



Success of Activities as Reflected in Beneficiary Feedback:

"I didn't have a clue; I wouldn't have been able to pick out children in the room who had any special needs particularly as such in terms of Autism because we had no training. Teachers Training on ASD by ACNS been so resourceful for me."

– Neenu Vaidya Shrestha, Teacher, Bina's Ketaketi Bari

"By the time, he was two and half years old, he started showing different behaviours such as playing continuously with the same toy for a long time, did not care what was happening around. Also, he had a habit of saying the word 'mummy' frequently. He was not close to other family members. He used to ignore if anyone tried to communicate with him. Observing all these things, I came to ACNS, been doing intervention. My son is calm now."

– Mother of Suruchi Gurung (Deuta Gurung), Chitwan

"I am Sara Sharma. I did a Parent and Child Training Program from Autism Care. Prior coming to here; I was unknown how to handle my child. This training helped me to understand by child and Autism. I am helping her in a way I can do. I am happy; I am helping my child; I am connecting with her."

- Mother of Aadhya Sharma, Laxmi Sharma, Lamjung

ABILIS PROJECT



"Capacity Building of Stakeholders Engaged in Autism Services in Nepal"

Introduction:

This comprehensive project aimed at addressing the critical issues surrounding social inclusion and inclusive education for Person with Autism (PWAs) in Nepal. With a multifaceted approach encompassing several key components. Primarily the project focused on capacity building for the professionals working within the autism community. Furthermore, this project endeavored to raise awareness about autism within society through the development & dissemination of Information, Educational & Communication (IEC) materials. Empowering parents and caregivers was another critical aspect of the project.

Project Goal

1. Enhance the capacity of Human resources engaged in Autism Services
2. Support the Parents and Caregivers of Person with Autism at Home environment

Project Objective

1. Enhance the capacity of teachers, trainers, special educators and therapists working for person with Autism in Nepal.
2. Orient the parents on occupational therapy and sensory integration therapy
3. Support mainstream schools to enhance inclusive education.
4. Support the parents and caregivers through home-based trainings.



S.N.	Activities	Achievements
1.	Virtual workshop to parents, teachers and caregivers on “Steps to teaching by International Experts	
	ACNS organized a virtual workshop on Step to teaching in collaboration with Action for Autism, India.	Five trainers from AutismCare Nepal Society participated in the workshop which yielded positive outcomes, equipping participants with valuable insights and practical strategies to enhance their teaching methodologies.
2.	Parental Workshop on title Occupational Therapy & Sensory Integration Therapy	
	“Exploring Autism through Sensory Insights & Behavioral Understanding” workshop held on 20th January 2024 at Bougainvillea, elicited positive outcomes.	55 participants acquired practical strategies and techniques to better understand and address sensory related behavioral challenges as well as the ability to create an autismfriendly environment. This approach have the potential to positively impact the lives of persons with autism in the long term, promoting their overall well-being and quality of life.
3.	National Conference on Inclusive Education targeting Schools and Educational Centers	The conference harnessed the collective wisdom of both national and international luminaries, who graced the stage with insightful presentations. The event's multifaceted approach included captivating panel discussions and thought-provoking poster presentations, weaving a tapestry of knowledge that promised to reshape the landscape of Inclusive Education in Nepal.
4.	Home visit program to support the parents & caregivers through home based trainings	
	11 home visitors comprising both teachers & assistant teachers of ACNS, to execute the home visit survey program.	61 beneficiaries (16 girls & 45 boys) of Children with autism benefited from the program. The home visit program significantly impacted families of children with autism by assessing the needs of the children and providing counseling, strategies, and guidance to better address these needs. It also fostered greater acceptance of autism within the families, contributing to the creation of a more supportive and autism-friendly environment, ultimately enhancing the well-being and quality of life for both individuals with autism and their families."
5.	Production of Information Education and Communication (IEC) Materials	The production & dissemination of IEC materials had several positive impacts. It continued to promote autism awareness and increased understanding and acceptance about autism conditions within society. It also served as advocacy tools, enabling stakeholders to advocate for the rights and inclusion of individuals with autism across different aspects of life.
6.	Training of trainer intensive parents & children training	
	Training of Training program for trainers & professionals & TOT orientation program at ACNS premises in August 2023. A total 40 participants actively participated in the program.	Four trainees underwent comprehensive sessions to enhance their skills and knowledge as effective trainers. The impact of the Training of Trainers (TOT) program was significant, as they initiated parent and child training programs in their respective districts upon completion. This achievement marks a substantial step for AutismCare Nepal Society (ACNS) in decentralizing autism-related services, ensuring access for all parents. Ultimately, this contributes to the well-being of individuals with autism by providing essential support and resources to their families.

Conclusion:

The project effectively addressed key challenges related to social inclusion & inclusive education for person s with autism (PWAs) in Nepal through a multifaceted approach. It focused on building professional capacity, empowering parents & caregivers, & raising societal awareness about autism. . Significant progress was achieved in enhancing the skills of educators and therapists, while inclusive education was supported through national conferences and school initiatives. Home visit programs provided crucial family support, fostering autism-friendly environments and improving the well-being of PWAs. The dissemination of IEC materials promoted autism awareness and advocacy. Notably, the Training of Trainers (TOT) program played a vital role in decentralizing autism services, expanding access to essential resources for families across various districts. Overall, the project made a meaningful impact by fostering a more inclusive and supportive environment for PWAs and their families.

Meaningful Participation & Inclusion of Person with Autism in Nepal

Direct Aid Project- Australian Aid



Project Introduction

“Meaningful Participation and Inclusion of Person with Autism in Nepal” is an eighteen months project which primary aim is; promoting & enhance meaningful participation and inclusion of Person with autism in Nepalese Society. ACNS has undertaken a series of accomplished activities aimed at addressing the diverse needs of individual with autism and promoting their inclusion in society.

This project activities focused on a comprehensive awareness and sensitization program, in expanding vocational activities and inclusion programs for individuals with autism. The project encompasses a range of initiatives, including expanding vocational unit for employment opportunities for adult with autism, functional reassessment of adult with autism, school health programs for inclusive education, strengthening the autism inclusive club, transition to a high tech teaching platform and developing job creation activities.

Project Goal:

The primary goal of this project is to promote the inclusion, empowerment, and development opportunities for children and adults with autism in Kathmandu Valley, through comprehensive educational, vocational, and technological advancements at AutismCare Nepal Society (ACNS).

This will be achieved by fostering a more inclusive school health programme, expanding vocational training and job creation initiatives, improving reassessment and support services for adults with autism, and upgrading the teaching-learning platforms to embrace modern technological solutions.



Project Objectives

1. To promote the inclusion of Children with Autism (CWAs) in mainstream schools through an enhanced school health program.
2. To expand vocational activities at AutismCare Nepal Society, supporting skill development and employment opportunities for individuals with autism.
3. To conduct functional reassessment programs for adults with autism at AutismCare Nepal Society, ensuring individualized support and development.
4. To strengthen the Autism Inclusive Club at AutismCare Nepal Society, promoting community engagement and inclusivity.
5. To transform the teaching and learning platforms at AutismCare Nepal Society from low-tech to high-tech, ensuring innovative and accessible educational tools.
6. To develop job creation activities tailored for adults with autism, fostering economic independence and inclusion in the workforce.





S.N.	Activities	Results
1	Expanding Vocational Activities	We purchased necessary equipment & materials to expand the vocational unit for creating working environment to adult with autism
2	Functional Reassessment program for the adult with autism.	10 adult with autism had functional reassessment and developed their IEP
3	School Health Program for Inclusion of CWAs a mainstream school	
3.1	School principals meet program	12 schools visited and conducted the preliminary meeting with school management & principals
3.2	Workshop for teachers	Four workshop conducted at Kritipur municipality, Bhaktapur CBR, Bhaktapur&Bougainvilla, Tripureshwor, Kathmandu
4	Strengthening the autism inclusive club	
4.1	Autism Awareness and advocacy by PWAs	An article on autism published aids in increasing the level of understanding of autism in the general community. Additionally, National Conference promote inclusive education in mainstream school.
4.2	Various autism awareness program conducted	
4.3	Workshop & Meeting of Autism Inclusive Club	More than 60 participants engaged in the program & Adult with autism enjoying their time. This initiative aim to promote social inclusion
5	Transformation of teaching learning platform from low tech to high tech	
5.1	Monitor setup in training hall	30 Children/Adult with autism learned about the high technology and improve their learning outcomes.
5.2	Training to teachers and parents regarding use of high technologies	16 participants gain the guidance & skills on utilizing the software effectively.
6	Development of job creation activities for the adult with autism	
6.1	Preliminary planning meeting for development of job creation	The gap was analyzed to create opportunities for employment for adult with autism.
6.2	Pre job training program to selected adult with autism	One adult with autism appointed as paid trainee at Aakar vocational unit and providing a pre job training for better opportunity.

Conclusion:

The project has set a strong foundation for the successful implementation of our goals. This project has promising and significant strides on expanding vocational opportunities and inclusiveness for person with autism. The on-the-job training program for adult with autism at ACNS represent a significant step towards promoting inclusivity and fostering meaningful employment opportunities. By providing specialized training and support, we aim to empower individual with autism to achieve their full potential in the workshop. We are committed to creating a more inclusive and supportive society for person with autism in Nepal.

Construction of National Center for

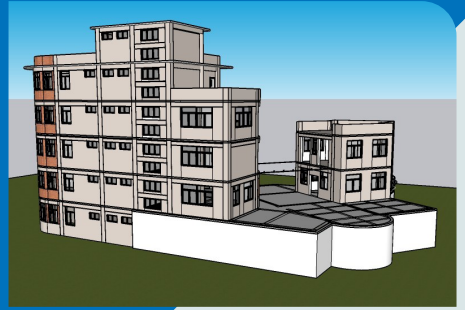
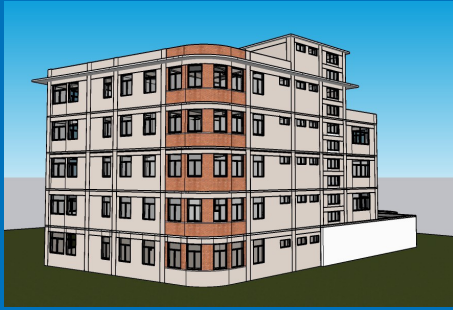
AUTISM

Autism Care Nepal Society (ACNS) is thrilled to see its long-held vision come to fruition with the construction of the National Center for Autism at Jharuwarasi, Godawari Municipality, Lalitpur District, Bagmati Province. This project represents a ground breaking step in creating a dedicated infrastructure aimed at providing essential education, training, and autism-related services to person with autism and their families. The facility will offer a wide array of services in an integrated environment, ensuring comprehensive support for person with autism and addressing their unique needs.

The center will feature modern amenities, including diagnostic services, speech and occupational therapy, music and art therapy, sensory integration, and vocational training programs, all within one centralized space. Designed to foster educational, behavioral, and social development, it will empower individuals with autism to reach their full potential. Moreover, it will offer parents and caregivers critical resources and training, equipping families with the knowledges, skills and tools needed to support their loved ones effectively.

This milestone marks a pivotal moment not only for ACNS but also for Nepal's autism movement. Once operational, the National Center for Autism will set new benchmarks in autism care and advocacy, benefiting thousands of families across Nepal and the broader SAARC region. It will make specialized care more accessible, while promoting social inclusion and economic empowerment for person with autism.







Neurodevelopment and Autism in South Asia Treatment and Evidence

Introduction:

NAMASTE is a research project which is being implemented in three countries of South Asia i.e. Nepal, India and Sri-Lanka. Through a combination of research, training and capacity building; NAMASTE seeks to design and test a system to ease the journey of families as they recognize their child's differences, seek a diagnosis and access interventions and support.

This five-year (2022-2027) research project is funded by National Institute of Health and Care Research (NIHR) and is implemented by AutismCare Nepal Society (ACNS) in Nepal, Sangath in India and Sri-Lanka College of Pediatricians in Sri-Lanka. In Nepal, the project is being implemented in all 14 wards of Godawari Municipality, Manchester, and other national and international partners.

Objectives

- Enhance the capacity of staff and non-specialist health workers working in community-level health posts for early detection of children with neurodevelopmental disorders (NDDs) including autism.
- Provide an evidence-based intervention for parents and caregivers to address the unique, behavioral, intellectual and communication needs of children with NDDs and autism.
- Develop community engagement materials for public awareness in Nepal in collaboration with families

Four Workstreams of NAMASTE



Geographical Coverage

The project covers all 14 wards of Godawari Municipality.

The reasons for selecting this region are:

- Proximity of AutismCare Nepal Society (ACNS) for diagnosis, functional assessment, and therapeutic interventions, feasibility for parents/caregivers
- Peri-urban setting/mixed community to administer a 'model' research project that can be well replicated.



Expected Outcomes

NAMASTE is expected to produce scientific evidence on:

Scientific Outcomes:

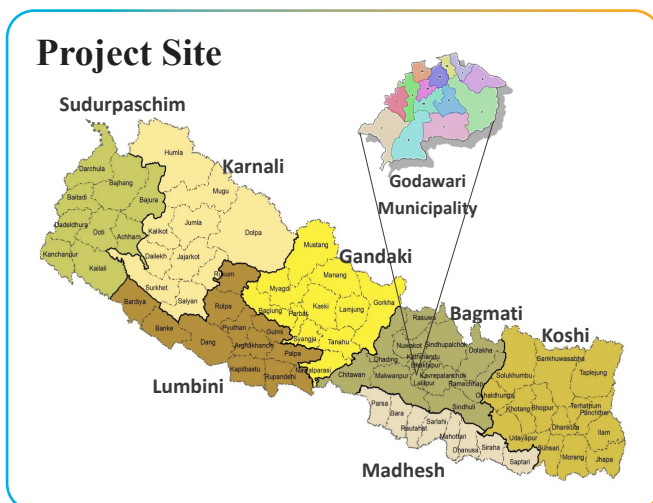
- The feasibility, acceptability and effectiveness of the detection and intervention pathway
- Public engagement program and their impact

Policy Outcomes:

- Advocating for the needs of children with neurodevelopmental conditions
- Links with experts by experience and service users along with increased community awareness

Capacity Building Outcomes:

- Capacity building and formation of a regional research hub



Major Updates of FY 2080/81:

Overall Project

- The 4-month report is regularly being submitted to Social Welfare Council (SWC).
- The annual report is submitted to University of Manchester (UoM) and UoM submits the consolidated report to National Institute of Health Care and Research (NIHR).
- Namaste team members visited Sri-Lanka to participate in the multi site meeting for reflection and planning which was held on 21-23 May 2024.
- The Gantt Chart and dashboard of all work streams are maintained regularly and submitted to UoM.
- The internal weekly catch up meeting of NAMASTE project is held every Wednesdays.
- The plenary meeting is held every month where all staff members of NAMASTE participate.
- The Senior Leadership Team (SLT) meeting is held every alternate Wednesdays which is usually participated by Principal Investigator, Project Director and Project Manager.
- Meetings of all work streams are conducted on a regular as well as in need basis.



1. Detection

- The Master Trainer has completed the online Social Attention and Communication Surveillance (SACS) training and successfully carried out practice sessions of a total of 8 children for 4 different age bands of SACS. With the training, the MT will be able to assess and detect the children with autism and will be eligible to train the Female Community Health Volunteers (FCHVs).
- Mock Session of SACS was given to retired FCHVs which provided an opportunity for the Master Trainer to see if the FCHVs are able to understand the SACS tool.
- The 4 days training on SACS, Rastriya Bal Swasthya Karyakram (RBSK), Community Engagement and Inclusion (CEI) and REDCap will be conducted in three clusters for the FCHVs in the second week of July 2024.
- Though the project's orientation has already been given to all Health Post In-charges and FCHVs, re-orientation of the project was given to the new FCHVs and Health Post In-charges in January and July 2024 respectively.



2. Intervention

World Health Organization (WHO)-Caregivers' Skill Training (CST)

- 1 Project Based Facilitator and 4 Field Based Facilitators have been recruited following a rigorous selection process. The training of Non-Specialist Providers/FCHVs is on-going. After the completion of the class room-based training, they participated in live practices.
- Rojeena, project-based facilitator, and 2 FCHVs are teamed up as Team R and Ajita and 2 other FCHVs are teamed up as Team A for the CST facilitation.
- 5 participants for the CST training have been recruited for each of the two teams.
- 9 home visits have been completed, among which each teams visited the home of one family, the rest were conducted at ACNS. The remaining home visit will be conducted soon.
- The logistic arrangements have been completed except for the printing of participants booklets.

PASS Plus

- The PASS Plus Master Trainer Internship is ongoing with home visits, supervision, and training.
- The training schedule for the Pass Plus Counsellor/NSPs is ready to begin next week, incorporating the use of REDCap for pre and post-testing.
- The adaptation of the PASS manual is being proofread in Nepali and will be ready for training.
- The PowerPoint slides for the training of PASS Plus Counsellors/NSPs are prepared.
- All necessary forms have been translated into Nepali to be used for the training.
- Detailed documentation for the PASS Plus Counsellor is complete.



Evaluation Measures

- Forward translation of Cost of Care Inventory (COI) has been completed and moderation has been scheduled.
- Review of forward translation of Vineland Adaptive Behavior Scale (VABS)-III is complete which will be followed by the moderation. After the moderation is completed, the assessors will practice its administration and suggest modifications. Only after a few administrations, will it be subjected to back translation.
- Assessors received training on Adverse Events (AE) and Serious Adverse Events (SAE), and NAMASTE specific ethics on the first week of June. The translation of evaluation forms will begin from the second week of June and assessors will continue practicing the administration of the evaluation measures.



Workstream 4: Community Engagement and Inclusion (CEI)

- Orientation of NAMASTE project was given to the Vice Mayor of Godawari Municipality who is also one of the Community Advisory Board (CAB) members of the project; to potential performers of street drama and officials of Women and Children Section of Godawari Municipality and to officials/representatives of ward office and Godawari Municipality
- The Four Days Training on Street Theatre led by Mr. Manoj Maharjan was given to street drama performers with the aim to increase awareness on autism through street drama 'Sunaulo Bihani'
- Street drama was performed on various occasions to increase awareness on autism and as a part of community engagement such as in Navajyoti School, Jharuwarashi and Jawalakhel.
- The Community Engagement (CE) prototype toolkits were designed based on the in-depth interviews and co design workshops that were conducted in 2023. User Testing workshop was conducted in November 2023 which focused on testing of the CE toolkits prototype with parents and caregivers of individuals with autism, FCHVs and parents of typically growing children to see its effectiveness.



Data Management

- The Data Management Officer of NAMASTE participated in the training 'Delivering Good Data Governance in Low and Middle Income Countries'

- Mr. Deepak Jangra, Data Manager of Sangath, India visited Nepal and provided 5 days training on data management and REDCap to Data Management Officer and NAMASTE team members.
- In RED Cap, the instrument for RBSK, SACS, and Demographics, has been modified to Nepali Language only as per discussion within the team.



AUTISM CARE NEPAL SOCIETY

Enabling Supported Decision Making and promoting Inclusion of Invisible Disability Group in Nepal



Introduction

The Disability Rights/Advocacy Fund project, “Enabling Supported Decision Making and Promoting Inclusion of Invisible Disability Groups in Nepal,” is a one-year initiative (January 2024 – December 2024) implemented by AutismCare Nepal Society. In collaboration with AutismCare Nepal Society and the Association of Intellectual Disability, this coalition addresses the lack of legal recognition and decision-making support for underrepresented disability groups in Nepal. Current domestic laws restrict the autonomy of individuals with disabilities, necessitating advocacy for a more inclusive and rights-based approach.

Project Objectives

Objective 1: Ensure the appropriate measures for the assurance of social protection/disability ID cards for Persons with Disabilities from the human rights- centered approach.

Advocacy for a human-rights-centered approach to disability identification and issuance of ID cards.

Objective 2: Increased understanding on legal capacity/ supported decision making, inclusion and independent living among members of parliaments and duty bearers

Workshop, sensitization, lobby and advocacy with major focus on article 12 and 19 of the UNCRPD along with Disability Responsive Budgeting among the duty bearers will be carried out based on previous DRA/DRAF project research/ study report.

Objective 3: strengthen capacity of underrepresented disability groups on self-advocacy

The project will organize regular training and discussion to self-advocates, OPDs and their family member in order to sensitize and enable them for raising their own voice through advocacy and lobby. Capacity development of these groups is required to lead the advocacy related initiatives with various duty bearers.

Objective 4: Creating synergy among cross disability to claim and enjoy their rights.

Engaging stakeholders in quarterly meetings to support joint advocacy, including public interest litigation.



Project Activities and Results

S.N.	Activities	Results
1	Project planning and review meeting	Project team were aware about the project objectives and
2	Advocacy training (based on CRPD) to the self-advocate including the parents of the children with intellectual disability and autism	21 Participants (individual with autism, Intellectual disability and psychosocial disability) aware about the CRPD in Article 12
3	Refresher training on CRPD to the self-advocate including the parents of the children with intellectual disability and autism	30 Participants (individual with autism, Intellectual disability and psychosocial disability) enhanced their knowledge and advocacy skills, empowering self-advocates and parents of children with intellectual disabilities and autism to more effectively support and promote disability right
4	Policy formulation and organizational capacity development cost	Developed the Prevention of Sexual Exploitation, Abuse, & Harassment (PSEAH) Policy, Safe Guarding Policy and Review the Strategy Planning as per the project need.



Conclusion:

Despite legal advancements, prevailing domestic laws still curtail the rights of individuals with disabilities, enforcing guardianship and mentorship models and allowing institutionalization without supported community living options. By providing advocacy training, promoting disability-responsive budgeting, and lobbying for amendments to existing disability laws, the coalition has worked to mitigate the severe human rights implications of these policies. In alignment with national and global milestones, such as the UNCRPD reporting and the Global Disability Summit, the project remains committed to advancing the voices of underrepresented groups and ensuring their rights are prioritized at both the community and policy levels.

In partnership with grassroots organizations, the project places particular emphasis on advocating for marginalized and underrepresented populations, including women, indigenous people, and ultra-poor communities. As we continue this work, the coalition is well-prepared to drive future initiatives, leveraging its strong foundation and experienced advocacy to meet Nepal’s commitments to disability rights.

AUTISM CARE FACILITIES AT BUDDHANILKANTHA

Introduction:

The project of Autism Care Facilities at Buddhanilkantha, Kathmandu is a dream project of AutismCare Nepal Society (ACNS). AutismCare Nepal Society is very much thankful to Ministry of Health and Population for the support to begin our infrastructure development process. So far, we have received the grant amount on 6th Jestha 2081 after our agreement on.... Therefore we could only perform few project activities among our proposed project, though our plan was to construct building for autism related services to children and adult with autism. We did our best to accomplish the activitiesw hcuhan can be done within this limited time period.

Accomplished Project Activities:

ACNS had conducted following project activities in our project site at Budanilakantha municipality ward no 4 (Earlier Khadka Bhadrakali Gabisa 6). The total area of land is 3052.44 sqm (6 ropanis) which we received in lease for 30 years from Nepal Government. The leasing process is completed and the initial planning work is commenced. On the same time, protection of land is necessary so fencing work was our first priority and fencing has been completed to save the land. Following works have been completed so far.

1. Architectural designs and drawings: The Elysian Engineering Consultant was selected for preparation of architectural designs and drawings. The detailed need assessment of project site was conducted. The topographical survey was conducted of the proposed care center project site. The detailed architectural designs and drawings, structural design and drawings, electrical designs and drawings, sanitary designs and drawings and HVAC design and drawings of the proposed care center in compliance with Nepal National Building code (NNBC) and other national / international code and standard guidelines were prepared. (Please find the attachment of detail report in Annex).

2. Geotechnical investigation report: The Prime Civil Lab Pvt. Ltd. was selected as a consultant for this task. The drilling works of 7 holes of depth 20 m and laboratory test such as: moisture contents, Grain size analysis, Atterberg Limits, Specific Gravity, Consolidation, Unconfined compression, Direct Shear, etc and other necessary tests and report preparations were performed.

3. Boundary Fencing: The Yamkha Builders Pvt. Ltd. was selected as consultant for this tasks. The boundary fencing works in the perimeter of land of Autism Building Construction was performed.



Government of Nepal
Ministry of Health & Population

4. Approval of Architectual designs and drawings: The necessary approvals of architectural designs and drawings were performed from Buddhanilkantha Municipality.

5. Lease Payment of land for Fiscal year 080/081 to 081/082: The lease payment of 2 fiscal years at Inland Revenue Department was done within this project. Please find the payment details in Annex

6. Contingency: The consultant civil engineer was hired to accomplish all the tasks at given time. The consultant monitored and evaluated the project activities and prepared and compiled the necessary documents for final report.

Conclusion

Due to limitations in time, we couldn't do much work though we are eager to do and develop our new facilities on proposed Autism care centre in Budhanilakantha, Kathmandu in addition to the present facilities running in Harisiddhi, Lalitpur. Currently, we could just work on Land management and perform the preliminary tasks to start up our construction works.

We would highly like to request to Ministry of Health and Population to take necessary action to support AutismCare Nepal Society and Person with Autism in Nepal providing the financial support to complete this proposed project in upcoming fiscal years.



Assessment & Diagnosis



Ms. Ajita Deuja
Psychologist (MA Psych)

Diagnostic Assessment

Autism Spectrum Disorder (ASD) is a complex neurodevelopmental condition that affects millions of individuals worldwide. Understanding and supporting those with ASD begins with a comprehensive assessment and diagnosis process. This vital undertaking not only helps identify the presence of ASD but also provides valuable insights into an individual's unique strengths and challenges.



After a consultation with a doctor and after doctor suspecting the symptoms of autism in a child, the Autism Diagnostic Observation Schedule-2 (ADOS-2) and Autism Diagnostic Interview (ADI-R) is commonly used for diagnostic purposes. This instrument focuses on behavior in three main areas: qualities of communication and language; reciprocal social interaction; play; and restricted and repetitive, stereotyped interests and behaviors.



Likewise, Mullen Scales of Early Learning (MSEL). MSEL is a crucial psychological test for diagnosing young children who may have an autism spectrum disorder. This test helps determine early intellectual development and school readiness. It assesses a child's strengths and weaknesses quickly and accurately to determine their overall cognitive capacity and motor development.



The Cognitive Assessment and its importance

Cognitive assessment is a test that gives us the child's mental processing such as problem-solving skills, language skills, memory, and attention. The test includes answering questions and performing certain tasks adjusted according to the child's age and development. It also helps to identify their strengths and weaknesses and assists in their learning difficulties.

In layman's terms, it is a tracker of our child's development and the current level of understanding.

It helps parents and professionals (like therapists and teachers) understand how they can help the children or plan the teaching-learning strategies according to the child's intellectual functioning. Hence, the cognitive assessment is a must when it comes to helping and planning the child's intervention.

Our team provides these assessments that include diagnosis of Autism spectrum disorder and assessment to support an individual with ASD by understanding their developmental and cognitive level. This results in helping parents and teachers understand the child's needs and to plan accordingly.



FUNCTIONAL ASSESSMENT & EARLY INTERVENTION PROGRAM

Functional Assessment

Functional Assessment is a continuous co-operative process that combines observation, semi-structured questions, gathering narrative information from families, and analyzing individual child skills and behaviors within naturally occurring everyday routines and activities across multiple situations and settings. (Integrated Training Collaborative (ITC) Part C; Early Intervention.)

When we meet one Person with Autism we meet that one person with autism only. Functional Assessment explores the strength, interests, needs and challenges of an individual that helps to prepare Individualized Educational Plan (IEP). So, Individualized Educational Plan is based on the report of Functional Assessment. Depending on the child's behavior it may take 45 minutes to 1 and half hour time for the assessment. And also it may take more than 2 session for the assessment with the special educator. Individualized Educational Plan (IEP) is used for the intervention program of person with autism.

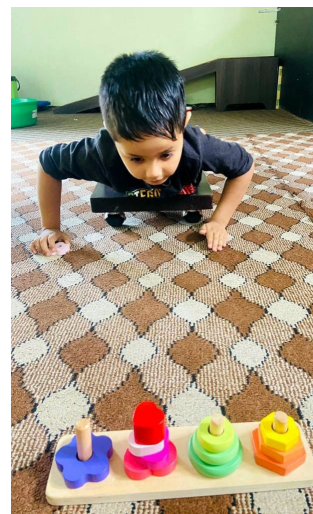


Early Intervention Program

Early diagnosis of autism access early intervention for children with autism. Sooner intervention program provides the opportunity for developing skills and sensory experiences and behaviors. Early intervention for autism is providing therapeutic services to a child with autism. Early intervention focuses on 5 key areas of child development; Physical Development – Gross motor skill and Fine motor skill, Cognitive Development, Speech and communication skill, Behavioral skills, Social and emotional development in child with autism.

Studies have also shown that children who receive early intervention brings better outcomes in communication, socialization and behaviors. Research has found that children who receive early intervention are more likely to attend regular education classes.

AutismCare Nepal Society uses skills of Applied Behavior Analysis (ABA), TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children), Play Therapy, and Occupational Therapy in child with autism for early intervention program.



Music Therapy at Autismcare Nepal Society



Amrit Gandhari
Clinical Music Therapist



AutismCare Nepal Society (ACNS) provide Music Therapy Service for the Children with Autism who are enrolled in Aarambha Pre-Primary School (APPS) of ACNS. Music Therapy is the clinical and evidence based use of musical intervention to accomplish individualized goals within a therapeutic relationship by a credential professional who has completed an approved Music Therapy Program.

At ACNS, music therapy room is arranged with variety of musical instruments such as Ocean Drum, Guitar, Piano, range of Percussion instruments etc. that are easily accessible. The child and therapist improvise together, creating music and interact each other with therapeutic processes. It also provides an alternative method of communication and expand opportunities for interaction on a daily basis. Instrument playing in music therapy sessions encourages the development of gross and fine motor skills as well as hand-eye coordination. Music and movement activities include following simple directions in songs such as clapping hands and stomping feet which also contribute to the development of motor skills.

Music therapy sessions foster the development of social skills through the children waiting for their turn, sharing ideas, listening to each other and appreciating each other's playing. Singing words with songs helps the individual to speak and use language. Ultimately, this makes it easier for speech to be transferred to everyday life.



My Working Experiences

I am delighted to share Annual reports of music therapy. Its amazing journey of 11 years of working with children, family and ACNS family.

I have been conducting group and individual music therapy session with children. This year around 18 children got individual music therapy once a week regularly from green class, blue and yellow class. After assessment of music therapy, I have deeply gone through their needs and working upon it. Trying to help them with their daily life to make easy through music therapy. Like communication (hello , Namaste , how are you), and socialization (sharing, waiting , listing).

Vocational Unit including all 4 classes from Aarambha School have received group music therapy.

They enjoyed singing, dancing and ways to explore their emotions at group music therapy. It a was really proud moment for us when our children performed in World Autism Awareness Day in front of mass audience including Australian ambassador to Nepal.

Individual and group music therapy really help children and young adults with autism to engage and learn to communicate and enjoy in their life. I hope there will be remarkable moments of music therapy services at ACNS in coming days.



Occupational Therapy



Ms. Rojeena Bajracharya
Physiotherapist (Trained on OT)
WHO CST Master Trainer

In the year 2081, the Occupational Therapy department at AutismCare Nepal Society (ACNS) continued its mission to provide essential support and services via assessment and therapy to children with autism. This report highlights our key achievements, challenges faced, and future objectives.

• Introduction

AutismCare Nepal Society is dedicated to improving the lives of children with autism through occupational therapy. Our commitment to this mission remains unwavering.

• Occupational Therapy Department:

Teams member:

- Rojeena Bajracharya
- Sabita Tamang

• Key achievement and services in a year

In 2081, the Occupational Therapy department achieved significant milestones, serving a total of children.

Services		Total
School	OT at therapy room	10 students
	OT at classroom	23 students
Out service	Assessment	85
	Intervention	720

• Programs and participations:

- Our department continued to offer a range of occupational therapy assessment and therapy services tailored to the unique needs of each child, emphasizing on early intervention, sensory integration, and skill development.
- Occupational Therapy orientation classes:
- Occupational Therapy in School setting in Teachers' Training program
- Occupational Therapy, Sensory processing and Coping strategies in Parents and Child Training Program.
- Active participation in Department and staff meetings
- Knowledge and skill transfer and training to co-worker in the department
- Diploma classes in the topic- occupational therapy and sensory processing, and Human Development
- Completed Master Trainer Training and Fidelity Test under supervision of Erica Salmonella. .

- Involved in planning Caregiver Skill Training to organize in Nepal and under Namaste Project.
- Involved in PASS plus counselor training program.
- Enrollment in Certification in Ayer's Sensory Integration Program.



• Future Goals and planning

Post completion of 6 modules of Sensory Integration Course, we plan for additional services in OT department, including :-

1. Assessment and intervention program
2. Workshops and Training
3. Research and advocacy
4. Collaborative programs:
5. Parents and caregiver support groups
6. Sensory resource library

As a Master Trainer in Caregiver Skills Training Program, we plan to add on the skills and strategies followed in the CST Program in the OT sessions to strengthen the home program for the children undergoing OT sessions in ACNS, with a targeted focus on play skills, communication, social skills and managing challenging behaviors.

Following the completion of training as a PASS Plus Counselor, we plan to add on the skills and strategies followed in the PASS Plus Program in the OT sessions and family counseling to strengthen the home program for the children undergoing OT sessions in ACNS, with a targeted focus on social-communication between a child and parent.

In conclusion, the Occupational Therapy department at ACNS remains committed to its mission of improving the lives of children with autism. We are inspired by the progress we witness each day and are determined to continue making a difference. We are also privileged to share some heartwarming testimonials from our clients and their families, underscoring the positive impact of our occupational therapy services. We express our deep gratitude to all our clients, their families, our dedicated staff, and our supporters for their unwavering commitment to improving the lives of children with autism through occupational therapy.

For inquiries or more information, please contact us at acnsot@gmail.com



“W” SITTING

W-sitting is a poor-sitting position in which children appear to be kneeling, but they are sitting with their bottom on the floor between their legs. As a result, the hips are turned excessively inward while their knees and toes face outward. When looking at a child in this position, it is as though their legs are in the shape of a 'W.'

Why do some children sit between their legs?

- Joint hyper mobility.
- Associated low muscle tone or weak core muscles.
- Hip muscles tightness

How W-sitting affects your child?

- Decrease trunk strength
- Hip muscle Tightness and weakness
- Decreased Crossing Over Midline skills
- Balance skills and coordination issues, thus walking.
- Orthopedic Concerns (eg: the lower leg and foot are twisted outwards at the knee)



Management:

- Parent education: Educating parents is the first step in an effective treatment plan. It is important for caregivers to understand the importance of having their child use sitting positions other than W-sitting for play so this will be a consistent change for the child rather than something he just does at therapy.
- Strengthening activities: Repeated developmental play activities are facilitated to help the child build neuromuscular endurance for postural muscles. This primarily focuses on the abdominal and hip muscles, especially with trunk rotation.
- Alternate position: This position becomes habitual for a child, so it is imperative to teach them additional sitting strategies to allow the muscles and joints of the trunk and legs to develop naturally. Use physical prompting if required to change legs or verbal prompts 'fix your legs'.
- Reinforce and praise: Positive reinforcement and praise when the child displays appropriate sitting positions.

Prepared By:

Rojeena Bajracharya, PT - Trained in Occupational Therapy | Counseling Psychologist



INSAR ADVOCATE AWARD



(DR. SUNITA MALEKU AMATYA)
2024

INSAR Advocate Awards

The International Society for Autism Research (INSAR) is dedicated to advancing the understanding, research, and advocacy surrounding autism spectrum disorders (ASD). A key highlight of INSAR's annual conference is the INSAR Advocate Awards, which honor individuals and organizations making significant contributions to the field. This year, the INSAR Research and Debate Award shines a spotlight on Dr. Sunita Maleku Amatya for her groundbreaking work in autism research and advocacy in Nepal.

The Significance of INSAR Advocate Awards

The INSAR Advocate Awards were established to celebrate outstanding achievements in autism research, clinical practice, and advocacy. These awards recognize individuals who have made impactful contributions that advance the field and improve the lives of those affected by autism. Each year, these awards inspire the global autism community to strive for excellence and foster a deeper understanding of ASD.

A Champion for Autism Awareness

Dr. Sunita Maleku Amatya, President of the Autism Care Nepal Society, has been honored with the INSAR Research and Debate Award at the INSAR conference in Melbourne, Australia, held from May 15 to 18, 2024. This award recognizes her exceptional contributions to autism research and her tireless advocacy for individuals with autism in Nepal.

A Journey of Dedication and Advocacy

Dr. Amatya's journey in autism research and advocacy is deeply personal and driven by her commitment to improving the lives of those affected by autism. Her work has been instrumental in breaking down

societal barriers and fostering a more inclusive society in Nepal, where resources and understanding of autism are limited.

Establishing Autism Care Nepal Society

One of Dr. Amatya's significant contributions is the establishment of the Autism Care Nepal Society. Under her leadership, the organization has become a beacon of hope for many families. The society provides a range of services, including early diagnosis, intervention programs, educational support, and vocational training. These initiatives have empowered countless individuals with autism to lead fulfilling lives and have given their families the tools they need to support their loved ones.

Pioneering Research in Autism

Dr. Amatya's research has significantly advanced the understanding of autism in Nepal. Her studies focus on the prevalence of autism, the challenges faced by individuals with ASD and their families, and the development of culturally appropriate intervention strategies. Her work has been published in numerous peer-reviewed journals, contributing to the global body of knowledge on autism.

One of the notable aspects of Dr. Amatya's research is her emphasis on culturally sensitive approaches to autism diagnosis and intervention. In a country where traditional beliefs and stigma often hinder the acceptance of mental health conditions, her work has paved the way for more effective and empathetic practices. By integrating local cultural contexts into her research, Dr. Amatya has ensured that her findings and recommendations are relevant and impactful for the communities she serves.



Advocacy and Awareness: Changing Perceptions

Beyond her research, Dr. Amatya has been a vocal advocate for autism awareness. She has organized numerous campaigns, workshops, and seminars to educate the public, healthcare professionals, and policymakers about autism. Her efforts have been crucial in changing perceptions and reducing the stigma associated with autism in Nepal.

One of the most impactful initiatives led by Dr. Amatya is the annual World Autism Awareness Day celebrations in Nepal. These events bring together individuals with autism, their families, and supporters to celebrate their achievements and raise awareness about the challenges they face. The visibility and media coverage of these events have played a significant role in increasing public understanding and acceptance of autism.

Global Recognition for Local Impact

The INSAR Research and Debate Award is a fitting recognition of Dr. Amatya's unwavering dedication and impactful contributions. Her work has not only transformed the lives of individuals with autism in Nepal but has also resonated globally, inspiring researchers and advocates around the world.

As she received the award at the INSAR conference, Dr. Amatya's achievement was celebrated by her peers and the broader autism community. This honor serves as a reminder of the profound impact that dedicated individuals can have on advancing knowledge and improving the lives of those with autism.

The Legacy of INSAR Advocate Awards

Since its inception, the INSAR Advocate Awards have celebrated the achievements of exceptional individuals dedicated to understanding and improving the lives of those with autism. Previous recipients include luminaries such as Portia Iverson, Eric London, Karen London, and

Joe Shestack in 2011, Temple Grandin in 2012, Dame Stephanie Shirley in 2013, Peter Bell in 2014, Mary Baruah in 2015, Thomas Insel in 2016, Alison Singer in 2017, Deborah Hilibrand in 2019, John A. Robinson in 2021, James H. Simons and Marilyn Hawrys Simons in 2022, Harald Nirelland in 2023, Dr. Sunita Maleku Amatya in 2024 and Peter Mundy got Lifetime Achievement Award in 2024.

Each awardee's work contributes to a deeper understanding of autism and promotes inclusive practices that enhance the quality of life for individuals with ASD. The awards highlight various aspects of contribution, including research, clinical practice, advocacy, and public awareness.

Looking Ahead: Continuing the Journey

Dr. Amatya's recognition by INSAR is a milestone, but it is also a call to continue the journey. There is still much work to be done in the field of autism research and advocacy, particularly in regions where resources are scarce, and stigma remains prevalent. Dr. Amatya's success highlights the importance of perseverance, compassion, and collaboration in making a difference.



As we celebrate Dr. Sunita Maleku Amatya's remarkable achievements, we are reminded of the power of dedicated individuals to create lasting change. Her work exemplifies the spirit of the INSAR Advocate Awards and serves as an inspiration to all who strive to improve the lives of individuals with autism. Through continued research, advocacy, and awareness, we can build a more inclusive and supportive world for everyone.

Conclusion

The INSAR Advocate Awards not only honor individual excellence but also inspire the global community to push the boundaries of autism research and advocacy. Dr. Sunita Maleku Amatya's receipt of the INSAR Research and Debate Award is a testament to her profound impact on the autism community in Nepal and beyond. Her work serves as a beacon of hope and a call to action for continued progress in understanding and supporting individuals with autism worldwide.

The Critical Role of Early Diagnosis in Autism Spectrum Disorder (ASD)

-Ujila Maharjan (MA Psych)

Children with Autism Spectrum Disorder (ASD) experience difficulties with behavior, social interaction, communication, and addressing sensory interests. Since every child with ASD is different, their symptoms are different. Every diagnosis of ASD is critical to providing essential care during their initial developmental years. The earlier ASD is identified, the better the outcomes for children, as early diagnosis leading to early intervention can make a difference in children's and family members' lives. (Lord et al., 2020).



Why Early Diagnosis is Important ?

1. Access to Early Support

When ASD is diagnosed early, children can start receiving the essential therapy and support that are needed for the child. This is crucial because the brain develops rapidly in the first few years of life. During this period, Interventions like speech, occupational, and behavior therapy are most effective. These therapies help children with ASD improve their communication skills, social interactions, and learning abilities (Lord et al., 2020). Early intervention has led to better outcomes as the child grows.

2. Less Stress for Families

Parents of children with ASD often feel overwhelmed, especially when they are unsure of their child's needs. Early diagnosis provides parents with a better and clearer understanding of their child's symptoms, allowing them to seek the right support for the child reducing stress, and helping families better manage their challenges. Additionally, early diagnosis helps families connect with support groups and resources, so they don't feel alone (Lai et al., 2019).

3. Better Educational and Social Outcomes

Diagnosing ASD early helps educators create personalized learning plans for children, ensuring they get the help they need to succeed in school and other social environments. Early diagnosis also allows children to receive social skills training, which can improve their interactions with peers and boost their confidence. Starting in the initial period ensures children for better preparation for school and other social situations (Dawson et al., 2018). Moreover, an early diagnosis helps families understand their child's needs sooner. Parents of children with ASD may feel overwhelmed and uncertain about how best to support their child. Receiving an early diagnosis provides clarity, allowing families to take action and seek the right support systems. This might help in reducing the emotional and psychological stress on families but also helps them connect with others who may be going through similar experiences (Lai et al., 2019). Being part of a community of support can significantly reduce feelings of isolation for parents and caregivers.

References

Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenon, J., Donaldson, A., & Varley, J. (2018).

Randomized, Controlled Trial of an Intervention for Toddlers With Autism: The Early Start Denver Model. *Pediatrics*, 125(1), 17-23.

Lai, M.-C., Lombardo, M. V., & Baron-Cohen, S. (2019). Autism. *The Lancet*, 383(9920), 896–910.

Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2020). Autism Spectrum Disorder. *The Lancet*, 392(10146), 508-520.



Ujila Maharjan

Psychologist (MA Psych)



Cultivating Curiosity

My Path in Autism Support and Learning

I began my journey in this field of autism during my internship at a special school. Before this my understanding of autism spectrum disorder was quite basic. I knew it is a type neurodevelopment disorder but I had no real insight into what it entailed on a practical level. During my internship I gained hands on experience working closely with children on the autism spectrum. This opportunity allowed me to truly understand the unique challenges and learning needs these children face. After my internship I was given the chance to continue working at ACNS a decision that has shaped my life over the past three years. This ongoing experience has expanded my knowledge immensely and I have learned new ways to engage with and support these children seeing them grow day by day.

One of the key challenges I encountered early on was understanding the behavior of children with autism. Their world is vastly different from our own and it may seem like simple tasks for others can be monumental challenges for these children. Teaching basic skills like expressing needs, saying bye-bye or doing Namaste requires immense patience, consistency, and tailored strategies. I have learned how difficult it can be for parents to manage their children's behavior and teach them basic tasks.

One day while traveling on the bus I overheard a young neurotypical child asking his mother, "mom, what is that? Why does this happen?" He was very curious towards something and his curiosity was evident and it was clear that he relied on his mother to explain the world to him. This moment stayed with me as it highlighted a stark contrast with the children I work with at special school that makes me sad that many of our autistic children, despite their deep curiosity, often struggle to express it in words. They may not ask questions the way other children do but that doesn't mean they aren't eager to learn about the world around them.

This realization has profound implications for how we as teachers, parents, therapists, and caregivers interact with them. Sometime we may mistakenly assume that because these children don't ask questions they aren't interested or



Bhawana Thapa

Assistant Teacher

capable of understanding complex concepts. This assumption can lead to missed opportunities for teaching and connecting with them on a deeper level. It's crucial that we take an active role in describing the world to them, regardless of whether they ask for explanation. We need to be proactive in helping them make sense of their surroundings using visual supports, sensory experiences, and other tailored strategies that provide to their unique learning styles. At first they may not fully understand what we are trying to convey but consistent effort can make a significant difference.

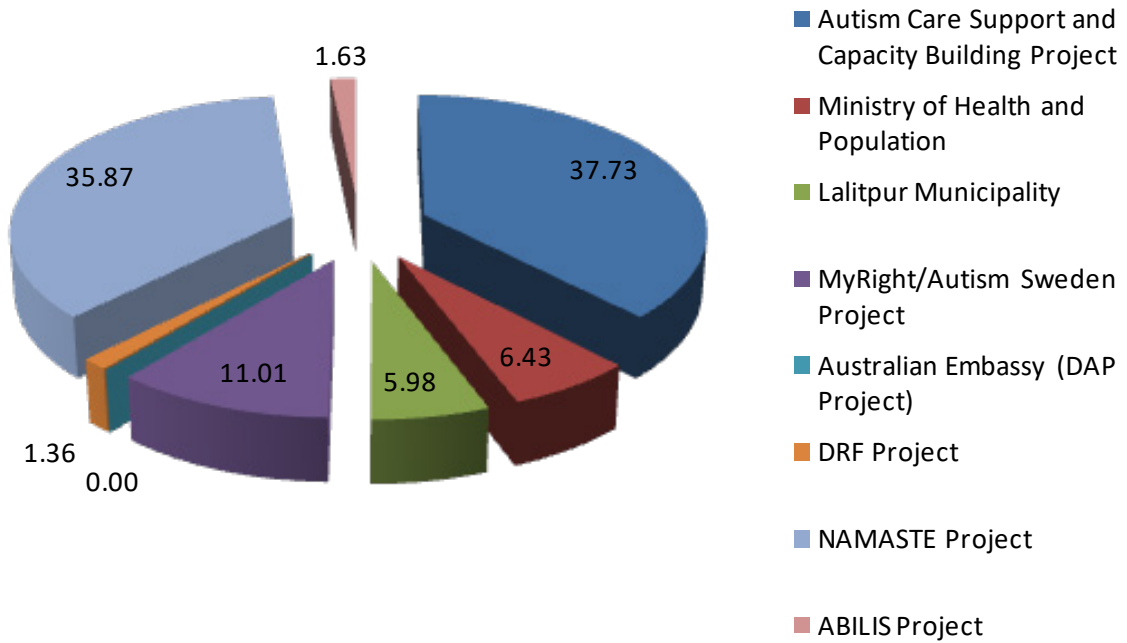
Consistency is key and repeating tasks reinforcing concepts and celebrating even the smallest achievements are crucial to their development. Our role as therapist, educators, and parents is not just to teach but also to be an observer, patient, and creative problem solver, constantly adapting to their needs.

Working with children with autism has been one of the most fulfilling parts of my life. Seeing their progress, no matter how small it may seem, fills me with a sense of purpose and happiness. These children have taught me as much as I have taught them. As I continue my journey in this field, I feel more committed than ever to helping them grow, learn, and become independent.

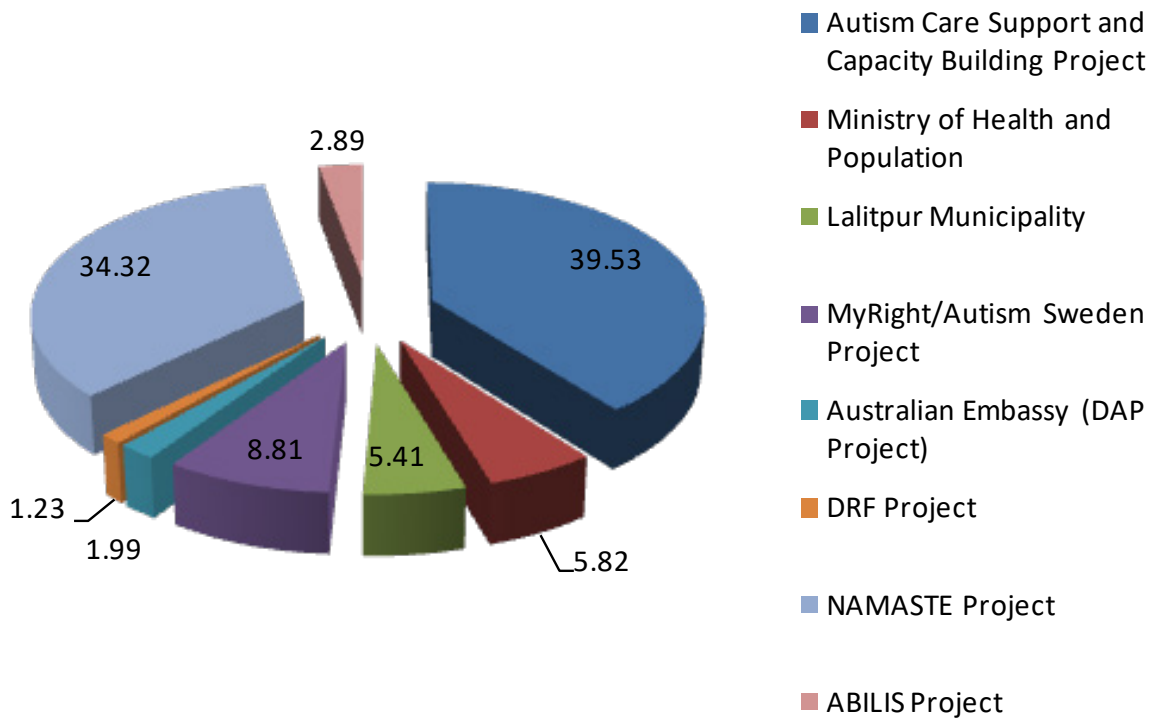
It is very important that we continue to nurture their curiosity and bridge the gap between their understanding and the world. With consistency, patience, and tailored teaching strategies, we can help them to explore the wonders of the world, ensuring they feel valued and capable of learning.

FINANCIAL HIGHLIGHTS

Project Fund %



Project Expenditure%





Autism Care Society Gandaki

Autism Care Society Gandaki (ACS Gandaki) is a non-governmental, non-profit making organization established by a group of dedicated parents of Children With Autism. It was registered at the District Administration Office Kaski and is affiliated with Social Welfare Council. ACCS is actively working for awareness, the rights and capacity building of Child/ Person with autism.

Organizational Objectives:

- To enhance skill development, vocational training and employment for Self dependency of persons with Autism
- To create awareness on Autism
- To monitor and advocate for the right of child/ person with Autism

Organizational Services/Activities:

- Day Care for Children with Autism
- Parent and Child Training Program (PCTP)
- Counseling/ Awareness
- Interaction Program
- Occupational Therapy

Organizational Future Plan:

To conduct/ organize the following programs and trainings

- Vocational Training
- Teachers Training
- Human Right



Friends of Parents of Children With Autism

"Friends of Parents of Children with Autism (FPCA)" is a non profit organization run by the mothers of the children with Autism FPCA (Friends of Parents of Children with Autism. It was founded by Ms. Elina Bajracharya Tuladhar and a team of enthusiastic parents of children with Autism. FPCA is catering service to 9 children till date. Mrs. Elina Bajracharya whose own daughter is a child with Autism, took the initiative to establish this learning center after crossing a tiring phase while seeking proper diagnosis and support for her child, and realizing the dire need of additional number of such support system in Nepal. There is a huge gap of services needed by the children with Autism and their parents/families/caretakers in Nepal. This is the reason why, Friends of Parents of Children with Autism envisions extending its services to as many numbers of people/children with Autism as possible in future. FPCA is running its day-care and learning center where more than 10 Children with Autism are enrolled with the following goals and objectives and will work on every possibility to expand beyond the services and support it is providing currently.

Organizational Goal:

- To make our children independent to live their lives in the society.

Organizational Objective:

- To help the children and persons with autism and their families in every way possible.

Organizational Services and Activities:

1. Day care school
 - Education
 - Life skills
 - Sports and games
 - Music Therapy
 - Occupational Therapy
 - Speech and play therapy
 - Craft skills, painting and drawing
2. Autism Awareness
3. Advocacy Program





Autism Care Chitwan Society

Autism Care Chitwan Society (ACCS) is a non-governmental, non-profit making organization established by a group of dedicated parents of Children With Autism. It was registered at the District Administration Office Chitwan on 27th April, 2018 and is affiliated with Social Welfare Council. ACCS is actively working for awareness, the rights and capacity building of child/person with autism.

Organizational Objectives:

- To enhance skill development, vocational training and employment for Self dependency of persons with Autism
- To create awareness on Autism
- To monitor and advocate for the right of child/person with Autism

Organizational Services and Activities:

- Day Care for Children with Autism
- Parent and Child Training program
- Functional Assessment
- Pre- Vocational
- Teachers and Staff Training Program
- Advocacy Program
- Counseling and Awareness



AutismCare Society Lumbini

AutismCare Society Lumbini (ACSL) is a social, non political and non-profitable organization which was established on 13th Falgun 2074 with a registration number of 2567 registered at CDO Office, Rupandehi. It was established by 25 parents of Children with Autism. Its central office is within premises of Sahed Smarak Boarding School, Butwal-10.

Organizational Goal:

- To identify Person with Autism, trained them, enhance their skills for livelihood and independent living.

Organizational Objectives:

- To identify Children with Autism and provide counseling to their parents.
- To provide special education and trainings to person with Autism for their improvement.
- To raise awareness on autism within the society.
- To develop IEC materials on Autism and disseminate them.
- To co-ordinate with local and provincial government for autism friendly environment.
- To co-ordinate with national and International organizations for inclusion of Autism in Society.

Organizational Activities:

- Day Care for Children with Autism
- Parent and Children Training program
- Functional Assessment
- Advocacy Program
- Counseling and Awareness





AutismCare Nepal Society Karnali

Introduction:

AutismCare Nepal Society Karnali (ACNS-Karnali) was established on 25th Falgun, 2073 it is a Provincial chapter of ACNS, Kathmandu which is a social organization working for welfare of person with autism of Karnali province. This is a parent's run organization forming the Parents Network Group.

Presently it is situated at Birendranagar Nagarpalika, Surkhet.

Activities:

- Screening camp two times
- Manage the meeting time to time
- Awareness program were given to main political leaders and doctors and professionals.
- Functional Assessment

Future plan:

- Recently PCTP will be conducted after Kartik.
- Screening camp will be conducted time to time
- Awareness programs will be run in the society.

We are focusing on the autism awareness in the rural areas of the Karnali Pradesh. We conducted the various program regarding awareness and also for advocacy programs to ensure the Rights of Children with Autism and Person with Autism.



Autism Pathashala Nepal Gulmi

Autism Pathshala Nepal, a special school for autistic children was registered on 12 November 2017 in Gulmi District Administration office as a non profit and self help organization to provide special life skill education to the autistic children of Nepal through therapies. It is an organization where autistic children learn life skills and grow to find a home. Our mission is to help Children with Autism.

Organizational Goal:

- Rehabilitate Person with Autism,
- Teach life skills through therapies,
- Construct necessary community houses for Person with Autism,
- Assure easy access to health, social participation, assistance and support,

Organizational Objectives:

- Hire skilled human resource for life skill trainings.
- Run Parent and Child Training Program,
- Increase social communication
- Increase awareness on Autism,
- Increase knowledge and skills of people with autism in vocational activities.

- Awareness programs for the advocacy on Autism,
- Parent and Child Training Program (PCTP),
- Organize Autism Screening Camp in local level and refer final diagnosis,
- Capacity building training programs in accordance with Abilis project.

Organizational Future Plan:

- Teach Children with Autism life skill through therapies,
- Rehabilitate Children with Autism,
- Help them learn life skills and grow to find a home
- Helping Children with Autism to develop as a socialized citizen to live a happier life.



Organizational Services and Activities:



AutismCare Nepal Society Jhapa

AutismCare Nepal Society Jhapa District Chapter was founded on 17th June 2017. It is the active autism organization that is run by passionate parents that care for Person with Autism. Initially ACNS Jhapa Parent Network Group was formed by ACNS Kathmandu and eventually, later it became ACNS Jhapa District Chapter. It was formally established on 4th August 2017.

Organizational Goal:

- Providing quality life and incorporating them into society by helping individuals with autism, their parents, and families.

Organizational Objectives:

- To spread awareness throughout Jhapa district.
- To advocate for the health, education and social security of people with autism.
- To arrange a special school for children with autism.
- Collecting data throughout Jhapa district.
- Development of human resources to provide essential services in the operation of the Autism Education Center.
- Coordinating with auxiliary organizations and concerned bodies.

Organizational Services and Activities:

- Awareness and Advocacy on Autism targeting Local Government Chairperson and Vice Chairperson including Journalist.
- Started School for Children with Autism
- Organized Rally on Autism Awareness Day at Birtamod.
- Connected the Autism Care Centre with Government School (Shree Mahendra Ratna Higher Secondary School).

Organizational Future Plan:

- To empower, protect and promote the rights of people with autism so that they have full and effective participation in society.
- Approach with Government of Nepal Pradesh no. 1 with the proposal for establishment of Special School for Children with Autism.



AAVANI FOUNDATION

Avani Foundation is non – profit company that works to create a safe and friendly environment for children with Autism Spectrum Disorder (ASD). We have a special school that aims to teach children and empower them by giving them special, individual attention, along with Speech therapy and occupational therapy. Along with the school, we have an awareness campaign where we go to schools and conduct a teachers' workshop where we teach teachers about ASD and mainstream education in ASD. It has been established on dated, April 18, 2018 (Baisakh 5, 2075) at Shanti Marga, Bhatbhateni, and Kathmandu, Nepal. The founder of the organization is Ms. Pragya Shrestha Pradhan who is also mother of children of autism.

Organizational Goal:

- To create an understanding and supportive society where people with Autism coexist independently and are acknowledged being as capable as any other

Organizational Objectives:

- To spread awareness on Autism in Nepal as much as possible
- Empowering children with Autism enough so that

they can perform daily activities without hindrances

- To control negative behavior and to teach them to control such behaviors
- To teach children with Autism about social concepts and enhancing their communication skills
- To provide an early intervention as soon as possible.

Organizational Services and Activities:

- Special School
- Speech Therapy
- Occupational Therapy
- Awareness Program
- Parent and Child Training Program
- Parental Counseling



Autism Care & Support Society Nepal Nawalparasi

Autism Care and Support Society Nepal, Bardaghat 04, Nawalparasi (ACSSN) is a non-profitable organization which is solely established for children with neuro developmental issues of our community who are deprived of therapies due to financial barriers, terminated from schools and orphans.

ACSSN was established on 21st Bhadra 2080, registered at Chief District Office, Parasi, Registered no- 2597. It has head office at Bardaghat -04, Nawalparasi.

ACSSN has started its journey with 6 parents and children.

Vision:

“Addressing children with neuro-developmental problems all over Nepal and catering minimum services of Autism related trainings irrespective of financial barriers, empowering parents and children with structured mechanism and protecting their rights by advocacy”.

Mission:

- Educate every parents of autistic children and society and stakeholder about neuro-developmental problems, importance of acceptance, early diagnosis and intervention.
- Eradicate any blind faith about the cause of Autism Spectrum Disorder
- Empowering Autistic children with skills to live independently from ADL based training program.

Objectives:

- Provide ADL trainings to every children with neuro developmental delay to improve their daily living regardless of their financial condition.
- 100% Free trainings for underprivileged children.
- Raising Autism Awareness and orientation programs at various levels
- Promoting Early diagnosis and Intervention
- Parent Child training at organizational level
- Conduct fund raising programs

Organizational Activities:

- Training centre for ADL based trainings
- Weekly Parent child Training at organizational level
- Counseling and Awareness



Our Partners:



WORLD AUTISM AWARENESS DAY (WAAD) 2024



WORLD AUTISM AWARENESS MONTH - 2024





WORLD AUTISM AWARENESS MONTH - 2024



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF 16th AGM OF ACNS





GLANCE OF 8th Convention of ACNS



AUTISM CARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

ADMINISTRATIVE AND FINANCE



PT. Surendra Bajracharya
Director



Mr. Ritesh Maharjan
Finance Manager



Ms. Mahalaxmi Karki
Project Manager



Er. Vesh Ram Pokharel
Project Manager



Ms. Sanu Devi Prajapati
Project Coordinator



Ms. Sarita Maharjan
Accountant



Ms. Rosni Shakya
HR & Admin Assistant



Ms. Shreeti Maharjan
Receptionist

AARAMBHA PRE-PRIMARY SCHOOL



Ms. Muna Manandhar
Special Educator and
School Head



Ms. Alina Risal
Senior Teacher and
Education Coordinator



Ms. Lalita Manandhar
Senior Teacher



Ms. Sichu Maharjan
Special Educator



Ms. Sanima Maharjan
Special Educator



Mr. Mahesh Bajagain
Teacher and School
Administrator



Ms. Nalina Mali
Teacher



Ms. Bhawana Thapa
Assistant Teacher



Ms. Rampyari Chaudhary
Assistant Teacher



Ms. Gita Dhakal
Assistant Teacher



Ms. Susmita Deula
Assistant Teacher



Ms. Sujina Maharjan
Assistant Teacher



Ms. Sujata Niroula
Assistant Teacher

PARENT & CHILD TRAINING PROGRAM



Ms. Kripa Shrestha
Special Educator and Parent
and Child Trainer Head



Ms. Dhanusta Subba
Parent Child Trainer



Ms. Asmita Shrestha
Special Educator and
Parent-Child Trainer



Ms. Sijan Shakya
Special Educator & PGDE
Course Head



Ms. Manju Maharjan
Special Educator & PGDE
Academic Coordinator



Ms. Paru Khadka
Special Educator & PGDE
Academic Support

AUTISM CARE NEPAL SOCIETY'S DEPARTMENT AND STAFF DETAILS

AAKAR VOCATIONAL UNIT



Ms. Jyoti Kumari Singh
Vocational Unit Head



Ms. Lila Maya Subedi
Vocational Co-ordinator



Ms. Shanti Limbu
Special Educator



Ms. Anjushree Nakarmi
Special Educator



Ms. Merun Bhattarai
Vocational Assistant

ASSESSMENT AND DIAGNOSIS



Ms. Ajita Deuja
Psychologist



Ms. Ujila Maharjan
Psychologist

THERAPEUTIC AND INTERVENTION



Ms. Rojeena Bajracharya
Physiotherapist (Trained on OT)
WHO CST Master Trainer



Mr. Amrit Gandhari
Music Therapist

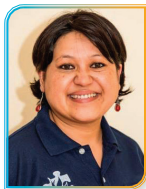


Ms. Sabita Tamang
Physical Therapist

NAMASTE RESEARCH PROJECT



Dr. Sunita Maleku Amatya
Project Director/
Principal Investigator



Dr. Rena Shrestha
Research Team Director/
Co-Principal Investigator



Ms. Sara Neupane
Project Manager



Mr. Madhu Sudan Pokhrel
Intervention Coordinator
and Doctorial Candidate



Ms. Sarita Dhakal
Special Educator and
PASS Plus Trainer



Ms. Januka Lamichhane
Research Associate/CST
Administrative Coordinator



Ms. Sanjeeta Regmi
Research Associate



Ms. Shradha Gadtaula
Research Associate



Mr. Abhishek Deuja
Data Management
Officer



Ms. Sunita Pandey
Research Associate



Ms. Siwani Maharjan
PASS Plus Counselor



Mr. Devit GC
CST Facilitator

CARE TAKERS & SECURITY GUARD



Ms. Kamala Gharti
Care Taker Head



Ms. Sarmila Tamang
Care Taker



Ms. Sunita Adhikari
Care Taker



Ms. Geeta Tamang
Care Taker



Ms. Shova Neupane
Care Taker



Ms. Rupine Maya Bal
Care Taker



Ms. Sumitra Tamang
Care Taker



Ms. Purna Maya Bholan
Care Taker



Ms. Janaki Maya Rana
Care Taker



Ms. Kanchhi Tamang
Care Taker



Ms. Maya Rai
Care Taker



Ms. Pramila Thokar
Care Taker



**Mr. Ganesh Bdr
Katuwal**
Guard



Mr. Rajkumar Lama
Guard

Vision

"A society where Person with Autism enjoy independent and dignified life."



**AutismCare
Nepal Society**
"A National Center for Autism"

Mission

"Empowering Person with Autism to protect and promote their rights and utilise their skills to have a meaningful and effective participation in the society."

AutismCare Nepal Society



Give a little, Help a lot

Your contribution can help change lives of Children With Autism

Our Major Projects

- Sahara Fund (Need based support for clients with low economic status)
- Buy a Brick Program (Support for the building of new center)
- Intangible Support (Awareness and advocacy programs)
- Educational Support (Arts, sports and other material support)
- School Bus Support *(Running cost)
- Scholarships
- Therapeutic Support



**AutismCare
Nepal Society**
"A National Center for Autism"



Scan me to Contribute

977-01-5912554,
01-5912549

info@autismnepal.org

Harsiddhi, Lalitpur, Nepal,
P.O. Box: 23729

Contact Us: For further information on Autism and AutismCare Nepal Society,
Please Visit our Website: www.autismnepal.org