



अटिजम केयर
नेपाल सोसाईटी
"A National Center for Autism"



World Autism Awareness Day
Light It Up Blue Program - 2022

ANNUAL REPORT 2022

Fiscal Year
2078/079

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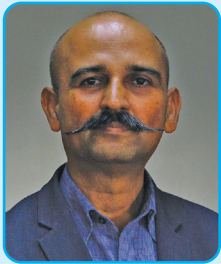


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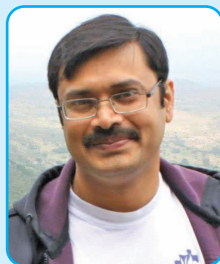
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Message from the Chairperson

Dr. Sunita Maleku Amatya

This year, AutismCare Nepal Society (ACNS) had Election of the Executive Board. The new Board was nominated with 9 Executive members and 9 Advisors 3 international advisors.

The year of post third wave of Covid, has been quite experiential and interesting in many ways. We continued to face post covid affect in many forms but our team stood strong to face every corner of challenges in their own unique ways.

We significantly faced post covid diagnostic in flush which otherwise those children were at home without diagnosis. This rising in flush of new cases increased demand for more services in the area of diagnostic, intervention, training and school services. Our team has relentlessly tried their level best to provide extensive services to meet the need.

Our ongoing inhouse and satellite technical support has been continued with good outcomes. This year we have diagnosed 333 cases, provided therapy to 382 families, teachers training 37 teachers, and parents training to 97 parents.

ACNS has been proudly dedicated in human resource development since its inception at different level to provide intervention

and therapy to children with autism. Few of the intensive training includes 12 weeks parents training, 2 weeks teachers training, one year Diploma on Special Education (DSE) course on Autism Spectrum Disorder (ASD). This year there has been enrollment of 15 students in DSE course. We are very positive and hopeful such kind of training will add milestone for the implementation of Inclusive Education for children with Autism and Education opportunities for children with Autism.

Our vocational unit is dedicated to train and engage adolescents and adults with autism. This year, we have added few more milestone in the vocational unit, one by starting model grocery shop within our premises where they are trained to arrange items, weigh items, deal with some computer transaction etc. Second one is, Bakery work been started within our premises, where our young students are engaged in baking process and have been producing cookies, donuts, muffin which are used for our snack purposes. Besides, our team has been very keen in taking our adult students out in community for shopping, restaurant, hiking, swimming etc. to enhance their social inclusion.

Our outreach to provide technical support for the growth of our parent network across Nepal has continued this year by providing

virtual training on financial management, office management to different PNGs namely; Gulmi, Chitwan, Rupandehi, Surkhet, Kathmandu.

We have been very privileged to receive a gift “school bus” from Government of India, Indian Embassy of Nepal. We are hopeful this will support on the commute of our students in coming days.

We are continuously growing in our own small ways to influence families affected by Autism across Nepal. We would like to thank all our well-wishers, friends and families who have trusted us and support the best way they can. I take special opportunity to thank our dear friend Jack Starmer, Simons Foundation, Her Excellency Felicity Volk Australian Embassy. Also heartfelt thanks to our project partners Ministry of Women Children and Senior Citizens, My Right Sweden, World Education Inc.

We continue to work hard with passion and dedication to uplift lives of people and families affected by Autism. In future, we hope to see more engagement of our Adults with Autism in various job opportunities and supported living in our community.

Thank you all.

Message From Editorial Team



PT. Surendra Bajracharya
Chief Administrator
(Editor in Chief)



Ms. Mahalaxmi Karki
Project Manager



Ms. Sanu Devi Prajapati
Project Officer



Ms. Kripa Shrestha
Special Educator



Ms. Muna Manandhar
Special Educator



Manju Maharjan
Special Educator



Rojeena Bajracharya
Physiotherapist



Mahesh Bajagain
Teacher

After the third wave of Covid-19 the Autism cases tremendously increased which created huge demand on services of AutismCare Nepal Society (ACNS). We struggle hard to provide our regular services timely to needy children and parents this fiscal year. Albeit Covid-19 pandemic have severely affected various organizational activities of ACNS leading to long waiting lists on all our services. However we took this situation as an exam which we need to pass and fulfill the demand as per need. Though Covid-19 added lots of challenges to us, we took this as our opportunities. Our whole team have been working together to uplift from the situation to continue our regular services.

While preparing this Annual Report we are more hopeful and committed to serve our Autism families

and community on full phase. It is our great pleasure to be part of the editorial team of Annual Report 2078/2079 (2022) which is going to be inaugurated on 15th Anniversary of ACNS. As we all know, ACNS is not just a non-profit making social organization but ongoing campaign run by Parents of Children with Autism with dedicated human resources to create equitable society for Person with Autism and their families. ACNS is the growing organization and gradually being recognized as national center and knowledge hub for Autism in Nepal. We believe this annual report will be next milestone for giving comprehensive information about ACNS and its campaign in Nepal. Our editorial team is privileged to prepare this report and we are heartily thankful for this opportunity to whole ACNS family.

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 only active Autism organization in Nepal that is run by passionate parents that care for Persons with Autism (PWAs). It is a non-governmental, nonprofit 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. It is the only active autism organization in Nepal, which 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. As ACNS progressed, it became clear that what was really needed was a center that would help families throughout Kathmandu and Nepal to raise Awareness, Advocacy, provide basic Therapy Services, Inclusive Education and to develop knowledge base and expertise in the field of autism. ACNS provides support and information services to Persons with Autism and people who work on Autism in Nepal.

We wish to work with organizations worldwide to share information, resources and assist families and children at a national level, and look forward to continuing our contact with families and professionals worldwide. We educate, aware and act for the rights of Persons with Autism throughout Nepal.

ACNS now has gained credibility and become a model center for working with Persons on Autism Spectrum in Nepal from the government stakeholders, line ministries, various agencies, concerned stakeholders, international and national donor organizations.

Vision



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

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;

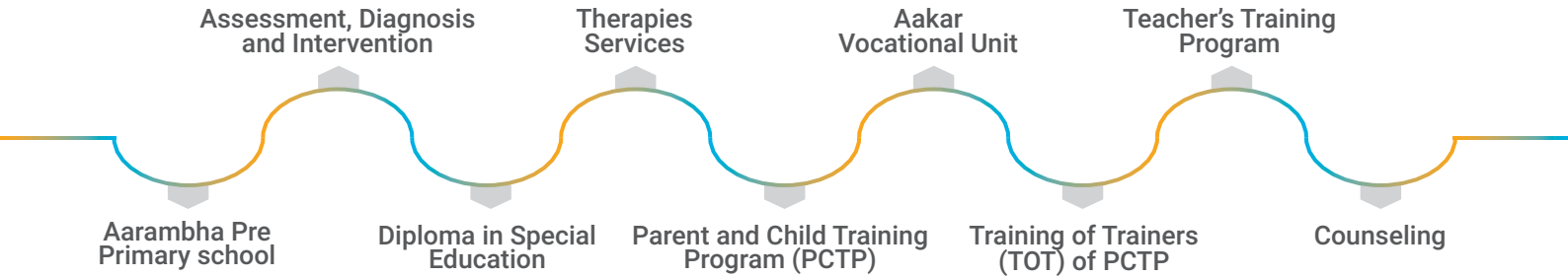
- Easy access of PWAs to health, appropriate education, employment/livelihood, empowerment, social participation, use of all facilities, assistance and support, reasonable accommodation, including all services, facilities and opportunities connected to their special needs as their rights.
- Accessible,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

Objectives

- To increase awareness on Autism.
- To increase understand on Autism among health care professionals for health facilities and early diagnosis and intervention.
- To increase understanding and skill among the parents, carers, teacher and policy makers.
- Advocacy for the rights of Persons with Autism
- To increase knowledge and skills of people with autism in vocational activities to increase independent and create employment opportunity.
- Advocacy to ensure the inclusive education of Children/ Persons with Autism.
- Formation of Parents Network group of Children/ Persons with Autism throughout the country.

ACNS

Programs and Projects



Main Activities Sheet of Fiscal Year 078/079

Year	Event	Result
26 th August 2021	Organized the one day Workshop on Strategic Planning Development and Revision of ACNS's policy ; in the presence of Executive Board Members, Advisors and Core Staff Members of ACNS	Organization development & capacity building of ACNS
27 th August 2021	AutismCare Nepal Society conducted a virtual training program to the parents of ACNS Karnali Province.	Empowered parents and caregivers of Parents Network Groups.
10 th September 2021	Organized the Preliminary workshop on Vocational Strategic Plan Document at ACNS premise with ACNS team.	Strengthen the vocational department of ACNS.
September 2021	ACNS reached Bhimeshwor Municipality Dolakha for training to school teachers on Autism Spectrum Disorder.	Decentralize the service to empower the school teachers to promote inclusive education.
23 rd September 2021	AutismCare Nepal Society (ACNS) coordinated the Workshop on "Universal Design Learning EdTech Workshop focused on Neurodevelopmental Disabilities" organized by World Education Inc).	Participants from ACNS, Self Help Group for Cerebral Palsy (SGCP), Special Education Rehabilitation Center (SERC), Parents Federation of Intellectual Disability (PFPIID), Down Syndrome Association Nepal (DSAN), Down Syndrome Society Nepal (DSSN), Stutter's Association Nepal (SAN) were aware about the UDL based Educational Technology for Neuro Developmental Disability inclusive education in Nepal.
24 th September 2021	AutismCare Nepal Society visited at Special Education Rehabilitation Center (SERC) Chapagaun, Lalitpur.	Learned the activities and programs conducted by SERC
25 th September 2021	AutismCare Nepal Society organized a Vocational Strategic Planning Document Development Workshop at Alfa Beta Complex, New Baneshwor.	Developed the final draft of Vocational Strategic Planning Document which addresses the Young Adult with autism with concrete action plans and strategies.
25 th September 2021	Organized the Felicitation Program to Mr. PritishShakya, Student with Autism who secured 3.85 GPA in SEE exam of Nepal Government and his school Alakapuri School.	Encouraged autism students as well as schools to promote inclusive education.
27 th September – 6 th October 2021	ACNS organized the "School Teachers Training on Autism Spectrum Disorder" for school teachers.	School teachers were trained on ASD which ultimately aided in enrollment of Autism students in mainstream school.
10 th October 2021	ACNS organized the interaction program with Central Bureau of Statistics (CBS) of Nepal and among concerned stakeholders regarding Autism disability includes in the National Census 2078 at Alfa Beta Complex, Naya Baneshwor	Sensitized to all concerned stakeholders for inclusion of autism in this national census.
October 2021	Autism Disability included for the first time in the National Census 2079.	Determined the prevalence of autism which will contribute to the formulation of plans and policies related to the Autism community.

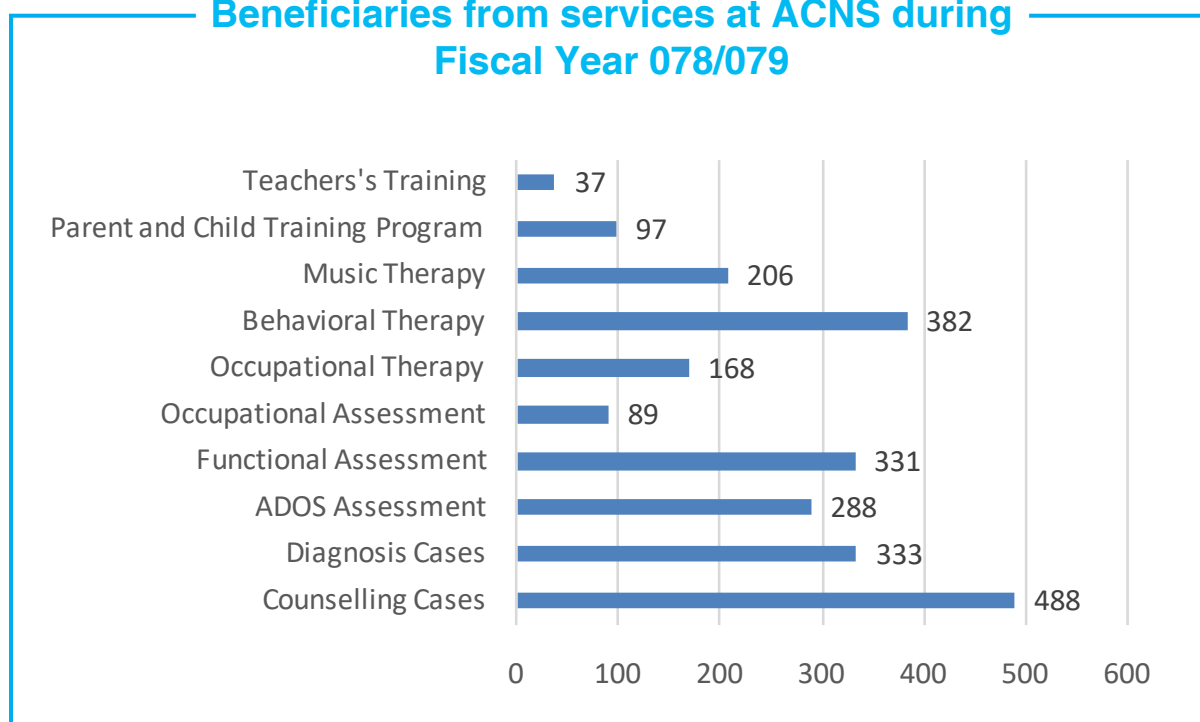
Year	Event	Result
October 2021	An introductory meeting with National Federation Disabled Nepal (NFDN)'s provincial office along with other local Organizations of Persons with Disabilities at Janakpur sub-metropolitan province 2.	Pave the way to form a Parent Network group at province 2
October 2021	Conducted the Interaction on ASD with the different units of Janakpur sub-metropolitan city office.	Increase the autism awareness in the province 2
31 th October	Screening on ASD programs conducted among various children. and coordination. We look forward working with you again	Suspected cases were referred to the ACNS or concerned organization for early diagnosis and early intervention
November 14 2021	Dr. Sunita Maleku Amatya, Chairperson of Autism Care Nepal Society on Janata Television to be aware about autism and inclusion of Autism in National Census 2078.	Community should be aware and support to include autism in census to get accurate prevalence
27 th November 2021	AutismCare Nepal Society conducted the 14th Annual General Meeting and 7th Election program by at Alfa Beta Complex. The EB were increased to 9 members from 7 members	Newly Elected EB was formed with following Designation: Chairperson- Dr. Sunita Maleku Amatya, Vice Chairperson- Ms. Neelam Gautam, Secretary- Ms. Kalpana Ghimire, Treasurer- Mr. Shyam Bhandari, Member- Ms. Anjana Mahara, Member- Mr. Bidhan Shrestha, Member- Ms. Kritika Lamsal, Member- Mr. Uday Kant Jha and Member- Mr. Sachin Shrestha.
November 2021	ACNS produced a Public Service Announcement (PSA) on the issues of Sexual Reproductive Health Rights (SRHR) among girls/young women with Autism Spectrum Disorder.	Public awareness aided in tackling issues related to SRHR among girls and young women with Autism Spectrum Disorder & in advocacy level too.
26 th November 2021	AutismCare Nepal Society organized the health check up program for the students of Aarambha Pre-Primary School.	Assess health status of children with Autism and develop the concept of a health check-up at the hospital.
7 th December 2021	AutismCare Nepal Society organized the community visit program for the students of Aarambha Pre-Primary School in the local area of Harisiddhi.	Students enjoyed sitting together, sharing and eating their favorite foods & promoted social inclusion.
9 th December 2021	Maharajung Nursing Campus's Nursing students along with their supervisor visited AutismCare Nepal Society.	12 students enhanced their knowledge on ASD and contributed to early diagnosis of autism at community level.
December 2021	ACNS upgraded the classes of Aarambha Pre-Primary School with ICT based high tech (audio-visual) teaching and learning process	Transition from low Tech to high Tech teaching process has started for providing quality education to Child with Autism (CWA)
24 th December 2021	Mr. Sachin Shrestha and his team mate provided the training/orientation program on ICT based high tech teaching process to teachers with demonstration at ACNS premises.	Teachers were trained for the high tech teaching process at Aarambhapre primary school.
25 th December 2021	AutismCare Nepal Society organized Picnic Program and celebrated Christmas at Jungle Resort, Dhulikhel	All the children , parents and staff enjoyed the day.
December 2021	ACNS participated in the Autism Awareness programme organized by APEN Ktm Mahanagar	The Pre-school Principal and teachers were aware about the condition.

Year	Event	Result
25 th February 2022	ACNS participated in the workshop on "Sustainable Development Goals and Rights of Person with Disabilities issues in Nepal " at Alfa House Baneshwor, organized by NIDWAN, CIL and NIDA.	The concerned stakeholders understood about SDGs in Nepal in context to United Nation Convention on Rights of Person with Disabilities.
19 th March 2022	ACNS organized the one day Autism Awareness Workshop "Feel the Autism- Feel the Difference" to the volunteers at ACNS premises.	65 volunteers were sensitized about autism condition and prepared for WAAD 2022.
2 nd April 2022	ACNS celebrated the 15th World Autism Awareness Day (WAAD) 2022 and organized Light Up It Blue (LIUB) at Darahara, Kathmandu.	Celebrated World Autism Awareness Day 2022 for ensure the rights of Autism.
2 nd April 2022	Flash Mob by Students of TUTH on the occasion of World Autism Awareness Day 2022 at Dharahara, Kathmandu	General public were aware about the autism condition.
8 th April 2022	AutismCare Nepal Society conducted the sports program for children & adults with autism on the occasion of the world autism awareness month.	Students of Aarambha Pre-Primary School & Aakar Vocational Unit actively participated with the involvement of parents & staff members.
	ACNS organized the awareness campaign at Tripureshwor public toilet Kathmandu with the involvement of core staff members & volunteers.	Spread awareness on Autism and promote inclusive environment as well as disability friendly public toilets.
22 nd April 2022	ACNS conducted the "Introductory Workshop on EdTech Development for Neurodevelopmental Disabilities in Nepal" with concerned stakeholders from organizations of Person with Disabilities at Alfa Beta Complex, Naya Baneshwor, Kathmandu.	Paved the way for development of appropriate Ed Tech for inclusive education for neurodevelopmental disabilities in Nepal.
April 2022	Continuous support by Akemi ji from Japan for Autism Awareness in Nepal.	ACNS is honored with this support.
27 th April 2022	Organized the free Dental Camps for Children with Autism at ACNS premises by Kantipur Dental College	All students of Aarambhapreprimary school and Aakar vocational unit examined their oral condition and sensitized them to their oral health.
29 th April 2022	AutismCare Nepal Society organized the Mother's Day program at ACNS in the presence of the students, parents, teachers & trainers of Aarambha Pre-Primary School & Aakar Vocational Unit.	Mother's day was celebrated
27 th April 2022	AutismCare Nepal Society (ACNS) organized a Dental Camp in collaboration with Kantipur Dental College Teaching Hospital & Research Center (KDCH).	60 participants from Aakar Vocational Unit, Aarambha Pre-Primary School along with Parent & Child Training Program students and staff examined their oral health.
April 2022	ACNS conducted the Teacher Training program for school teachers.	27 teachers were trained on ASD for inclusive education.
6 th May 2022	AutismCare Nepal Society organized the zoo visit program for students, parents with their siblings, teachers as well as trainers of Aarambha Pre-Primary School and Aakar Vocational Unit.	students are allowed to explore the animal's environment and it also promotes social inclusion.

Year	Event	Result
12 th May 2022	AutismCare Nepal Society conducted a Panel Discussion Program at AutismCare Nepal Society for Parents and Caregivers of Children with Autism.	Parents and caregivers got the answer to their queries regarding their children changing behavior.
3 rd June 2022	Dr. Sunita Maleku Amatya, Chairperson of ACNS, at Disability Voice Program	Raised voice for Autism, Let's Share, Aware and Care Person With Autism. We really want Government to take necessary action as soon as possible and support Autism Community
10 th June 2022	ACNS organized the Inclusive Art Event for Children with NeuroDevelopmental Disabilities and Neuro Typical Children at Yak Palace, Pulchowk, Lalitpur on behalf of chief guest H.E. Felicity Volk, Australia's Ambassador to Nepal	All NeuroDevelopmental Disabilities and Neuro Typical Children actively participated in the art event; promote social inclusion
15 th June 2022	Australia Awards Alumni from South Asia and Mongolia visited at AutismCare Nepal Society	ACNS is honored with this opportunity to explore the ACNS role in the autism field in the International platform.
17 th June 2022	AutismCare Nepal Society organized a swimming program for children with autism at Harisiddhi Family Resort and Fitness Center, Lalitpur with the involvement of adults with autism, their parents, teachers, trainers as well as siblings.	Helped the children become calm & relax, enhance self confidence of Person with Autism.
21 st June 2022	ACNS set up & started a Bakery program at its premises.	Added new vocational activities for our adults with Autism for job orientation and job opportunities in near future.
23 rd June 2022	ACNS participated in the National Urban Policy 2079 Development process interaction program at Hotel Marriott Kathmandu to address the issues of all including Person with Disabilities organized by UN-Habitat and the Ministry of Urban Development of Nepal.	The Program highlighted the need of PWDs and their problems faced in urban cities. Policy makers showed their commitments and believed that the Policy will address all these highlighted issues and problems in upcoming days after its implementation.
24 th June 2022	Aakar Vocational Unit started Bakery products to serve at AutismCare Nepal Society.	Created the job opportunity for adults with autism at ACNS.
27 th June 2022	ACNS' s International Advisor Mr. Jack Starmer, President of Health Care Nepal, USA visited at ACNS premise.	Strengthen the relationship and partnership between ACNS and Health Care Nepal, USA.
29 th June 2022	ACNS organized the workshop "Workshop among Professionals for Ed. Tech Development for Children with Neuro developmental Disabilities in Nepal" at Alfa Beta Complex, Naya Baneshwor, Kathmandu.	Participated Professionals from ACNS, PFPID, SGCP, DSAN and DSS bring their expertise & valuable feedback on Edu Tech development for children with Neurodevelopmental disability in Nepal.
1st July 2022	Mr. Sujan Raj Bhandari from World Education visited at ACNS for the monitoring the project activities	Received feedback under the LEARN project
1st July 2022	ACNS conducted a workshop - Feel the Autism- Feel the Difference at Kathmandu University School of Education.	Increased the understanding level of autism among the participants

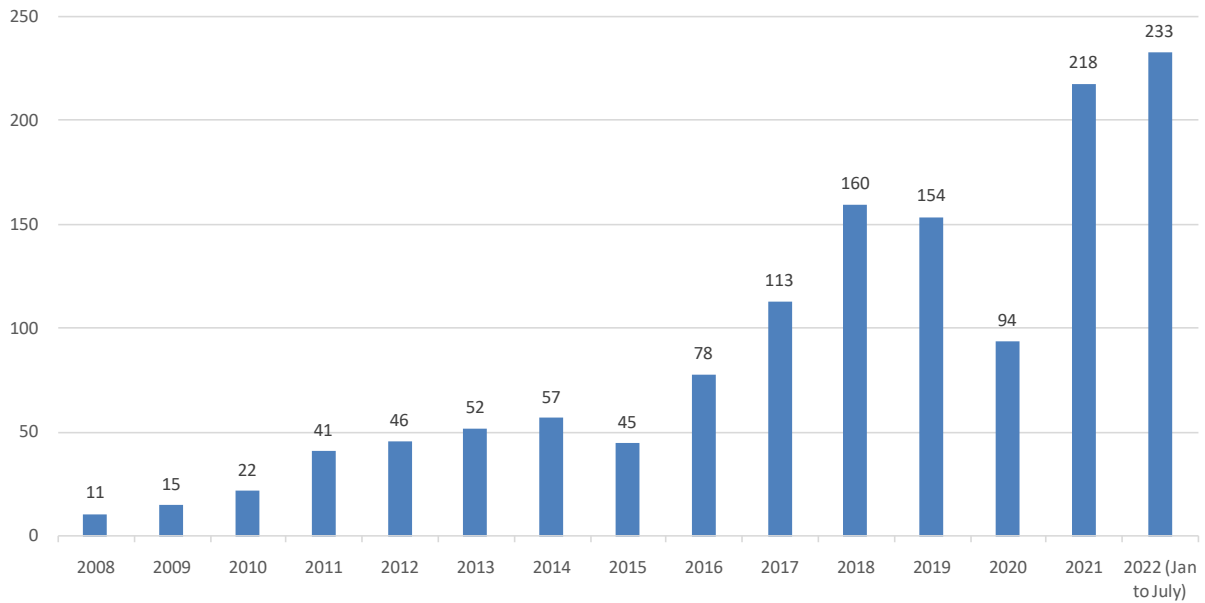
Year	Event	Result
3 rd July 2022	ACNS got the school bus for Children with Autism from Indian Embassy Nepal	Supported the transportation system of AutismCare Nepal Society.
8 th July 2022	Aakar Vocational Unit organized the home visit program for the adults with autism.	Promote social inclusion for person with autism.
12 th July 2022	Ms Elizabeth Jenkins, Assistant Director, Pakistan, Mongolia, Nepal and Regional Section Ms. Sunita Gurung, Program Manager, Australia Awards, Volunteers and Humanitarian Australian Embassy, Kathmandu visited at AutismCare Nepal Society.	Developed the relationship with foreign delegates.
13 th July 2022	AutismCare Nepal Society celebrated Teachers Day (Guru Purnima) at ACNS premises in the presence of teachers, therapist, students & parents.	Every participant was involved & enjoyed the day.
19 th July 2022	Aakar Vocational Unit 's trainers organized the Nursery visit program for adults with autism enrolled in AVU.	Adults with autism explored and learned about gardening.
21 st July 2022	ACNS participated in the meeting at the Australian Embassy with H.E. Felicity Volk, Australia's Ambassador to Nepal	ACNS is honored to have a meeting with H.E. Felicity Volk, Australia's Ambassador to Nepal
22 nd July 2022	ACNS organized the second workshop; "Workshop among Professionals for Ed. Tech Development for Neurodevelopmental Disability" with professionals and concerned Government stakeholders at Center for Education and Human Resource Development (CEHRD) office.	Constructive feedback & suggestion was gathered on Ed .Tech which contributes in development of appropriate Ed. Tech for Neurodevelopmental disabilities.
July 2022	HandicapInternational team visited at ACNS premises	Discussed about launching Caregivers Skill Training (CST) program in Nepal
July 2022	Mr. Deepak Adhikari, Director and Mr. Padam Adhikari, Deputy Director of Kathmandu Metropolitan City at ACNS for the Monitoring Visit	Monitoring visit conductd by Kathmandu Metro-Politan City.

Beneficiaries from services at ACNS during Fiscal Year 078/079

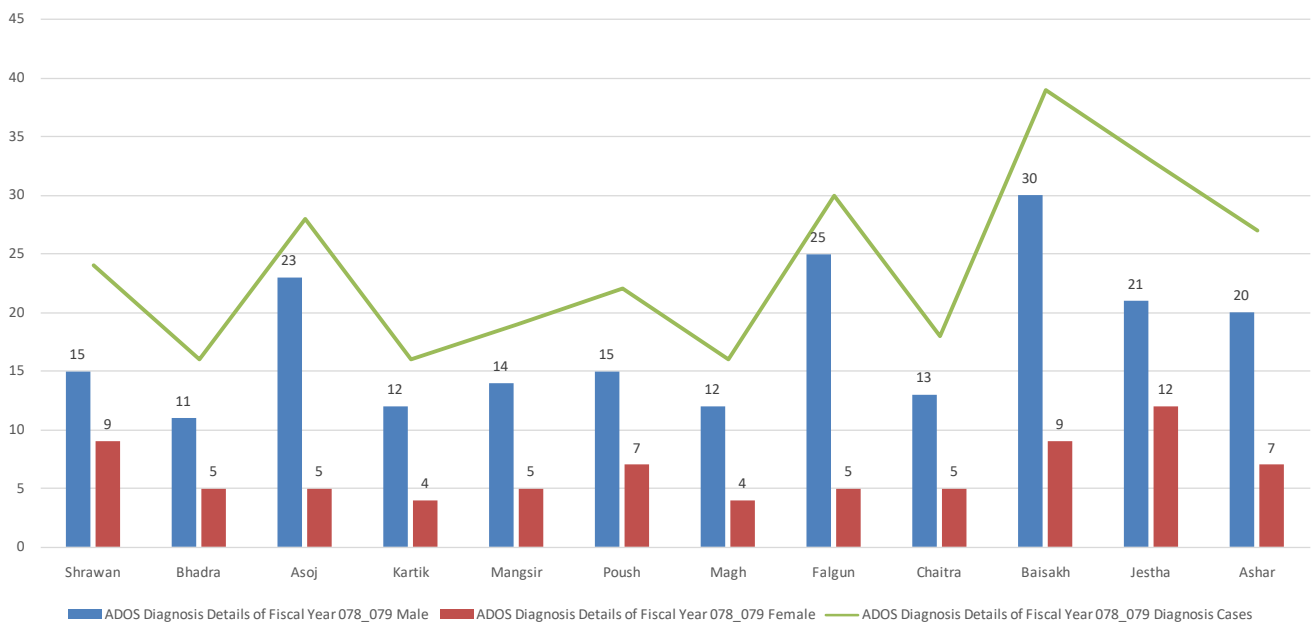


Graphs of Autism Diagnosis Details

**Total Cases of Autism Diagnosis Cases at ACNS
(Total 1339)**



**ADOS Diagnosis Details of Fiscal Year 078/079 at ACNS
(Total: 288, Male:211, Female: 77)**



Marking the World Autism Awareness Day 2022



The 15th annual World Autism Awareness Day (WAAD) was observed globally on April 2, 2022, so as to "highlight the need to help improve the quality of life of those with autism so they can lead full and meaningful lives as an integral part of society". Due to the COVID-19 pandemic we were unable to celebrate Light It Up Blue (LIUB) program physically for last two years. This year WAAD 2022 was celebrated with the UN designated theme "Enhancing lives today and accelerating a spectrum of solutions for tomorrow" at AutismCare Nepal Society premises as well as Dharahara, Kathmandu, Nepal.

During the event, the Chief Guest was Mr. Hari Mainali, Secretary of Ministry of Women Children and Senior Citizen of Nepal. He gave his best wishes speech and committed to support Children with



Autism in Nepal through the ministry in up coming days during the event. Dr. Sunita Maleku Amatya, Chairperson also gave her remarks and highlighted the need of Person with Autism and their families as well as importance of Autism Awareness in Nepal on the occasion of Marking World Autism Awareness Day 2022. Distinguished guests from different DPOs along with Person with Autism their parents, caregivers, well wisher & ACNS family presence made the event more meaningful & successful.

During the program at ACNS, Children/Person with Autism performed incredible performance of Musical program and Ramp Walk. These performances performed by the Children/Person with Autism were main attraction of the event. Similarly the main event of World Autism Awareness Day (WAAD) and Light It Up Blue (LIUB) was held at Dharahara, Kathmandu. The main attraction was the FlashMob performed by Volunteers of Tribhuvan University Teaching Hospital (TUTH). The Light It Up Blue program was also held at TUTH next day similarly there was exhibition at TUTH premises. During the month of Autism Awareness "Create Art for Autism" and "Autism Sports and Physical Activity" were held at ACNS premises for Person with Autism.



Aarambha Pre-Primary School

As a special school for Children with Autism was started as day care center from 2nd April 2010, later registered as Aarambha Pre-Primary School. Currently it is operating smoothly with four classes: Red, Yellow, Blue and Green respectively. Students are arranged on these classes according to their functions, abilities and capabilities. Altogether there are twenty two students (19 boys & 3 girls) in the school and students are focused on activities of daily living skills, communication needs & social skills, pre-vocational skills, cognitive skills, functional &

independent skills. School is providing Occupational Therapy and Music Therapy as well as using evidence based practices with structured teaching & audio-visual methods.

Aarambha Pre-Primary School activities are carried out accordance with the school annual plan and our annual plan is shared with our parents. Young adults students are focused on pre-vocational skills, outdoor and physical based activities while children are focused on motor skills, sitting behavior.





AAKAR VOCATIONAL UNIT

Adolescent with Autism who are graduate from Aarambha Pre-Primary School at the age 18 years old and interested graduated students with autism are enrolled at Aakar Vocational Unit (AVU). It mainly focuses on the practical vocational & life skills activities. Students with autism already learn the vocational activities during the pre-vocational period at school.

In Aakar Vocational Unit (AVU) altogether 7 Adults with Autism are enrolled during fiscal year 2078/079. Among them 6 are male and 1 is female. They are involved in different types of activities.

Nowadays we are enrolling our children into new activities such as yoga & meditation, home visit, outing, watching movie in the theatre, health camp which helps our children to generalize these things.

Recently in this year we have started our new class in which our children are also enrolled in bakery classes and grocery shop (mini mart). During this activities young adults with Autism helps to bake the bakery items such as doughnuts, cookies, muffin and they are sold it in our grocery shop which helps them to learn the concept of product and money exchange. It helps to make them independent in their daily lives.





Parent and Child Training Program

Parent & Children Training Program (PCTP) is the most essential and effective program for children with autism. PCTP is an opportunity for newly diagnosed children with Autism & their parents.

It is the one of the most significant training for parents of children with Autism to understand their children. It is 8-10 weeks training program specially for parents and caregivers to empower them with knowledge of Autism. Training provides the knowledge and skills of Applied Behavior Analysis (ABA), Treatment & Education of Autistic & related Communication handicapped Children (TEACCH), Verbal Behavior Analysis (VBA), Sensory Integration Therapy, communication, play skills, play therapy & teaching strategies.

During fiscal year 2078/79, ACNS had successfully conducted four batches (44th, 45th, 46th, and

47th) via virtual platform & in physical presence at ACNS premises. At the beginning of this fiscal year, we were at partial lockdown phase so, ACNS conducted the 44th batch training virtually and remaining batches (45th, 46th, 47th) were conducted in physical presence at ACNS premises. ACNS increased the numbers of participants, training rooms and human resources to meet parents or caregivers long queue in parent child training's waiting list. In total 198 parents received training during the fiscal year 2078/079. Not only parents and siblings were also benefitted by this training.

ACNS is honored to have support from the Ministry of Women Children & Social Welfare to conduct the Parent & Children Training Program.



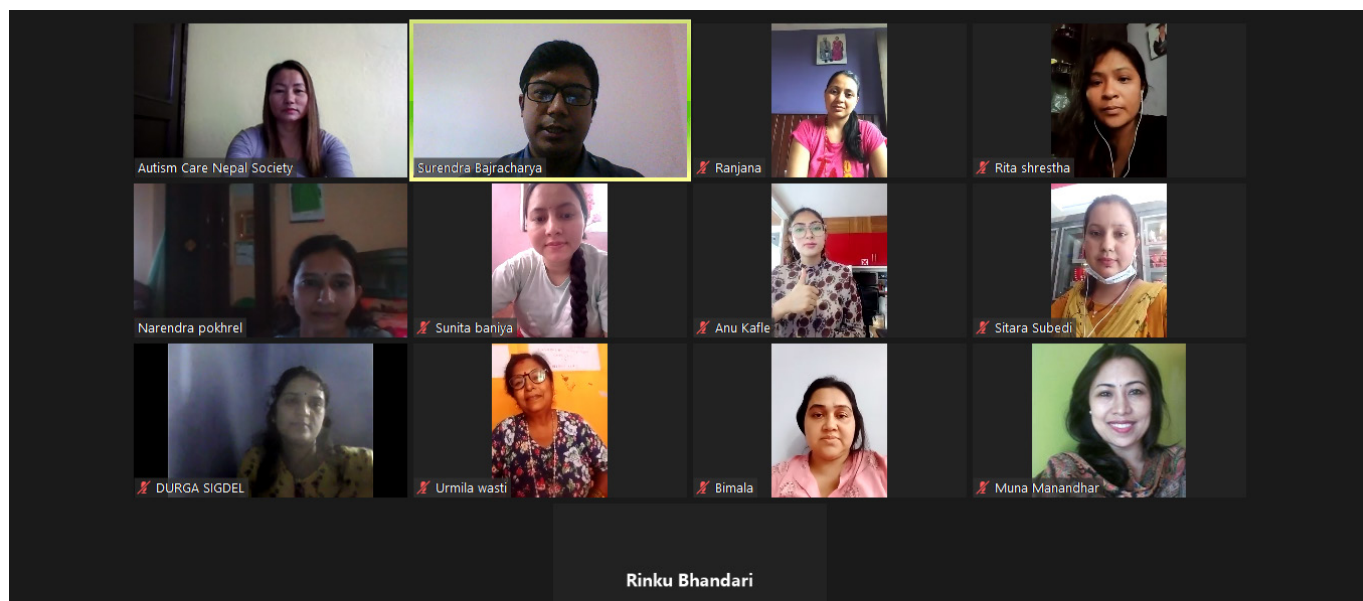


Intensive Parent & Child Training Program

Intensive Parent and Children Training Program (PCTP) is a newly introduced training program which is the modified version of Parent & Children Training Program. This training program is mainly developed to support the parents & care givers of children with autism during this COVID-19 pandemic period as well as for high functioning children with Autism. The training was inaugurated on May 2021 with intention to educate parents & caregivers of children with autism about autism spectrum disorder & also help them to understand their children's unique behavior and support parents & caregivers to take care of their children at home environment. Altogether 26 families were benefitted from this program during Covid Pandemic. Presently this training program was mainly address to the parents of high functioning children with Autism at ACNS.

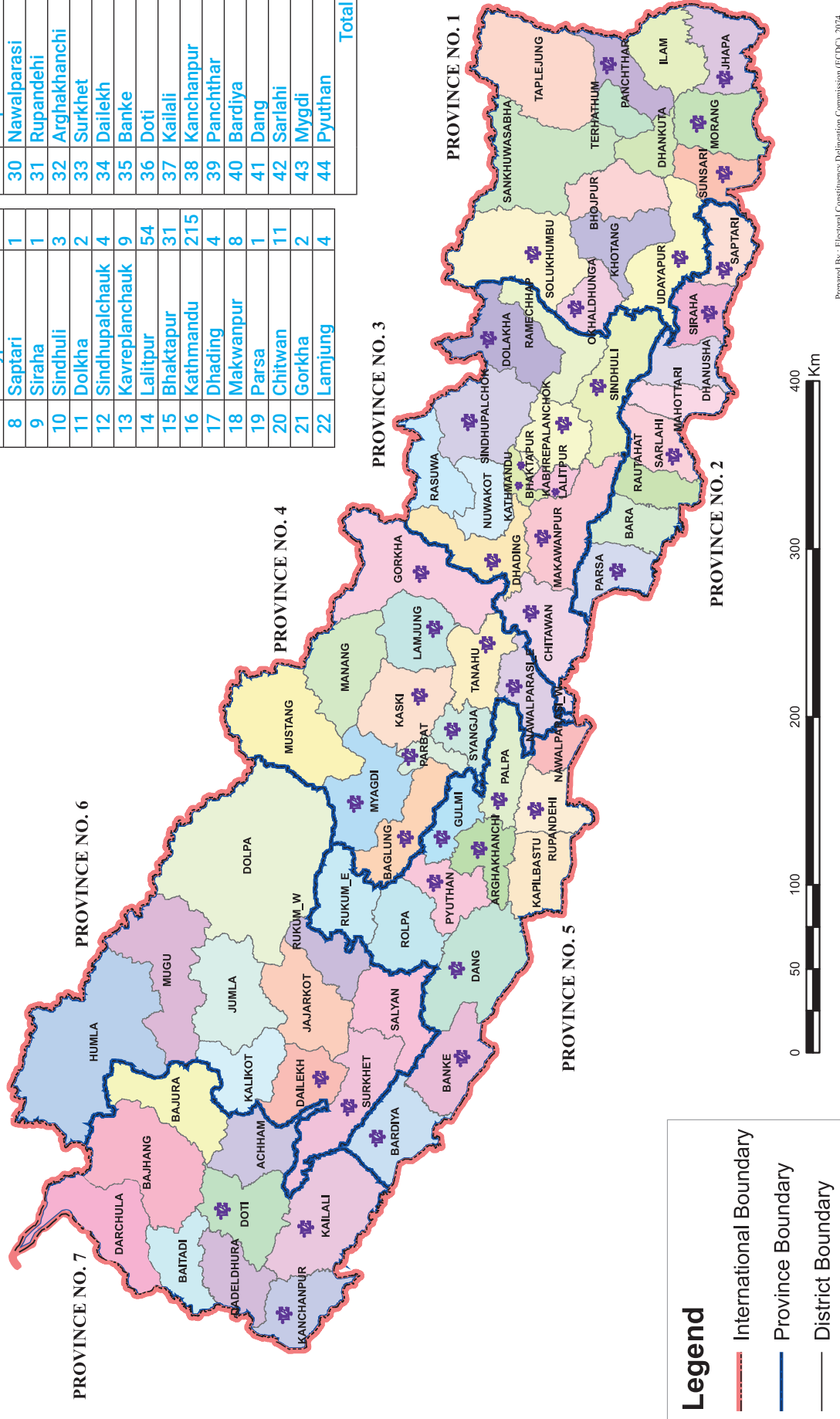
1. Objectives of training program:

- To empower the parents & caregivers by creating a support system through virtual medium during pandemic period.
- To support the parents & caregiver of Children with autism to understand autism spectrum disorder & their children to take care of them at home environment.
- To introduce the parents & caregivers with online tele training system & develop their knowledge & skills to introduce visual support & develop Autism friendly environment at home.
- To empower parents & caregivers of high functioning children with Autism & support them for inclusive environment.



DISTRICT COVERAGE BY PARENT AND CHILD TRAINING PROGRAM

S.N.	Icon	Number of family participants	
1	Jhapa	19	
2	Morang	17	
3	Sunsari	9	
4	Sankhuwasabha	2	
5	Okhaldunga	1	
6	Solukhumbu	4	
7	Udaypur	1	
8	Saptari	1	
9	Siraha	1	
10	Sindhuli	3	
11	Dolkha	2	
12	Sindhupalchok	4	
13	Kavreplanchok	9	
14	Lalitpur	54	
15	Bhaktapur	31	
16	Kathmandu	215	
17	Dhading	4	
18	Makwanpur	8	
19	Parsa	1	
20	Chitwan	11	
21	Gorkha	2	
22	Lamjung	4	
		Total	596



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

TEACHERS TRAINING ON ASD

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:

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

With these realization, ACNS has been organizing “Teachers Training on Autism Spectrum Disorder” since 2011 at ACNS. The concept emerged occurred with the strong realization of ACNS on “Education for all” and inclusive education for people with autism. However, depending up on severity of children with autism also need special education. It was a 1 week training in the starting focusing 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 widened into 2 weeks course with some practical sessions and observations.

ACNS offers a chance to participate in the training twice in a year. Starting from 2011 up to this year 19th batch have been completed.



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

S.N.	Schools' Name	Participants
1.	Samadarsi	5
2.	Elims kids	5
3.	Montessori School	1
4.	Purple Home	2
5.	Phoenix	14
4.	SSDR	1
5.	SERC	5
6.	Padma Kanya	1
7.	British School	6
8.	Mother Gnaga Pre-school	1
9.	MaitriGriha	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	3
26.	Aakar Foundation	10
27.	Parlance Int'l Academy	3
28.	Montessori Kinder House	5
29.	Patan Mental Hospital	2
30.	KidzeeKalanki	2
31.	Wisdom Kids	1
32.	Barkhari Kids Foundation	1
33.	Montesori Kids World	1
34.	Center For Autism	3
35.	Heimric National Pre School	1
36.	Anmol Special Education Center	3
37.	Kids Dream	3
38.	Aadarsa Secondary School	5
39.	Peoples Academy	2
40.	Montessori Kids World	1
41.	Sama Nepal	2
42.	The Vinnance Pre School	2
43.	Different Organizations	46
Total Participants		212

Volunteering

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 Autism Care Nepal Society.

Below you can find a list of the most frequently asked questions to do with volunteering at Autism Care Nepal Society.

- **How long can I volunteer?**
Very short (e.g. 2 days to 1 week)
Short-term (250h, 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.
- **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

- **Is a contact person/supervisor provided for me?**
Yes, we provide a contact person/supervisor for all students and volunteers.
- **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 autismnepal@gmail.com

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

We are looking forward to hearing from you.
Autism Care Nepal Society



AutismCare Support and Capacity Building Program

After the post COVID pandemic, AutismCare Nepal Society (ACNS) is severely affected by its consequences and had to face lots of difficulty. We had a big challenge in human resource retention due to lack of fund. We were really seeking help to continue our regular services and sustain our human resource. We are glad that we received 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 (CWA) through Aarambha Pre-Primary school, Vocational Training to Person with Autism (PWA) 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 & teachers
- Pre-Vocational and Vocational training services to the Adolescent/ Adult with autism through Aakar Vocational Unit.
- On the job orientation program to adult with autism
- Occupational therapy & Music therapy to the CWAs/PWAs
- Parent & Children Training to parents, caregivers of CWA/PWAs
- Conduction of workshop & training program to parents, caregivers & teachers
- Establishment of Autism Inclusive club
- Development of different software and Information Communication Technology (ICT) to support PWAs
- Counseling to parent of Children/Person with Autism



Output of Project Activities:

Beneficiaries from the services of AutismCare Nepal society
(1st August 2021 to 31st July 2022)

Services of ACNS	Male	Female	Total
Counselling	290	234	524
Diagnosis and Assessment	211	77	288
Functional Assessment	244	67	311
Occupational Therapy Assessment	63	26	89
Occupational Therapy	129	39	168
Behavioral Therapy	301	81	382
Music Therapy	246	59	305
Parent and Child Training Program (PCTP)	75	22	97
Teacher's Training	1	36	37
Vocational Training to Adult with Autism	6	1	7



Conclusion:

AutismCare Nepal Society could provide all its services to the needy beneficiaries though there were lots of hindrances and obstacles. After COVID Pandemic, 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 provide 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 500 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.

MyRight Project

The global COVID-19 pandemic affected the project implementation to some extent at the initial of the year. Through a concerted effort from ACNS's various units: Clinical Services (Direct services for individuals with autism and their families), Aakar (Vocational Unit for adults with autism), Session/training/workshop for educational professionals & medical professionals and Advocacy work; ACNS has been able to meet its planned objective for the year.

Student with autism benefit most when taught with the use of autism-specific techniques, by a teacher with comprehensive insight into autism. Therefore, ACNS continued organizing Teachers Training on ASD to 103 professionals in the year 078/79. This enhanced participants with the various aspects of autism spectrum disorders and its manifestations, teaching techniques and intervention strategies, as well as those that address the different concerns of student with autism. As a result; 9

new autism children enrolled mainstream/special schools. These teachers referred 7 suspected children in ACNS for diagnosis and interventions.

4 trainees graduated from Diploma Course on ASD added as an additional human resource to work in the field of Autism in Nepal. These professionals are able to screen, assess, educate and train persons with autism in individual and/or group settings.

Various sessions/workshops/webinars to 91 families of PWAs from all parts of Nepal enhanced knowledge and skills of parents/caretakers specifically dealing their child in communication and behavioral issues. Webinar to 25 parents through 'Care for Carers' motivated them to stay confident and positive. 11 families then are able to manage stress level in the home. Awareness and increased understanding on the part of parents also resulted to get disability identify cards (red) and a monthly social security



allowance of NPR 4,000 (SEK 308) by additional 16 PWAs. Under regular services, ACNS was able to provide therapeutic (occupational, music, physiotherapy, psychological assessment) or counselling services for 110 times to the CWAs. This made livelihood easier to 70 CWAs through different therapies.

Workshop/CME on Early Identification and Intervention on Autism to 123 health care professionals consisting of pediatricians, psychiatrists, clinical/psychologists, physiotherapist, occupational therapist, pharmacist, nurses facilitated at Nepalgunj-18, Rupandehi-54 and Birgunj-51 resulted in increased of referral cases in ACNS. Out of 43 referred cases; 36 were diagnosed with Autism in the project year 2021.

In order to smooth functioning of the organization, ACNS's formulated and implemented Anti-fraud, Conflict of interest and Procurement policy. Implementation of these policies is directing to promote good governance in the organisation. Refresher training on advocacy and leadership to 25 participants led them to take ownership of the issues, develop self as a leader and carry out different advocacy work on the government front.

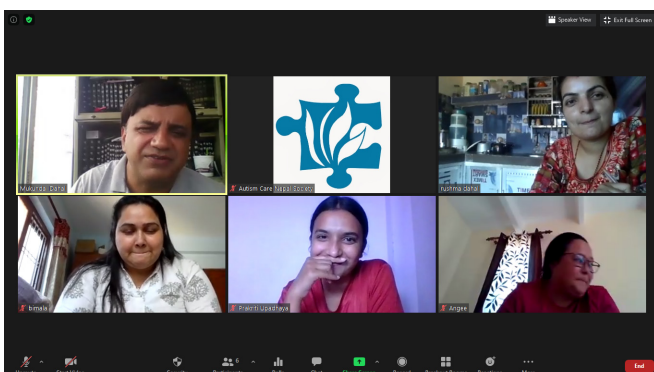
With the continuous advocacy work in government offices, ACNS and its Chapters have been able to receive grant support amounting NPR 2.6 million (SEK 206 thousand) to run different activities related to ASD. Gulmi received 1017.28 sq. meter and Chitwan received 1525.12 sq meter land from local government to establish and operate school for autism.

Success of the activities can be mapped out through the following opinions from the beneficiaries:

"Teachers Training on ASD by ACNS been so resourceful for me. I am so motivated to work for children with Autism at my Montessori." - BanadanaAdhikari, Teacher Head, KizeeKalanki, Kathmandu

"ACNS's entrance to Nepalgunj to share knowledge on Autism and its issues were so much welcoming. It was all worthy to know small details on it. Besides referring cases to Autism Nepal; we want to work in a collaboration."- Dr. Sanket Kumar Risal, Acting Head, Bheri Hospital

"I am a parent of two kids. Elder daughter has an Autism and younger is son. I was so frustrated with the emerging behavior of my daughter and take care of two kids at the same time. I went to the contact of ACNS and enrolled in the counselling sessions. After having various sessions and suggested medicine; I am now able to take my life going!" -Mother of girl child with Autism, Jhapa



CONSTRUCTION OF NATIONAL CENTER FOR AUTISM

Autism Care Nepal Society feels that our dream has come true after we started the construction of National Center for Autism at Jharuwarasi, Ward No. 13, Godawari Municipality, Lalitpur District, Bagmati Province, Nepal. The main objective of this project is to develop infrastructure to provide education, training and autism related services for Person with Autism and their parents & caregivers.

Ongoing building construction project is five storey with total built up area 22886 Sq. ft. including 6970 Sq. ft. basement area for which experienced consultants and associates and 'A' Class Construction Company Synergy Builders Pvt. Ltd. is involved.

The National Center for Autism plans to provide model facilities & services like; School, Diagnostic, Occupational Therapy, Speech Therapy, Music Therapy, Art Therapy, Physio Therapy, Hydrotherapy, Sensory Integration Therapy, Parent & Child Training, Vocational Training & common needs & other related facilities required for Autism . The main donor this project is Nick Simon's Foundation.



Ongoing Building Construction Project of National Center for Autism



The 3D Design of proposed National Center for Autism



Joint Meeting with Consultant and Contractor at Site



Meeting with Donors

Leveraging Existing Accessibility Resources in Nepal (LEARN) Project

AutismCare Nepal Society (ACNS) is honored to be a technical partner of World Education Inc. under the LEARN Project. This project was started from 1st February 2022 & will continue till 30th April 2023. The main objectives of the project is to develop an Android App. focusing the children with Neuro Developmental Disabilities to support their reading and learning for inclusion in Mainstream School.

Activities & Achievement of the project Activities

S.N.	Outputs/Activities	Achievements
1.	Exploratory visit to three Neuro developmental disability organizations such as Down Syndrome Society Nepal, Down Syndrome Society Nepal, and Self Help Group for Cerebral Palsy Nepal and project technical partner organization ADRAD Nepal.	Determined the possible way forward for the development of appropriate Ed-Techs for neurodevelopmental disabilities children
2.	Second round of meeting (discussion program) with professionals of different Neuro developmental organizations at ACNS premises, Harishiddhi, Lalitpur.	Determined the problem of person with neuro-disability facing & finalizing the draft content for Edu. Tech development.
3.	Participated in Inclusive development for person with neuro developmental disability program	Enhance knowledge regarding UDL & inclusion
4.	Conducted the Introductory workshop with all concerned stakeholders of neuro development disabilities at Alfa beta Complex.	Total participants: 50 Male: 21 Female: 29 participants Collected the constructive & valuable feedback for development for appropriate EdTech
5.	ACNS participated in 5 days Training of Trainers on Universal Design for Learning program organized by Nepal Disabled Women Association (NDWA)	Enhanced the knowledge regarding UDL concept & its implementation for teaching learning process to all PWD
6.	Conduction of the professional's workshop on "Workshop among Professionals for Ed. Tech Development for Children with Neuro developmental Disabilities in Nepal" at Alfa Beta Complex	Total participants: 17 Male: 11 Female:6
7.	Conduction of the professional's workshop on "Workshop among Professionals for Ed. Tech Development for Children with Neuro developmental Disabilities in Nepal" at Center of Education and Human Resources Development (CEHRD), Sano thimi , Bhaktapur.	Total participants: 22 Male: 16 Female: 6 Determined the final content for the Ed.Tech development for children with Neuro developmental disability through the remarkable suggestion and feedback from professionals.





Occupational Therapy at Home

Positive Aspects



Ms. Rojeena Bajracharya
Physiotherapist (Trained on OT)

The term Occupational Therapy (OT) gives us a meaning that it's a therapy that assists individuals to engage in everyday activities or occupations that they want and need to do. Simply, we can say that we prepare child to do his/her daily activities independently.

Due to global pandemic COVID-19, occupational therapy services has been closed since Chaitra. As a great proverb says-æWhen there is a will, there is a way", we took this as an opportunity to focus on its positive aspects and start a virtual sessions for all the parents of children enrolled in Arambha pre-primary school. And with no wonder, we were highly motivated to go further till date due to our parents and supervisor's positive feedback and encouragement.

To share with some, I have mentioned in points below;

- Virtual class has been the great platform to learn and share the knowledge and experiences.
- Interaction between parents, class teachers and therapist brought better outcomes to the challenges. Parents are also more aware about the activities that were done at schools and OT sessions. Also, therapist and class teachers are aware about the activities of children at home. This will definitely be a good help to plan for future sessions at school and at home. Also, the bond created will help in healthy communication in future.
- Children showed good response when they saw their friends and teachers virtually. Parents reported about their better level of understanding and felt comfort

after explaining and showing everyone is staying home and æNo school" for everyone.

- Parents felt being directed which helped them to choose activities and plan a day for their child.
- Students are getting engaged in ADL/ functional activities which at the end fulfill their sensory needs, spend time in meaningful activities and observed to be happy. It is more helpful than getting engaged in mobile and television. This also reduced the inappropriate behaviors of children, meltdown and boredom.
- The level of anxious acts and stress of parents as well as students are being managed after proper handling of their child along with sharing among parents and therapist during the session.
- Parents are motivated to engage their child in meaningful activities due to the assignment given.
- Sharing the videos among parents uplift their hope and spread positive energy. Videos of students of red and vocational class (higher) are like inspiration videos for green n yellow class (lower) students' parents.
- Planning a schedule for a child helped parents to spare time for self too.
- Parents reported æNeed of self-regulation and self-preparation class for parents" helped them be calm and focus better on self as well as their children.

Occupational Therapy at Home

A therapy that assists individuals to engage in everyday activities or occupations that they want and need to do. As Occupational Therapy is usually home based and materials



available at home are the best asset to the therapy, we encourage parents to know these points to help your children get the facility of occupational therapy at home.

What do we do?

- Prepare child to achieve his ultimate goal of living life independently, planned as per their needs and their parent’s expectation.

How do we do?

- Work on his:
 - Physical strength and ability- Gross and fine motor
 - Cognitive skills: motor planning, memory, problem solving skills, learning
 - Fulfill his Sensory diet: Vision, sound, smell, taste, touch, movement, pressure.
 - Behavior modification.

How do we plan?

- Prepare parent/ care giver first.
- Prepare child:
- Make a schedule.
- Choosing an activity: Always remember the points below-
 - Make sure child is physically, mentally and emotionally able to do it.
 - Fulfill his sensory diet.
 - The activity will help him/ her in his daily living and his physical, mental and social development
 - The activity is related to your goal.
 - Know why you want your child to get engage in activities that you are planning.
 - Make it fun/ play based so that a child takes it as fun and not a burden or stress.

Examples of activities that will help child to do his daily living activities in future:

- Weight bearing activities: for joint compression, proprioceptive/ sensory need, calming, fine motor, develop core muscles.
- Fine motor skills activities: for their hand grip, manipulation and isolation
- Sensory toys/ play for fulfilling sensory diet (visual, audio, taste, touch, smell, movement, pressure), fine motor skills, cognitive skills.
- Free play: obstacle course, jump, walk, run, climb
- Mid line crossing activities (hand, leg, eyes) for brain development process information, perform tasks, manage emotions, and regulate activities such as breathing, crying, language skills, speech, and physical activity.
- Puzzle, matching, sorting for cognitive skills development.



Importance of Psychological Assessment and Diagnosis in Autism



Ms. Ajita Deuja
Psychologist

The analyzing or identifying a cause/disease/disorder from its signs and symptoms, nature of condition or problem for making proper judgment or decision can be referred to a diagnosis. The diagnosis helps to plan in the process of treatment. Therefore it is necessary to identify as early as possible, so that the treatment can be started from early phase. To obtain a better result, it is very important that we have a proper diagnosis.

The diagnosis helps to decide proper treatment plan and these conditions can be reversible where as some conditions can be prevented to some extent. The earlier diagnosis and planned treatment, improve condition or problem of an individual. Also, diagnosis helps the person to participate actively in their own long-term care planning. And focus on what is important and which is not to make the best choices for the time being.

According to the Diagnostic and Statistical Manual DSM-5, of the American Psychological Association there are different conditions or disorders which are well defined. The DSM helps Clinicians, Psychologists, and Psychiatrists to diagnose the symptoms or conditions that are presented by clients. From all other disorders one of the important condition is Autism Spectrum Disorder (ASD). As we know that ASD is a social-communication disorder followed by restrictive, repetitive and stereotyped behavior and it is a neuro-developmental disorder.

Therefore, the person with ASD have restrictive or stereotyped routine with less or no understanding/uses of Social Communication Skills. Hence, it is very troublesome for them to adopt in surrounding. If this disorder is diagnosed as early as possible we can help them with early intervention. Moreover, it is possible to provide the basis for an appropriate educational and treatment program.

A brief observation in a single setting cannot be enough to conclude someone's abilities and behaviors. An individual's developmental history and input from parents, caregivers or teachers are important. Even the Clinician observes carefully, takes history, analyze and evaluate with the help of DSM 5 for making a proper diagnosis.

Also a gold standard tool Autism Diagnostic Observation Schedule (ADOS) and Autism Diagnostic Interview-Revised (ADI-R) are used for making diagnosis of ASD. And it is most widely used in different countries for the purpose of diagnosis. Currently, in Nepal, ADOS is used for diagnosis and following with early intervention for Children with Autism (CWAs), at AutismCare Nepal Society. The organization which has been actively working for the betterment of Children with Autism. Further, necessary therapies and counseling are provided to support both parents having CWAs.



Music Therapy at Autismcare Nepal Society



Amrit Gandhari
Clinical Music Therapist

AutismCare Nepal Society (ACNS) provide Music Therapy Service for the Children with Autism (CWAs) who were 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 provide an alternate 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. During this fiscal year we provided virtual music therapy to our students due to COVID-19.

Virtual music Therapy

We couldn't go out, we couldn't meet friends, we just had options to stay home because of pandemic of COVID-19. People were physically and mentally tired. Imagine what happened with Children with Autism because they don't like changing their routine and they have to stay home and not able to go school to get all the regular therapy. How difficult all the parents to manage that situation. We all therapist and special educator had decided to provide virtual therapy and class after one month period of lock-down.

We have provided virtual music therapy to both parents and children with Autism. We gave some Music Therapy guideline to parents and we guided how they can conduct session with their children. We have setup few different musical activities so they can sing and enjoy with their children, dance with children.

During the session, students perform some physical warm up with warm up song along with therapist. They do meditation with live flute music, that help to relax their mind. Similarly, children can also feel some outdoor things through musical activities while they are in home like we can drive, swim, flying etc.

We tried to work with children favorites songs which help to develop children attention, self awareness and conscious experience of what ever they do. Selecting their favorite song means maintaining consistency throughout the session.



Knowledge is power



Dr. Merina Shrestha
Pediatrician,
TU Teaching Hospital

I have been working as a consultant pediatrician and expert in autism for almost past 15 years. Still, there are many unanswered questions on how and why, and each day I learn more. But still, there are many things that cannot be understood and explained completely. Books are helpful but being with children and their parents makes your understanding and perspective totally different. I come across parents with children with autism almost every day. Parents whose children are already in adulthood and have been diagnosed for more than 20 years, had accepted and are now tired. Parents whose children were diagnosed maybe 3 or 4 years ago and still struggling to understand and in a state of confusion. Newly diagnosed parents of 2-3 years old children are in a state of anger and denial. Whenever I come across these parents, I always wonder how the parents can get help so that they are less tired and less confused, and accept it early.

“ Knowledge is power”. This was proven true repeatedly; a simple example is during COVID time. During the first wave when there was very little knowledge of COVID and its treatment, people were scared to death and a single case made the country stand still. But as time passed and during the second and third wave, people knew better about COVID infection and treatment, so they were less confused and afraid. So why cannot it be true with autism? I wish all parents can understand their kids and increase their understanding and knowledge of autism. Once autism is diagnosed, it is going to stay and not go anywhere, though

many behaviors keep changing. With age, many unwanted behaviors may vanish but at the same time with many changes, there may be more meltdowns and aggressions.

So, how can parents handle all these and be less tired and confused? And again I will say “ Knowledge is power”. For any child, there may be many different kinds of therapies but the sole therapist is their parents. If we understand the core three problems of autism namely Theory of mind or the ability to understand the desires, intentions, and beliefs of others; Weak Central Cohesion or limited ability to understand the context or to “see the big picture”; and Executive Functioning Disorder or difficulty in planning, decision-making, impulse control, and emotional regulation. If parents can understand these key problems in autism, then this not only helps children but also parents to understand and handle their children.

Parents who already have lots of knowledge and have been with autism for decades, at times forget themselves and are solely focused on children and even obsessed to take care of their children themselves. It is important

to take care of oneself to take care of your child. Take time off to pamper yourself, be with nature, go out with friends, and go out for a movie. Children do need to learn to live when you are not around. Other family members also need to learn to take care. Talk about your child with your friends and colleagues at work. Importantly, ask for help. Your well-wishers may not know how to approach you or offer help even if they wanted. Talk about your





child's necessities and difficulties. Simply requesting not to cuddle, touch, or hug your child (a very common Asian culture when greeting a child) can prevent meltdowns.

Parents may be struggling and confused as their child may not be showing changes as they expected. First of all, it is important to know whether the goal that you have made is achievable for that given time. When there are high expectations that are not met, there is a tendency to give up the efforts. But while taking care of a child with autism, consistency and persistence is the key. First understanding the child is very important. For example, even though the child's age is 5 years his mental age may only be 3 years. Thus assessing a child's mental age help us to plan the therapy according to the age. With different therapies going on and if the child is not showing progress, then it is time to reflect back and recheck how you are doing it. Getting help from professionals to assess on therapies you are providing or even at times changing modalities or therapists may be helpful. The core is to keep on exploring as we never know when and what can click. There are kids who have never been exposed to colors as parents think that causes mess but turned out to be a blessing once the child picked up the brush. The kid started to express himself through the paintings he made. This can be true with musical instruments. Exposing children to varieties of



environments and situations help the child to desensitize to many stimuli and is also helpful for self-control and greater learning.

When it comes to the parents whose children are recently diagnosed, it is completely understandable that before accepting the condition, one has to go through different stages of grief. Initially, there is a stage of denial. "How can it be possible? I have taken good care of myself during pregnancy and I am giving 100% of my time to care for my child. This is not possible." At times some parents may express their anger toward the person who tells them that their child may be having autism. They may get angry with the doctors who diagnose. Then comes the stage of bargaining. "I know my child has autism but I wish he/she has fewer meltdowns or at least indicate for needs." With all new changes in daily routine and all therapies, some parents at some point of time may lose interest in their surroundings and feel helpless and depressed. With all this, there comes the final stage of acceptance. Once the parents accept the condition only they will start seeking new dimensions in life. Some parents accept it in a short period of time while some parents may take years and years to accept it.



For any parent, before starting any therapy having the basic knowledge of these therapies will be helpful. If someone says your child needs speech therapy, rather than rushing to the therapist or starting the therapy, try to find out why your child is not speaking or speaking differently. Is it because "can't" or "does not want to?" Similarly, if your child has several meltdowns or runs here and there, try to find out the reason behind it. Starting medicine for aggressive behaviors or hyperactivity may be the last option.

Thus to help children with autism, therapies are helpful but first, try to understand your child. Increasing knowledge of every aspect of autism will empower you to plan for your child for today and for years to come.

अटिजमको बारेमा व्याप्त मिथक र गलत जानकारी



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अटिजम केयर नेपाल सोसाइटीको स्थापनाकाल देखिको कार्य अनुभव र सयौं अटिजम भएका बालबालिका र उनीहरूका परिवारसंग कार्य अनुभवको आधारमा यो लेख तयार गर्ने जमर्को गरेको छु । मेरो क्लिनिकल अभ्यासमा विभिन्न जिल्लाहरूबाट दैनिक दुई देखि तीन जना अटिजम भएका बालबालिका र तिनका परिवारहरू आउने गर्नुहुन्छ । सबैको भाषा, संस्कृति र शिक्षाको स्तर फरक भएता पनि अक्सर सबैले एकै खालका प्रश्नहरू सोधने गर्नुहुन्छ । जस्तै अटिजम कसरी हुन्छ ? निदान के छ ? यदि मैले उहाँहरूलाई नै त्यही प्रश्नहरूलाई सोधें भने सबैको जवफ एउटै हुँदैन ।

नेपालको सन्दर्भमा दक्ष विशेषज्ञहरूको अभाव, राज्यबाट दिइने सेवा सुबिधाको अभाव र अस्पष्टता, बच्चाको अपाङ्गताको प्रकृति, उपचार र हस्तक्षेपहरूको अभावको कारणले गर्दा आफ्ना अटिजम भएका बालबालिका हुर्काउन पर्याप्त जानकारी र सेवा सुविधा नपाउदा तनावको सामान गरिरहेको अवस्था छ । वास्तवमा, अटिजम स्पेक्ट्रम डिसअर्डर भएका बालबालिकाका आमाबाबु र दाजुभाइ दिदीबहिनीहरूले सामान्य रूपमा विकास भइरहेका वा अन्य अपाङ्गता भएका बालबालिकाका आमाबाबु र दाजुभाइ दिदीबहिनीहरू भन्दा बढी तनाव र डिप्रेसनको अनुभव गर्ने गरेको अनुसन्धाहरूले देखाएका छन् (बागेनहोल्म र गिलबर्ग, १९९१; बौमा र रिवट्जर, १९९०; डुमास, वुल्फ, फिजम्यान र कलिगन, १९९१; गोल्ड, १९९३; ग्रे, २००२) । अटिजम सम्बन्धी अनुसन्धानहरूको संख्या दिन प्रतिदिन बढ्दै गइरहेको छ, जसले हामीलाई अटिजमको बारेमा अझ बढी बुझ्न अवसर प्रदान गरिरहेकोछ भने अर्को तर्फ फेसबुक, टिकटक, युट्युब आदि सामाजिक सञ्जालहरू र तथाकथित विशेषज्ञहरूबाट सजिलै जानकारी प्राप्त गरिरहदा, के ती सबै भरपर्दा हुन्छन् त ? जस्तै: Stem Cell Therapy जसको हाल सम्म प्रयाप्त वैज्ञानिक प्रमाणहरू छैनन् र विश्व स्वास्थ्य संघले यसलाई सिफारिस गरेको छैन । कतिपय अवस्थामा अभिभावकहरू यस्ता कुराहरूको पछि लाग्दा समय र पैसाको खर्च हुनुका साथै अनावश्यक तनावबाट गुजरिरहेका हुन्छन् । अटिजमका बारेमा ज्ञान वृद्धि भएता पनि, अटिजमका बारेमा अझै धेरै

मिथकहरू छन् । यी मिथकहरूले परिवार र तिनीहरूको अटिजम भएका बालबालिका दुवैलाई नकारात्मक रूपमा प्रभाव पार्न सक्दछ । हामी सबैले यी मिथकहरूलाई निरन्तरता दिन वा अनावश्यक सल्लाह प्रदान नगर्न सावधान हुनुपर्छ ।

अटिजमको बारेमा केही सामान्य मिथकहरू निम्न छन्:

- **बालबालिका र अटिजम भएका व्यक्तिहरूले आँखा सम्पर्क गर्दैनन्, मुस्कुराउँदैनन्, हाँस्न सक्दैनन् वा स्नेहका अन्य लक्षणहरू देखाउँदैनन्:** अटिजम भनेको उमेर अनुसारको सामाजिक अन्तरक्रियाको विकासमा कमि हुने विकार हो भने अटिजम भएका मानिसहरूमा स्नेह र भावनाहरू व्यक्त गर्ने सक्षम हुन्छ । अटिजम भएका मानिसहरू सामाजिक संकेतहरूको बुझाइमा कमि हुनेहुनाले उनीहरूसँग अन्तरक्रिया गर्दा उनीहरूको अन्तरक्रिया गर्ने क्षमता थाहा पाउन सकियो भने संचार सहज हुन्छ । सामान्य सामाजिक संकेतहरू वा प्रतिक्रियाको बुझाइमा कमिको मतलब सामान्य मानवीय भावनाको अभाव छ भन्ने होइन । अटिजम भएका व्यक्तिहरूले सामान्यतया अरु व्यक्तिले भन्दा भिन्न प्रकारले स्पर्श र सम्पर्कहरू अनुभव गर्छन् (मिन्स्यू र होब्सन, २००८; रोजर्स र ओजोनोफ, २००५) ।



तसर्थ, सामाजिक रूपमा स्वीकार्य तरिकाबाट प्रतिक्रिया दिन अटिजम भएका व्यक्तिलाई थप सहयोग र मद्दत अवश्यक पर्न सक्दछ, जसले गर्दा उनीहरूले विभिन्न भावना व्यक्त गर्नसक्छन् । सबै व्यक्तिहरूको क्षमता एउटै हुँदैनन् भन्ने कुरा पनि बिर्सनु हुँदैन ।

- **अटिजम हुनुको कारण बाल्यकालमा प्राप्त भ्याक्सिनहरूले गर्दा हो:** यद्यपि यो मिथकले विश्व मिडियाको धेरै नै ध्यान प्राप्त गरेको थियो तर शोधकर्ताहरूले खोप र अटिजम बीच कुनै सम्बन्ध फेला पारेका छैनन् (डोजा र रोबर्ट्स, २००६) । वास्तवमा, मेडिकल जर्नल, जसले खोपहरू र अटिजमलाई जोड्ने कागज प्रकाशित गरेको थियो, त्यसले पूर्ण फिर्ता लिइसकेको छ (ह्यारिस, २०१०) अटिजमको कुनै निश्चित कारण थाहा छैन ।
- **अटिजम भनेको गर्भावस्थाको समयमा आमाले अनुभव गरेको केही भावनात्मक पीडा वा खराब अभिभावकत्वको परिणाम हो:** अटिजमको निश्चित कारण अज्ञात छ, किनकि त्यहाँ आनुवंशिकी र अन्य वातावरणीय कारकहरू बीचको जटिल अन्तरक्रिया हुन्छ । अटिजम भावनात्मक पीडा नभएपनि वा “खराब अभिभावकत्व” नभएपनि हुन्छ । आमाबाबुले आफ्नो बच्चाहरूलाई अटिजम भएकोमा आफ्नो केही पनि दोषछैन भनेर बुझ्नु आवश्यक छ ।
- **अटिजम भएका बालबालिकाका हालका व्यवहारिक समस्या बढ्दै जान्छ:** अटिजम कुनै औषधी उपचार नभएको जीवनभरको विकार हो । अटिजम भएका बालबालिका अटिजम भएको वयस्क बन्छ । आमाबाबुले बालबालिकाहरूमा भएका व्यवहारिक समस्याहरू बढ्दै जान्छ भनेर बुझ्नु गलत रहानिकारक पनि छ । किनभने अभिभावकहरूले समस्याको समाधानका उपाय अवलम्बन गर्नु भनेर समस्या उन्मूलनका उपाय हुन सक्छ, व्यवहारिक समस्याहरू कम गर्नका लागि प्रभावकारी हस्तक्षेपहरू उपलब्ध छन्, साथै अटिजम भएका बच्चाहरू थप सामान्य जीवन बिताउन मद्दत गर्ने दैनिक जीवन उपयोगी सीपहरू सिकाउनु सकिन्छ । जसले गर्दा अटिजममा हुने व्यवहारिक समस्याहरू कम हुने र उनीहरूलाई आवश्यक पर्ने सामाजिक अन्तरक्रियाको लागि सहयोग घट्दै जान्छ ।

- **अटिजम भएको व्यक्ति शिक्षित हुन सक्दैन:** अटिजमको लागि सबैभन्दा प्रभावकारी हस्तक्षेपहरू मध्ये अटिजम मैत्रिपूर्ण शैक्षिक वातावरण हो । अटिजम भएका व्यक्तिहरूलाई व्यक्तिगत शैक्षिक वातावरण चाहिन्छ यस्तो वातावरणमा उनीहरूले जीवन कौशल र व्यावसायिक सीपहरू दुवै प्राप्त गर्न सक्छन् । अध्ययनहरूले अटिजम अनुकूल वातावरण र सक्षम अभिभावक वा हेरचाहकर्ताहरूको प्रत्यक्ष संलग्नताको साथ प्रारम्भिक निदान र प्रारम्भिक हस्तक्षेपहरू गरेमा अटिजम भएको व्यक्ति शिक्षित हुन सक्दछ भन्नेदेखाएको छ ।

अर्भै अन्य थुप्रै मिथकहरू, गलत सूचनाहरू र सल्लाहहरू हुन सक्छन् जुन अटिजम बुझ्ने यात्रामा परिवारले प्राप्त गर्न सक्छ । अटिजमको बारेमा विस्तृत जानकारी प्रदान गर्न यो लेखको दायरा भन्दा बाहिर छ; यद्यपि, अटिजमका प्रमुख मुद्दाहरूमा परिवार, विशेषज्ञ र चिकित्सकहरू सजक भै जानकारी दिनु महत्त्वपूर्ण छ । परिवार र विशेषज्ञहरूसँग जति सही जानकारी हुन्छ, उनीहरूले अटिजम भएका बालबालिकाका लागि त्यति नै आवश्यक उपयुक्त सेवाहरू गर्न प्रदान गर्न सक्छन् ।

(लेखक हाल अटिजम केयर नेपाल सोसाइटी र कान्ति बाल अस्पतालको बालबालिका तथा किशोर मानसिक स्वास्थ्य विभागमा कन्सल्टेन्ट क्लिनिकल साइक्लोजिष्टका रूपमा कार्यरत छन्) ।



सिकाइमा हुने कठिनाई तथा सिकाइ शैली



PT. Surendra Bajracharya
Chief Administrator
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परिचय

नेपाल सरकारको २०७२ मा परिमार्जित अपाङ्गता ऐनमा अपाङ्गता १० प्रकारमा विभाजन गरिएको छ । यी १० प्रकारका अपाङ्गता भएका बालबालिकालाई दैनिक क्रियाकलाप (Activities of Daily Living-ADL) देखि लिएर शैक्षिक (Academic) सिकाइमा भिन्नभिन्न र विभिन्न कठिनाईहरू हुने गर्दछन् र ती कठिनाईहरूलाई न्यूनिकरण गर्न र हटाउनका लागि विभिन्न सिकाइ शैली, ढाँचा, प्रकृया तथा प्रणालीको आवश्यकता पर्दछ ।

सामान्यतया सिकाइमा हुने कठिनाई भन्नाले बालबालिकाको अपाङ्गताको अवस्थाका कारण उसको उमेर अनुसार सिक्नुपर्ने

र सिकाउने क्रममा आवश्यक जनशक्ति, श्रोत साधन तथा वातावरण नमिलेको कारण अथवा अनुकूल नभएको कारण सिकाइमा हुने बाधा, अवरोध तथा सिकाउन नसक्ने अवस्था भनेर बुझ्न सकिन्छ ।

सिकाइ शैली भन्नाले हरेक बालबालिकाको क्षमता तथा दुर्बलतालाई पहिचान गरि, सिक्न सक्ने वा नसक्न, बालविकासका विभिन्न चरणलाई मध्यनजर गरि सिकाइमा आवश्यक परिमार्जन, सरलीकरण तथा आवश्यकता बमोजिम पढाउने र सिकाउने पद्धतिलाई बुझ्न सकिन्छ ।



हामी कुनै बालक/बालिकालाई सिकाउनु भन्दा अगाडि उक्त बालक/बालिकामा कुन अपाङ्गता छ, कस्तो खालको समस्या छ, के के क्षमताहरू छ पहिचान गर्न अत्यन्त जरुरी हुन्छ र यसका साथसाथै सामान्य विकास भएको छ वा छैन र बालबालिकाको विकासलाई बुझ्नु अत्यन्त आवश्यक हुन्छ ।

कुनै पनि बालक/बालिकाको सामान्य विकास भनेको त्यो बालक/बालिकाले प्राप्त गरेको विकासलाई भनिन्छ । जब उसले आफ्नो उमेर अनुसार गर्नुपर्ने क्रियाकलाप गर्न नसकेको र जुन अरु सामान्य बच्चासंग दाँजेर हेर्दा हुन्छ वा सिक्नु पर्ने कुरा सिक्न नसकेको हुन्छ । त्यस बेला त्यो बालक/बालिकाको विकासमा ढिलाई भएको ठहरिन्छ । बढी भन्दा बढी उसको क्षमता अभिवृद्धि गर्नको लागि उक्त बालक/बालिकाको सिकाइमा हुने कठिनाईलाई बुझेर आवश्यक सिकाई शैली अपनाइ सिकाउन अत्यन्त जरुरी हुन्छ ।

सिकाइमा हुने कठिनाई प्रत्येक बालक/बालिकाको पहिचान गर्न बालविकासका क्षेत्रहरू बुझ्न निकै महत्वपूर्ण हुन्छ जुन यस प्रकार छन् :

१. स्वावलम्बन सीपको विकास
२. सामाजिक विकास
३. शारीरिक विकास
४. भावनात्मक तथा संवेगात्मक विकास
५. भाषा तथा संचारको विकास

यी ५ क्षेत्रहरू बाहेक अर्को एक क्षेत्र पनि हुन्छ जुन शिशु उत्प्रेणाको विकास हो । यो १ वर्ष मुनिका बालबालिकामा लागु हुन्छ । बालक/बालिकाको मस्तिस्क विकास आमाको पाटेघरमा रहेको भ्रुण अवस्था देखि शुरू हुन्छ । सन्तुलित स्नायुको विकास जन्मेको २ वर्ष भित्र माहुने गर्दछ । बालकबालिकाको धेरै जसो धारणागत सिकाइ उसको पहिलो ६ वर्ष भित्रमा पूरा हुन्छ । यो बेला बालक/बालिकाको अभि विकास र वृद्धि हुनको लागि वातावरणको तयार हुन्छ । बालक/बालिकाको सम्पूर्ण विकास हुनको लागि यो उमेर महत्वपूर्ण हुन्छ ।

बालक तथा बालिकामा भएको भिन्न भिन्न अपाङ्गताको अनुसार सिकाइमा हुने कठिनाई पहिचान गर्न सकिन्छ ।



अपाङ्गता अनुसार सिकाइमा कठिनाई हुने

कारक तत्वहरू:

1. **शाररिक अपाङ्गता** : आवश्यक सहयोगी सामाग्री जस्तै बैशाखी, हवीलचियर, अर्थोसिस तथा पोसथेसिस, स्पेशलचीयर, ब्रेस तथा अन्य आवश्यक शारीरिक रूपमा बालबालिकालाई सहयोग र अनुकूल वातावरणको कमी ।
2. **दृष्टि सम्बन्धी अपाङ्गता** : ब्रेल लिपि त्यसको लागि चाहिने आवश्यक सामग्रीस्लेट र स्टाइलस, Magnifying नबिकक, वोइट केन (सेतो घडि) सहयोगी प्रविधि (Text to speech & speech to test) Easy to read version पाठ्य पुस्तकको कमिले सिकाइमा कठिनाई हुने गर्दछ ।
3. **सुनाइ सम्बन्धी अपाङ्गता** : Hearing aid को कमी, सांकेतिक भाषाको बुझाइमा कमी, दृष्य तथा चित्रात्मक सिकाइ प्रविधिको कमी ।
4. **श्रवण दृष्टि विहिन अपाङ्गता** : दृष्टि र सुनाइ दुबै नभएकाले कसरी सिकाउने भनि थाहा नहुँदा, Haptic Language सिकाउने जनशक्ति तथा ठाउँको कमी ।
5. **स्वर र बोलाई सम्बन्धी अपाङ्गता** : विशेष गरि अक्षर शब्द तथा वाक्यांश बोल्न तथा पढ्न गारो हुने, सिकाउने व्यक्तिलाई Speech Therapy को ज्ञान नहुनु र अवसर प्रदान नगर्ने वातावरण हुनुका कारण सिकाइमा कठिनाई हुनु ।
6. **मानसिक तथा मनो समाजिक अपाङ्गता** : बालबालिकाको मानसिक अवस्थालाई नबुझ्नु तथा मानसिक रूपमा आवश्यक परामर्श तथा समाजमा घुलमिल हुने अवसरको कमीले सिकाइमा कठिनाई ।
7. **बौद्धिक अपाङ्गता (जस्तै डाउन सिन्ड्रोम)** : IQ Test गर्ने वातावरण नभएको सिकाउने पद्धति तथा ढाँचा नहुनु, आफ्नो उमेरको अन्यव्यक्ति सँगको तुलनामा सिकेको कुरा बुझ्न, सम्झन तथा प्रयोग गर्ने कठिनाई हुने कारणले सिकाइमा कठिनाई हुने, बालबालिकाको क्षमता तथा समस्या पहिचान गरि बौद्धिक शैक्षिक योजना अनुसार सिकाउने वातावरण नहुनु ।
8. **अनुवंशीय रक्तश्राव (हेमोफेलिया) सम्बन्धि अपाङ्गता** : फरकफरक हुन सक्ने रक्तश्रावको कारण विद्यालय जान कठिनाई हुनु र सिकने अवसरबाट बञ्चित भएको कारण सिकाइमा कठिनाई हुनु ।
9. **अटिजम**: संचारमा समस्या, बोली तथा भाषामा समस्या, अरुसँग घुलमिल हुन सक्नु, दैनिक क्रियाकलाप संपादनमा समस्या, संवेदनीमा समस्या हुनु चित्रारुत्मक पद्धति तथा विभिन्न थेरापी र वैयक्तिक शैक्षिक योजना नभएमा सिकाइमा कठिनाई हुने ।

10. **बहु अपाङ्गता (जस्तै: मस्तिष्क पक्षघाट)** : माथी उल्लेखित ९ वटा अपाङ्गता मध्य कुनै दुइवा सो भन्दा बढी प्रकारको अवस्था मिश्रण भएको अवस्थाका कारण सिकाइमा झन कठिनाई हुने ।

यी भए अपाङ्गता अनुसार सिकाइमा कठिनाई हुने अवस्था यसका साथै अन्य थुप्रै सिकाइमा हुने कठिनाइहरू छन् । विद्यालयमा थुप्रै बालबालिकाहरू सघर्ष गरिरहेको पाउँछौं । हुन सक्छ कुनै विषय वस्तु अथवा सिप सिकाइमा पटक पटक चुकिरहेका हुन्छन् । यदी बालबालिकाहरूले कठिन प्रयास गर्दा गर्दै पनि सिक्न सक्ने अवस्था फेरी फेरी हुन्छ भने, सिकाइ विकारको लक्षणको रूपमा लिनुपर्ने हुन सक्छ । सिकाइमा समस्या छ भन्नुको अर्थ, उक्त बालबालिकामा कुनै एक वा सो भन्दा बढी सिकाइमा कठिनाई छ जुनकि उसको सम्पूर्ण बौद्धिकता वा प्रोत्साहसन कुनै असर नपरेको अवस्था हुन्छ ।

सिकाइमा विकार हुने लक्षणहरू :

1. दाँयाबाट बाँया पढ्न वा भनन कठिनाई हुनु ।
2. कक्षा १ वा २ पुगी सक्दा पनि, अक्षर, शब्द तथा अंक उल्टो लेख्नु ।
3. ढाँचा र निर्देशन पालन वा साइज र आकार पहिचान गर्न नसक्नु ।
4. बुझ्न र निर्देशन पालन गर्न वा संगठित रहन कठिनाई हुनु ।
5. भर्खरै के भनिएको थियो वा भर्खरै पढेको कुरा सम्झन गाह्रो हुनु ।
6. घुम्दा समन्वयको कमी ।
7. लेख्न, काट्न वाचित्र कोर्न जस्ता हातले गर्न गाह्रो हुनु ।
8. समयको अवधारणा बुझ्न कठिनाई हुनु ।

सिकाइमा विकारका उदाहरणहरू यस प्रकार छन् :

- डिस्लेक्सिया-पढाइमा कठिनाई/पढ्न कठिनाई
- डिस्कलक्युलिया-गणितमा कठिनाई
- डिस्ग्राफिया-लेखनमा कठिनाई

सिकाइमा कठिनाई/विकार भन्नाले बालबालिकाले कडा मेहनत गरे ता पनि कुनै पनि विषयमा पोख्त हुन सक्दा निराश महसुस गर्न सक्छन्, निरसहाय व्यवहार गर्न सक्छन् र पछि हट्न सक्छन् । सिकाइमा कठिनाई/विकार भावनात्मक वा व्यवहारिक विकारका साथ उपस्थित हुन सक्छ; जस्तै: (Attention Deficit Hyperactivity Disorder-ADHD), वा Anxiety । समस्याहरूको संयोजनले गर्दा बच्चालाई गाह्रो हुन सक्छ । प्रत्येक रोग/अवस्थाको सही पहिचान/निदान गर्नु अत्यावश्यक छ, जसले गर्दा प्रत्येक बच्चाले सही प्रकारको मदत पाउन सकोस् ।

सिकाइ हुने कठिनाइहरू लाई सम्बोधन गर्दै बालबालिकाहरूलाई सिकाइमा सहजीकरण गर्ने उपायहरू यस प्रकार छन् :

१. अपाङ्गता अनुसार बालबालिकाहरूको विभिन्न अवरोधहरूलाई पहिचान गर्ने: जस्तै सहयोगी सामाग्रीको समस्या, संचार र भाषाको समस्या, सामाजिकरणको समस्या, विकसनात्मक ढिलाइ आदि ।
२. बालबालिकाको व्यक्तिगत शिक्षण योजना बनाउने (अपाङ्गता भएका बालबालिकाको वैयक्तिक विविधता (diversity), आवश्यकता (needs), सक्षमता (ability) र रुचि (interest) लाई मध्यनजर गर्ने)
 - क) लेखा जोखा तथा पहिचान (Assessment and Identification)
 - सज्ञात्मक क्षमता (Cognitive ability)
 - व्यक्तिगत सीप (Personal skills)
 - सामाजिक सीप (Social skills)
 - भाषातथा सञ्चार सीप (Language and communication skills)
 - व्यक्तिगत व्यवस्थापन सीप (Self-help skills)
 - साक्षरताको सीप (Literacy and numeracy skills)
 - आवश्यकताको प्राथमिकीकरण (Learning needs prioritization)
 - अभिभावकको चाहाना (Parents concern)
 - ख) विधार्थी प्रोफाइलनिर्माण गर्ने
 - ग) समीक्षा तथा मुल्यांकन
३. व्यक्तिगत शिक्षण योजना निर्माणमा लक्ष निर्धारण
४. व्यक्तिगत शिक्षण योजना मुल्याङ्कन तथा समीक्षा
५. शिक्षण सिकाइ रणनीतिहरू अपनाउने (Teaching strategies)
 - एक पटकमा एउटा मात्र अवधारणा सिकाउने
 - एक एक गरि सिकाउने
 - प्रत्यक्ष निर्देशनमा सिकाउने
 - जीवनका सिप सिकाउने
 - चित्रात्मक पद्धतिद्वारा सिकाउने

- सरल देखि जटिल तर्फ क्रमबद्ध रूपमा सिकाउने
 - क) पाठ विषय वस्तुको विविधी करण (Content differentiation)
 - ख) शैक्षिक विधिको अनुकूलन (Instructional adaptation)
 - ग) शैक्षिक सामाग्री, स्रोत, छनोट र समायोजन (audio, visual, local resources, pictures, Innovative technology)
६. शिक्षण सिकाइ विधि (Teaching Technique)
 - सरल भाषा माध्यम शिक्षण (Easy to Read)
 - चित्रात्मक शिक्षण (Pictorial teaching)-PECS
 - कार्य खण्डी करण (Tasks Breakdown Teaching)
 - स्क्याफोल्डिङ शिक्षण (Scaffolding Teaching)
 - रोलमोडलिङ शिक्षण (Role Modelling Teaching)
 - दौतरी शिक्षण (Peer Teaching)
 - स्मार्ट शिक्षण(SMART Teaching)
 ७. विषयगत सीप विकासको अभ्यास
 - स्वावलम्बन सीप अभ्यास
 - शरीरिक विकास अभ्यास
 - कला, खेलकुद र मनोरञ्जनका क्रियाकलाप
 - सामाजिक सीप विकासका क्रियाकलाप
 - सामान्य ज्ञान विकासको अभ्यास
 - भाषिकवा सञ्चार सीप विकास र पढाइ लेखाइको सुरुवात
 - पूर्ण व्यवसायिक सीप
 ८. अपाङ्गता मैत्री भौतिक संरचना र वातावरणको अध्ययन (परिवार, घर, तथाभन्सा,विधालय, शौचालय तथा खेल मैदान, सडक, यातायातका साधन, सार्वजनिक भवन, फर्निचर, शिक्षण सामाग्री, भाषा तथा व्यवहार)

सिकाइ शैली : सिकाइ शैली भन्नाले कुनै पनि विद्यार्थिले सिक्न रुचाउने वा उक्त विद्यार्थिलाई आवश्यकता अनुसार सिकाउन सक्ने तरीकालाई मान्न सकिन्छ । प्रत्येक विद्यार्थिलाई कस्तो सिकाइ शैली अपनाउने भन्ने कुरामा उक्त विद्यार्थिको बौद्धिक क्षमता, भावनात्मक र वातावरणय तत्वमा निर्भर हुने गर्दछ ।

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व्यवहार व्यवस्थापन



Ms. Kripa Shrestha (Mother)
Senior Parent & Child Trainer
Special Educator

व्यवहारको वारेमा बुझौ है त

जे पनि हामी भन्छौ अथवा गर्छौ जुन अवलोकन (Observable) गर्न सकिन्छ, जुन विशेष (Specific) र जुन मापनयोग्य (Measurable) जस्तै बारम्बारता (Frequency) अवधि (Duration), तीव्रता (Intensity) छ त्यसलाई हामी व्यवहार भन्दछौ उदाहरण:- लेख्दै गरेको, केही बोलेको, टाउको हल्लाएको, हासेको, चिच्याएको, रिसाएको, खुशी भएको, मुख भएको, विरामी हुनु आदी ।

सबै व्यवहारहरूले केही संचार गरिरहेका हुन्छन्, व्यवहार आउनुको पछाडि केहि न केहि कारण पक्कै हुन्छन । त्यसैले

कुनै व्यवहारलाई कसरी परिमार्जन (Modify) गर्ने भनेर सोच्नु अगाडि त्यो व्यवहार किन आयो भनेर सोच्नु पर्ने हुन्छ ।

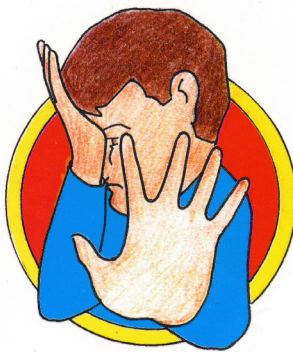
व्यवहारका कारण (Function) पहिचान गर्न हामीले व्यवहारको विश्लेषण (analysis) गर्न जरुरी छ । व्यवहार विश्लेषण गर्न हामी ABC ढांचाको (Format) को प्रयोग गर्छौ ।

A भनेको Antecedent कूनै पनि व्यवहार आउनु भन्दा अगाडि के भयो जस्तै कहिले कहां त्यो व्यवहार भयो, त्यहाँको को थिए, त्यहाँ भएकाहरूले के भने, के गरे, तयो व्यवहार हुनु भन्दा अगाडि अरु व्यवहार केहि देखाएको थियो कि

B भनेको Behaviour व्यवहार भयो जुन अवलोकन, specific र मापन गर्न सकिन्छ ।

C भनेको Consequence व्यवहार भएपछि के भयो ?

CHARACTERISTICS



**BORN TO BE DIFFERENT,
BORN TO BE STRANGE,
BORN TO UPSET, DISTURB, REARRANGE,
NOBODY'S ENEMY, NOBODY'S FRIEND,
NEVER TO COMPROMISE,
NEVER TO BEND.**

OF AUTISM

Do you know your **ABCs**?

ANTECEDENT

What happened before the behavior occurred?

BEHAVIOR

What did the student/child do?

CONSEQUENCE

What happened after the behavior occurred?

- व्यवहारका कारणहरू (function) के के हुन सक्छन त
- १ केहि ठोस पाउनका लागी (tangible)
 - २ कसैको ध्यान आकर्षित गर्नका लागी (Attention)
 - ३ केहि कुरा नगर्नको लागी अथवा छुटकारा पाउनको लागी (escape and avoidance)
 - ४ इन्द्रियजन्य कारण (sensory reason)
 - Medical Reason

उदाहरण :- कुनै बालकले तपाईंलाई आएर थुक्को भने त्यसको कारण के हुन सक्छ ?

- Sensorial (इन्द्रियजन्य कारण)
- Escape/avoidance केहि कुरा नगर्नको लागी
- Attention (ध्यानाकर्षणको लागी)
- Tangible (केहि ठोस पाउनका लागी)
- None of these (माथीको कुनै पनि होईन)

माथीका मध्ये कुनै पनि होईन किनभने व्यवहारको विश्लेषण नगरी कारण पत्ता लगाउन सकिदैन ।

कुनै पनि व्यवहार त्यतिवेला चुनौतीपूर्ण हुन्छ जव त्यो व्यवहारले गर्दा आफुले आफैलाई वा अरुलाई चोटपटक पुऱ्याएको हुन्छ, सिकाई प्रक्रियामा बाधा पुऱ्याएको हुन्छ, बाच्वाले गर्न पर्ने दैनिक क्रियाकलापमा बाधा पुऱ्याएको हुन्छ, परिवारका सदस्य वा अरुको मानसिक स्वास्थ्यमा असर पुऱ्याएको हुन्छ र त्यस्ता व्यवहार जसले गर्दा ऊ समाजमा सहभागी हुन पाउदैन ।

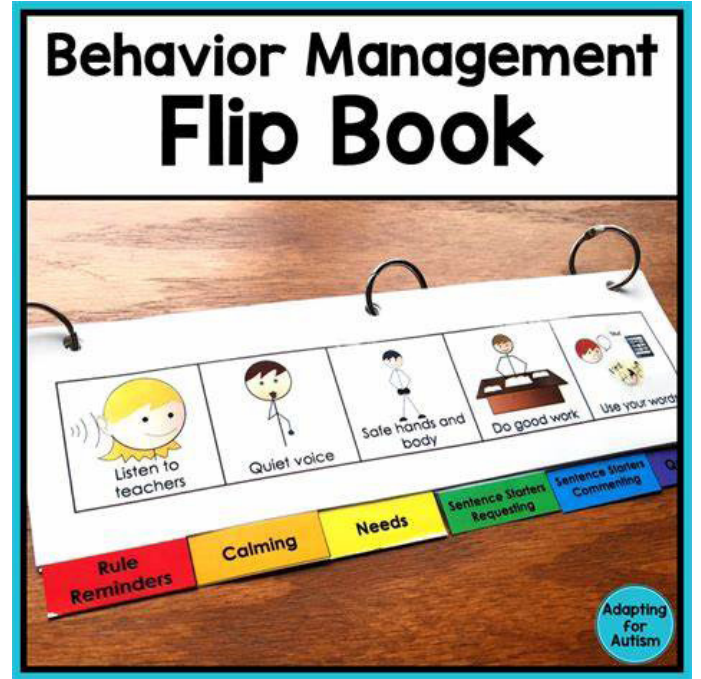
बच्चाहरूलाई धेरै कुरा सिकाउनु छ, त्यस्ता धेरै व्यवहारहरू छन् जुन परिमार्जन गर्नु छ । बच्चाको अहिलेको आवश्यकता र भविष्यलाई ध्यानमा राखेर प्राथमिकता अनुसार सिकाउन जरुरी छ ।

व्यवहार व्यवस्थापनका रणनीतिहरू (strategies) कुनै व्यवहारका कारण पत्ता लागेपछि हामी त्यस व्यवहारलाई निम्न तरिकाले व्यवहार व्यवस्थापन गर्न सकिन्छ।

१. Antecedent control / antecedent intervention (पूर्ववर्ति हस्तक्षेप)
२. Consequence (नतिजा) मा काम गरेर

अनि उपयुक्त वैकल्पिक व्यवहार सिकाएर

- १ Antecedent Intervention (पूर्ववर्ति हस्तक्षेप) व्यवहार आउनु अगाडी त्यो व्यवहार आउन नदिन हामी केहि गर्छौं भने त्यसलाई हामी Antecedent Intervention भन्छौं । यसो गर्नाले चुनौतीपूर्ण व्यवहार हुने मौका घटाउछ र वैकल्पिक व्यवहार प्रयोग गर्ने मौका बढाउछ । हामीले हाम्रो ९५ प्रतिशत जति शक्ति व्यवहार आउनु भन्दा अगाडि प्रयोग



गर्यो भने चुनौतीपूर्ण व्यवहारलाई रोक्न सक्छौं । यसलाई proactive approach भनिन्छ ।

जस्तै बच्चाहरूलाई खुसी पार्ने कुराहरू के के हुन, के कुराहरू उसलाई मन पर्दैन, उसका लागी जोखिम/खतराहरू के के छन भन्ने कुराको जानकारी राख्ने । यो सङ्गसङ्गे structured teaching (निश्चित संरचना/ढाँचा) र अरु दृस्यात्मक सहायताको प्रयोग गर्ने, अटिजम मैत्री वातावरणको प्रयोग गर्ने, सामाजिक कथाको प्रयोग गर्ने, संचार गर्ने शिप सिकाउने, इन्द्रिय जन्य समस्याहरूलाई address गर्ने ।

जहिले पनि अगाडी नै सोच्नुहोस्

पूर्ववर्ति नियन्त्रण गरेर हामीले अनुपयुक्त व्यवहार हुनबाट त रोक्छौं तर भविष्यमा पनि ति व्यवहार नदोहोरियोस भन्नको लागी त्यो व्यवहारको कारण पत्ता लगाई उपयुक्त बैकल्पिक व्यवहार सिकाउन जरुरी छ ।

Consequence Intervention (परिणाममा हस्तक्षेप) :-

कुनै व्यवहार भएपछि गर्ने हस्तक्षेप

Consequence (परिणाम) यस्तो चावी हो जसले नयां व्यवहार सिकाउन र जानीसकेका व्यवहारलाई घटाउन मद्दत गर्छ ।

हामी राम्रा चाहिने व्यवहार बढाउन र त्यो व्यवहारलाई भविष्यमा दोहोऱ्याउन reinforcement को प्रयोग गर्न सक्छौं र नचाहिने अनुपयुक्त व्यवहार हटाउन व्यवहारलाई extinction मा राख्न सक्छौं ।

Reinforcement का केहि उदाहरणहरु:

- रमाले मासु मिठो पकाउदा उसका श्रीमानले निकै तारिफ गर्नुभयो । रमा सधैँ मिठो मासु पकाउने कोशिश गर्छ ।
- सुशिला अरुको घरमा सरसफाइको काम गर्छ । सधैँ आफ्नो समयमा पुग्ने र काम पनि सफा गर्ने भएर उसका मालिकले उसलाई हजार रुपिया थपेर तलब दिए । सुशिला सधैँ नै समयमा पुग्ने र राम्रो काम गर्ने प्रयास गर्छ ।
- सुसान्त पसलमा भुन्डाएर राखेको चिप्सका प्याकेट तान्ने गर्छ । यसो गरे पछि उसको आमाले उसलाई चिप्स किनिदिन्छ । सुसान्त पसल देख्ने बितिकै यस्तै गर्छ ।
- एक हप्ता अगाडी मात्र किनेको नयाँ मोबाइल रामुले ट्वाइलेटमा लगेर फलिदिन्छ । यो देखेर उसका आमा हतारिदै आएर रामुलाई टुलो स्वरले गाली गरेर आगाडी भएको लट्टीले पिच्छ । तर अर्को दिन पनि रामुले फेरी आफ्नो बाबाको लगेर फलिदिन्छ ।
- घरमा केहि पाहुना आउने भएकाले सृस्तीकी आमा भान्छामा खाना पकाउन ब्यस्त थिईन । यति नै बेला सृस्तीले आफ्नो ट्राउजरमा नै पिसाब फेरिदिन्छ जब की ऊ आफैँ ट्वाइलेट प्रयोग गर्न पनि सक्छे यो देखेर उसकी आमाले उसलाई गाली गर्दै बाथरूम लगेर पानीले पखालिदिन्छ । अर्को दिन पनि सृस्तीकी आमा लुगा धोइ राखेको बेला फेरी त्यहि व्यवहार दोहोर्‍याउछ ।
- अमितले आर्ट क्लासमा राम्रो चित्र कोरेको देखेर उसको आर्ट टिचरले उसलाई टूलो टूलो आवाजमा स्यावासी दिनुभयो । उसलाई कसेर अंगालो पनि हाल्नुभयो र उसको पिठ्युमा जोड संग धाप मार्नुभयो । अर्को दिन पनि अमितको चित्र देखेर टिचरले यस्तै गर्नु भयो । केहि दिन पछि अमितले चित्र बनाउन छाडि दियो ।

हामीले सधैँ उपयुक्त व्यवहारलाई बढाउन reinforcement को प्रयोग गर्नु पर्ने हुन्छ । अटिजम भएका बच्चांमा आत्म प्रेरणा (self-motivation) हुँदैन । अरु बच्चा सरह उसलाई अरुलाई खुशी पार्न र अरुको अगाडि राम्रो बन्ने खुबि हुँदैन । त्यसैले हाम्रा बच्चाहरुको राम्रा व्यवहार बढाउन र नयाँ व्यवहार सिकाउन reinforcer को टूलो भूमिका हुन्छ । अझ ठोस (Concrete) reinforcer हरू बढी प्रभावकारी हुन्छन् । तर reinforcer प्रयोग गर्दा केहि कुरामा ध्यान दिन जरूरी छ । जस्तै reinforcement को राम्रो व्यवहार देखाउने वित्तिकै तुरुन्तै गर्नुपर्ने हुन्छ । ढिलो गर्नु भन्ने बच्चांले के कुरामा reinforcer पाएको बुझ्न गाह्रो हुन्छ । यो संगै reinforce को रूपमा प्रयोग गरेर कुराहरुको प्रयोग जतिवेला पनि गर्नु भन्ने त्यसको value घट्न जान्छ ।

आफ्ना बच्चाहरुले कस्तो खानेकुरा पेय पदार्थ बढी रुचाउँछ, कस्तो खेलौना मन पराउँछ, कस्ता क्रियाकलापहरु गरेर

खाली समय विताउँछ यी कुराहरुलाई नै reinforce को रूपमा प्रयोग गर्न सकिन्छ र यिनीहरु सँग मिल्दो जुल्दो कुरा पनि reinforcer को रूपमा प्रयोगमा ल्याउन सकिन्छ ठोस reinforce सँगसँगै सामासजिक प्रशंशा (verbal praise) जस्तै स्यावास, धरै राम्रो, प्रयोग गरेमा पछि यी शब्दले मात्र पनि reinforcer जस्तै काम गर्नेछ । बच्चाको अभिभावक/टिचरले बच्चांलाई मनपर्ने कुरा गराउने, उसले गरेका राम्रा क्रियाकलापहरुलाई सरहाना दिने गरेमा अभिभावक र टिचर पनि आफैँ reinforcer जस्तै हुनेछ ।

Extinction (अन्त्य गर्नु)

उदाहरण : कफी मेसिनको

पहिले reinforce भइराखेको व्यवहार reinforce हुन बन्द भएपछि त्यो व्यवहार पनि आउन बन्द हुन्छ भन्ने नै Extinction को परिभाषा हो । जस्तै - कुनै एउटा बच्चा रोएपछि उसको आमा जान्छ भने अब बच्चा जति रोए पनि आमा अगाडि गएन भने उसको रुने व्यवहार पनि अन्त्य हुन्छ । तर व्यवहारलाई Extinction मा राख्दा, व्यवहार एकैचोटि बन्द हुँदैन । त्यो व्यवहारको अवधि, तिब्रता अभै बढ्न सक्छ । नयाँ व्यवहारहरु पनि आउन सक्छन । जस्तै माथिको उदाहरणमा बच्चाको रुवाइ लम्बिन सक्छ । जोरले रुन सक्छ र नयाँ व्यवहार जस्तै टाउको ठोक्ने, सामान फाल्ने पनि आउन सक्छ । उसको व्यवहारले चरम विन्दु लिन सक्छ अनि मात्र व्यवहार को अन्त्य हुन सक्छ ।

सामान्य भाषामा Extinction मा व्यवहारलाई वास्ता नगर्ने (Ignore) हो ।

कस्तो व्यवहारलाई कस्ता नगर्ने त ? र वास्ता नगर्ने व्यवहार को कारण (Function) मा निर्भर हुन्छ । कही पाउनको लागि हो भने - त्यो दिन भएन, ध्यान आकर्षण गर्नको लागि हो भने - ध्यान दिनु भएन - (with blank face and expression) केही काम नगर्नेको लागि हो भने - जसरी पनि त्यो काम गर्न लगाउने Sensory reason ले हो भने reinforcing sensation हटाउने व्यवहारलाई extinction मा राख्नु अगाडी हामीले extinction burst सहन सक्छ कि सक्दैनौं, वारम्बार त्यसै गरी वास्ता नगर्न सक्छौं कि सक्दैनौं भन्ने कुरालाई पनि ध्यान राख्नु पर्छ । व्यवहारलाई extinction मा राखेर मात्रै व्यवहारको अन्त्य हुँदैन । यो सँग उपयुक्त वैकल्पिक व्यवहार पनि सिकाउनु पर्ने हुन्छ र उपयुक्त व्यवहार देखाएको बेला reinforce पनि गर्नु पर्ने हुन्छ । जस्तै माथिको उदाहरणमा बच्चा जति रोएपनि आमा नजाने तर बच्चा नरोएको मौका छोपेर आमा वारम्बार उसँग अन्तरक्रिया गर्न जाने र ऊ ज्ञानी भएर बसेकोमा reinforce गर्ने गर्न सक्छौं । उसलाई आमाको

ध्यान कसरी लिने भनेर उपयुक्त व्यवहार पनि सिकाउन सक्छौं (Antecedent control) सबै मान्छे, जुनसुकै वातावरण र समयमा पनि extinction प्रक्रियालाई कायन्वियन गर्नुपर्ने हुन्छ (generalization) ।

Melt Down (पूरे विचलित हुनु)

कुनै पनि overwhelming परिस्थितिमा दिने तीव्र/चरम खालको प्रतिक्रिया; Meltdown अटिजम भएका बच्चा, किशोर र वयस्क जसलाई पनि हुन सक्छ । Meltdown हुँदा उनीहरू आफ्नो व्यवहारलाई नियन्त्रण गर्न सक्दैन जस्तै आफूले आफूलाई कहाँ चोटपटक पुऱ्याई राखेको छ, सामानहरू तोडफोड नष्ट गरिराखेको छ वा अरूलाई चोटपटक पुऱ्याइराखेको छ यसका बारेमा केही थाहा हुँदैन आफ्ना शरिरमा के भइ राखेको छ त्यो पनि थाहा हुँदैन । यसको पछाडि कुनै अन्तरनिहित योजना पनि हुँदैन कुनै उद्देश्य पनि हुँदैन तर Temper tantrum को पछाडी केही न केही उद्देश्य हुन्छ जस्तै केही चाहियो भने कतै घुम्न जानुपऱ्यो भने र त्यो कुरा पूरा भयो भने Tantrum Control पनि हुन्छ हेर्दा उस्तै देखिए पनि Meltdown र tantrum मा भिन्नता हुन्छ । Temper tantrum विशेष गरी बच्चाहरूमा हुन्छ र हुर्किदै जाँदा कम पनि हुन सक्छ ।

यदि वैकल्पिक व्यावहार सिकाईयो भने अति विचलित हुने (Meltdown) हुँदा हामी कसरी सहयोग गर्न सक्छौं ?

5		Feeling like I'm going to explode- I need help to calm down
4		Feeling angry- I need to calm down
3		Feeling anxious- something is bothering me
2		Feeling fine- everything is OK
1		Feeling happy- things are going well

गर्न हुने :

- शान्त रहने
- आफू, अरू र Meltdown भएका बच्चा/व्यक्तिको सुरक्षा गर्ने
- शान्त ठाँउमा राख्ने
- तनाब मुक्त गर्ने सामानको प्रयोग (Sensory Object) गर्न सकिन्छ
- उनीहरूको भावना बुझ्न कोशिश गर्ने
- Meltdown हुन अगाडिको संकेत, जस्तै Stimming, दोहोऱ्याउने व्यवहार, बैचेनी, संचार गर्न कठिनाइ जस्ता कुरालाई याद गरियो भने Meltdown केहि हद सम्म रोकथाम गर्न सकिन्छ

गर्न नहुने

- माग गर्ने ● धेरै बोल्ने ● छुने ● गालि गर्ने
- Control गर्न खोज्ने

Meltdown हामी रोकन सक्दैनौं तर Meltdown कम भएपछि जब बच्चा शान्त हुन्छ हामी उसँग गएर कुरा गर्न सक्छौं ।

Meltdown विभिन्न कारणले हुन सक्छ ।

- Sensory overload
- Emotional Overload
- धेरै सूचना, माग, अनुरोध
- Anxiety/Stress
- शारीरिक अस्वस्थता

Punishment (सजाय)

व्यवहार व्यवस्थापन गर्न सजाय प्रयोग गर्न सकिन्छ ?

वि. एफ. रिक्नरको बनाइ अनुसार सजाय कमजोर शिक्षकको औजार हो । सजायको असर छोटो हुन्छ । सजायले व्यवहार हटाउदैन मात्र सजाय दिने व्यक्तिको अगाडि त्यो व्यवहार दबिन्छ । सजाय पाउने बच्चा सधैँ सजाय दिने व्यक्तिबाट टाढा हुन खोज्छ । यसले गर्दा सिकने वातावरणको सृजना हुँदैन । सजायले के गर्नु हुन्न भन्ने त सिकाउँछ तर के गर्नुहुन्छ भन्ने सिकाउँदैन । हिसात्मक सजाय जस्तै पिट्ने, गाली गर्ने आदि धेरै पाउने बच्चाले भविष्यमा ती कुराहरू फर्काउने सम्भावना बढी हुन्छ रिसाउनु नै समस्याको समाधान हो भन्ने कुरा सिकाउँछ । सजायले शारीरिक र मानसिक हानि पुऱ्याउँछ । सजाय दिने व्यक्तिले आफूले आफूलाई दोषी ठान्नसक्छ ।

त्यसैले अटिजम भएका बच्चा/व्यक्तिलाई सजाय दिएर उनीहरूको व्यवहार परिवर्तन गर्न सकिदैन । उदाहरण Circle time, time out, corner time व्यवहारको कारण पत्ता लगाइ Antecedent र consequence मा काम गर्नु सबैभन्दा असरदार मानिन्छ । बच्चाले के नगरी दियोस भन्दा वढी केन्द्रित हामी के गरिदियोस् भन्नेमा भयो भने विस्तारै इच्छाएको व्यवहारहरू बलियो हुँदै जान्छ ।

Not to judge our students



Muna Manandhar
School Head
Special Educator

Arambha Pre- Primary School (APPS) is operating smoothly. There are four classes Red, Blue, Yellow and Green respectively. Students arrange classes according to their function, ability and capability. Altogether twenty three students study in the classes. The school is focused on daily living skill, functional and independent skill.

The Aarambha Pre-Primary School activities are carried out in accordance with the school's Annual Plan. School's older students focused on practical skills, outdoor and physical and daily living activities whereas younger students are more focused on classroom behavior, motor skill and attending skill. Students activities include group, class wise and individual activities. Assembly time, movie time, music, community education and celebration activities are done in groups. Activities like sitting group activity, physical group activity, circle time, concept, story time, freeplay, communication, art and craft, yoga and meditation, gym, walking, academic, kitchen, gardening etc. are done classwise whereas table work, occupation therapy, daily living skill, leisure and independent and vocational work etc are done individually. Once the students are eighteen above they are promoted to Akar Vocational Unit.

From last month, the school started new activities such as table work and occupational therapy inside the classroom. Tablework is important and necessary for the children to develop their cognitive skill and functional skill. Occupational therapy will be given daily two times at school and at home by parents.



APPS is focusing on outdoor activities, daily living skills and environmental (practical) skills. Keeping in mind for our children, from this year we celebrated Diwas by doing different games, fun activities, cake cutting etc.

We all judge or underestimate our children and do not give them a chance to participate or involve in social or outdoor activities. This year for the first time, we initiated new activities such as movie time, restaurant visit, community visit, hiking, and zoo. Students went to watch the cartoon movie MINIONS at the KFC hall. We did not think that our children were going to the hall and watching movies with their parents.

Likewise students walked their way to the community visit at Harisiddhi Temple. They all enjoyed walking, visiting temples with their friends. First time students went to visit a restaurant at Blooming Bamboo Restaurant, Harisiddhi. Most of the students loved it. We also went to visit the zoo and hiking as well as attended an art event and the students were delighted with the visit.

It means we need exposure for our children, to exhibit and take them out from time to time such as parks, zoos, walking, hiking, movies, parties, social gatherings etc. Nothing is impossible but we need to go ahead slowly step by step. It will improve concentration and manage anxiety, stress, enhance social skills and adjust in the environment. It develops an understanding of how they look, age the environment, self esteem, confidence and self awareness.

Let us accept them as they are and let our society be an inclusive society.



Therap Global & It's Implementation Process



Mahesh Bajagain
Teacher
School Administrator

Therap Global is online documentation software designed for Person with Disabilities (PWD's) where all the concerned members of them can work together for keeping records, communicating & sharing between users, monitor the work done by users and generate the report at any time. ACNS is using Therap Global platform for keeping the records of students with Person with Autism (PWA) in T-Log module, implementing the Individual Educational Plans (IEP's) from Individual Support Program (ISP) Program module, communicating between the users by SComm module and generating the PDF & excel reports accordingly.

Therap Global team has been providing free services to Nepal. In the process of its implementation they have been guiding us from official visits & online sessions. They have given the opportunities of Tot training, PCP Initiative training and opportunities to participate in different webinars.

ToT Training

I have started the training from 12th April with Hasin Israq & and completed on 13th June including 10 sessions with the examination from Asad Uzzaman Sazzad. I have learned how to use Therap Global software from a browser as well as a mobile application with listed modules.

1. Create the site & program
2. Individual Demographics Form (IDF) & it's actions
3. Create the new user & admit the new students enrolling in any programs
4. T-Log, it's search action & generate reports
5. Create ISP drafts, approve them & apply in a ISP program individually
6. Scoring method for evaluating ISP programs
7. Give ISP data & generate reports
8. User privilege, caseloads, super roles, shared contact & activity tracking
9. Generate demographics report & access on report library

Therap Global software is designed for all entire members according to their designation, so roles & privileges are provided to them accordingly. Currently I have been facilitating ACNS members for using this software.

Training to ACNS

I have started to give training to this group from the starting phase of Tot training. The training began from 9th April to present including 19th sessions where I have guided them accordingly.

For Parents, Teachers & Trainers

1. Give T-Log Data, search actions & generate reports
2. Use SComm module for communication between users directly & connecting with other modules
3. Give ISP data & generate reports
4. Give data on Individual Demographics Form, it's actions & update them

For Teachers & Trainers

1. Create ISP drafts, approve them and apply as ISP programs individually
2. Demographics Report
3. Activity Tracking for monitoring & security
4. Access on report library

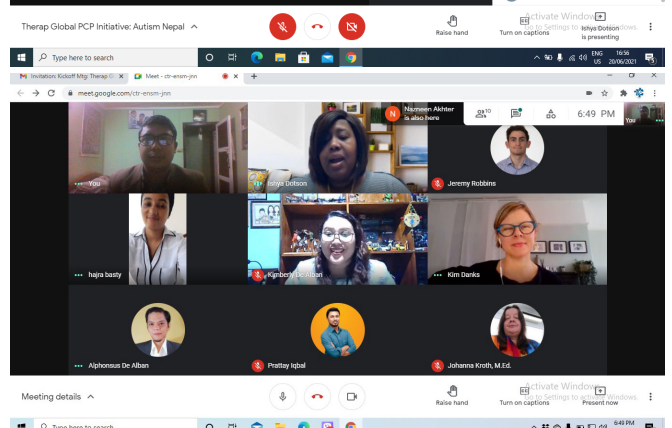
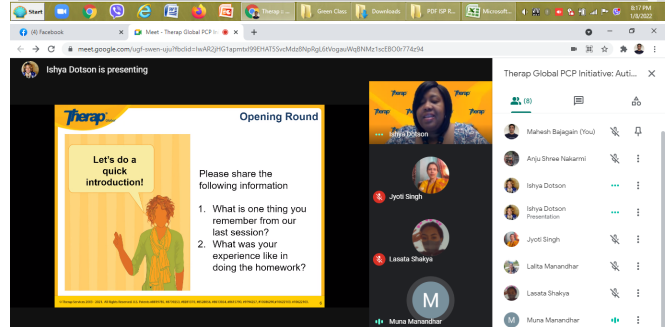
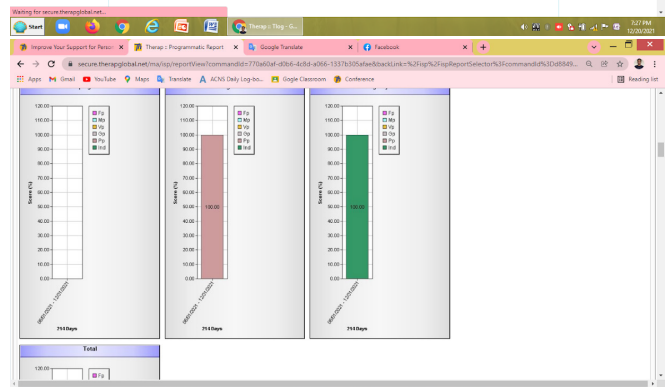
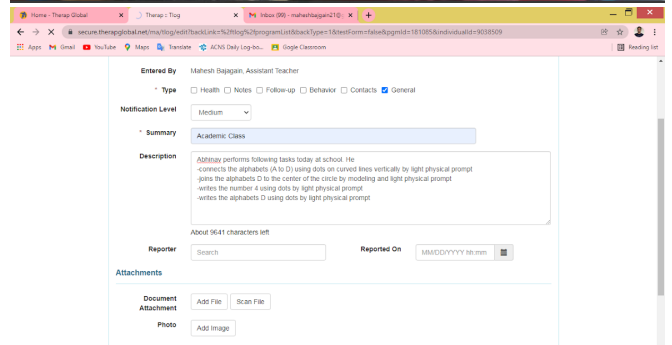
Person Centered Practice (PCP) Initiative Training

The training was given by Ishya Dotson for 10 participants of ACNS including school teachers, vocational & parent child trainers. The training was started from 28th March and completed on 24th September including 6 sessions having the topics:

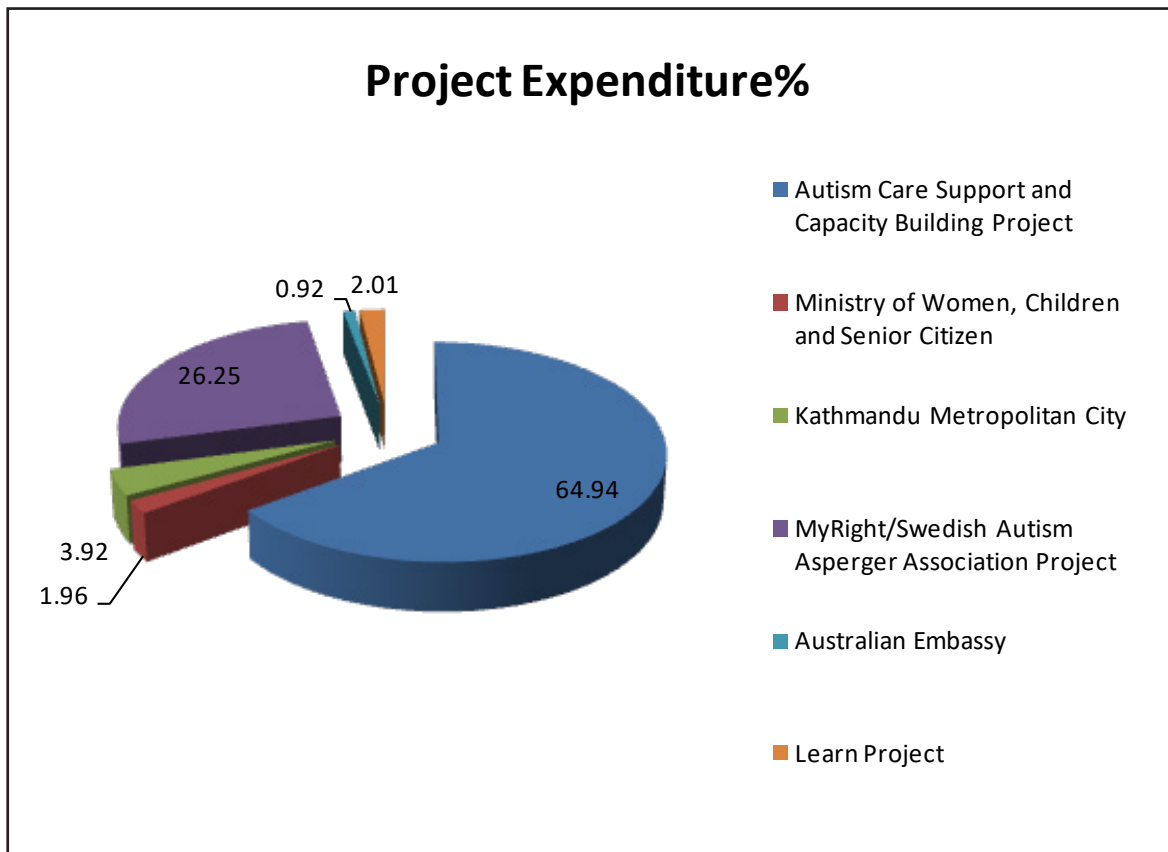
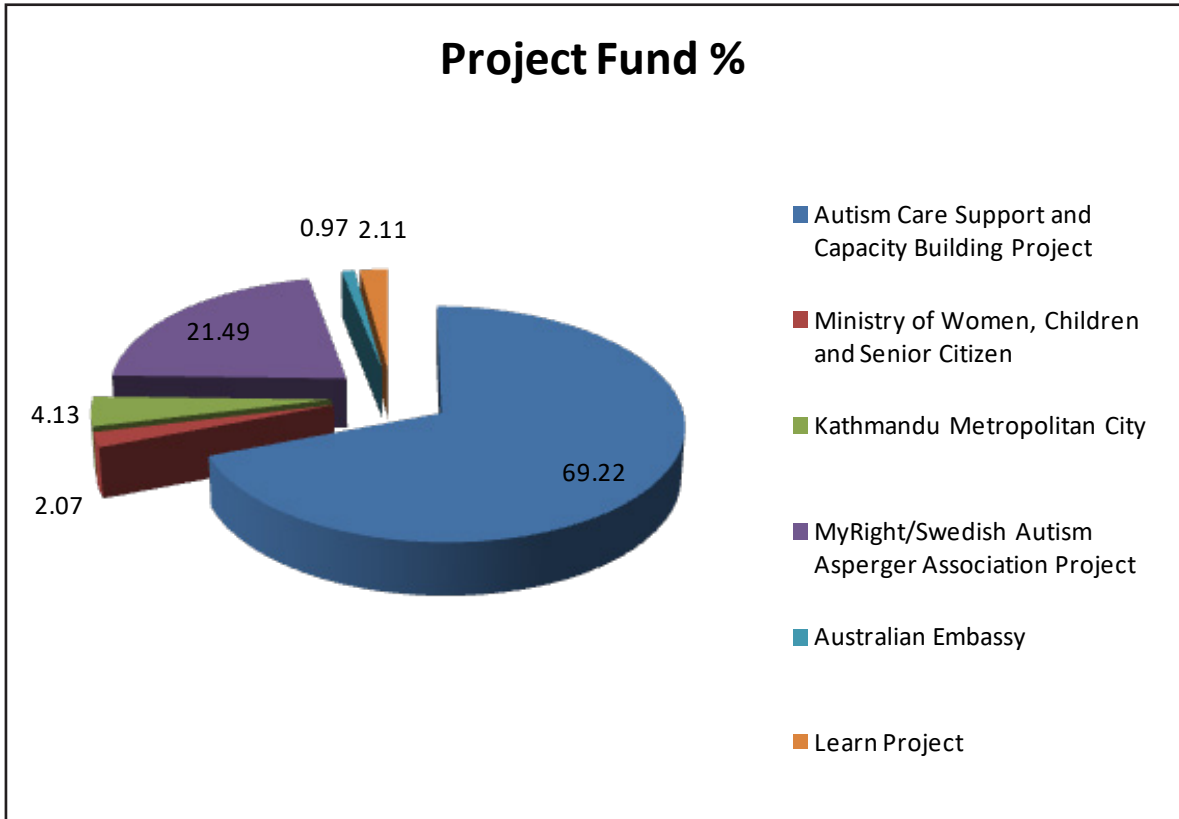
1. Introduction & Foundations of PCP
2. Person Centered Planning- Learning from everyday experiences
3. Using Person Centered Discovery Tools & Planning Process
4. Buildings Quality IEPs & Inclusive Supports
5. Buildings on Inclusive Classrooms
6. Buildings Person Centered Communities.

We have learned how to identify the barriers & challenges for Person with Autism (PWA), how to cope with them, how to maintain a sustainable environment at home & society, how to make a vision for their life & implement them from this training.

As a whole we have got an idea to work for the betterment of Person with Autism (PWA) in an entire team by a software process for documentation, communication & sharing the reports. And this has boosted our working speed & secured the report & information for future references. We are going to engage other team members of our organization according to their roles in the future.



FINANCIAL HIGHLIGHTS



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 (CWAs). 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 Children 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 centre 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 centre where 10 CWAs (girls: 4 & boys:6) were 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 Objectives:

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

Organizational Services and Activities:

1. Day care school
 - Education
 - Life skills
 - Sports/ games
 - Music Therapy
 - Occupational Therapy
 - Speech / play therapy
 - Craft skills/ painting/ 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 (CWAs). 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 & Children Training program
- Functional Assessment
- Pre- Vocational
- Teachers/Staff Training Program
- Advocacy Program
- Counseling/ Awareness



AutismCare Nepal Society Lumbini

AutismCare Nepal 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 & Children Training program
- Functional Assessment
- Advocacy Program
- Counseling/ Awareness



AutismCare Nepal Society Karnali

Introduction:

AutismCare Nepal Society Karnali (ACNS-Karnali) was established on 2073/11/25 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 CWAs/PWAs.



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 helping Children with Autism to develop as a socialized citizen to live a happier life.

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.

Organizational Services and Activities:

- Awareness programs for the advocacy on Autism,
- Parent 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.



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. At present there are 9 beneficiaries.

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 & 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 Mahedra 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

Aavani 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. In the Aavani Foundation provided day care service to altogether 10 CWAs (Girl: 1 & boys: 9).

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
- Patent and Child Training Program
- Parental Counseling



GLANCE OF 14th AGM OF ACNS



GLANCE OF WAAD 2022



GLANCE OF AUTISM CARE NEPAL SOCIETY



Sunita Maleku Amatya
Pioneering the rights of people with autism in Nepal

Dr Sunita Maleku Amatya remembers the feeling when her son was diagnosed with autism in 2008. "Autism was a giant changer for me and our community," she says. Sunita, an epidemiologist at Nepal Cancer Hospital-associated here, got thrust in the world. She wanted to become an epidemiologist but got stuck with her son. She also realized, "I was blind, and people weren't. They're now accepting autism," she says.

Like in 2016, being diagnosed with a health condition, she did the same of autism children. Sunita, founder of Autism Care Nepal Society (ACNS), leads a team of people with autism in Chitwan. ACNS has been a center for autism in Nepal since its inception. It provides support and training to children with autism and their families. Through their activities, ACNS has helped thousands of people with autism.

Like in 2016, being diagnosed with a health condition, she did the same of autism children. Sunita, founder of Autism Care Nepal Society (ACNS), leads a team of people with autism in Chitwan. ACNS has been a center for autism in Nepal since its inception. It provides support and training to children with autism and their families. Through their activities, ACNS has helped thousands of people with autism.

Sunita and ACNS work at the national level to advance the rights of people with autism and their families. In 2012, as a result of advocating and lobbying, Nepal passed a law to recognize and support people with autism. Sunita has also been instrumental in the formation of the Government of Nepal's Disability Act. Now, the autism group has a legal status of being entitled to various government facilities.

In 2016, Sunita participated in the Autism Month Summit in Chitwan. She was honored with a certificate of appreciation. The Summit was a platform for people with autism and their families to share their experiences and challenges. Sunita was one of the speakers at the Summit. She shared her story and the challenges she faced as a parent of a child with autism. She also shared her experiences and challenges as a leader of a community organization. Sunita's story resonated with the audience. She was honored with a certificate of appreciation for her contributions to the autism community in Nepal.











Photo by: Kripa Shrestha

CORE STAFF MEMBERS



Mr. Surendra Bajracharya
Chief Administrator/
Office Head



Mr. Ritesh Maharjan
Finance Officer



Ms. Mahalaxmi Karki
Project Manager



Mr. Veshram Pokharel
Project Manager



Ms. Sanu Devi Prajapati
Project Officer



Ms. Sarita Maharjan
Accountant



Ms. Kripa Shrestha
Special Educator
Parent Child Trainer Head



Ms. Jyoti Kumari Singh
Vocational Trainer Head



Ms. Dhanusta Subba
Parent Child Trainer



Ms. Ruju Pokharel
Special Educator
Trainer



Ms. Manju Maharjan
Special Educator
Trainer



Ms. Muna Manandhar
Special Educator
School Head



Ms. Alina Risal
Senior Teacher
Education Coordinator



Ms. Lalita Manandhar
Senior Teacher



Ms. Lila Subedi
Vocational Trainer



Ms. Sanima Maharjan
Vocational Teacher



Mr. Mahesh Bajgain
Teacher
School Administrator



Ms. Nalina Mali
Teacher



Siwani Maharjan
Administrative Assistant



Ms. Shreeti Maharjan
Receptionist



Ms. Esha Maharjan
Assistant Teacher



Ms. Ramyari Chaudhary
Assistant Teacher



Ms. Rahisha Maharjan
Assistant Teacher



Ms. Bhawana Thapa
Assistant Teacher



Ms. Shusmita Deula
Assistant Teacher



Ms. Gita Dhakal
Assistant Teacher



Ms. Laxmi Chaulagai
Assistant Teacher



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. Kausila Shrestha
Care Taker



Mr. Ganesh Bdr. Katwal
Guard



Ms. Rupini Maya Bal
Care Taker



Ms. Purna Maya Bholon
Care Taker



Ms. Anu Ghising
Care Taker



Ms. Sapana Bhatta
Care Taker



Ms. Sumitra Moktan
Care Taker



Ms. Januka Rana Magar
Care Taker

CONSULTANT PROFESSIONALS



Dr. Rena Shrestha, PhD
Consultant Psychologist
La Trobe University Australia



Mr. Rajkaji Prajapati
Clinical Psychologist
M.Phil., IOM, TU



Ms. Ajeeta Deuja
Psychologist
M.A., TU



Mr. Amrit Ghandhari
Music Therapist



Ms. Rojeena Bajracharya
Physio Therapist
(Trained on OT)



Ms. Anjushree Nakarmi
Interventionist



Ms. Sabita Tamang
Physiotherapist

Support To Autism

अटिजमलाई हाम्रो साथ, अब सहयोग तपाईंहरूबाट

All Contributions qualify income tax exemption

(Income-tax exempt organization under the Income Tax Act 2058 Clause 2 (DHA) recognized by the Internal Revenue Department)

BUY A BRICK

Buy one..., buy one hundred — the choice is yours

अटिजम भएका व्यक्तिहरूका लागि राष्ट्रिय केन्द्र
स्थापनाको लागि ईटा किनी सहयोग गरिदिनुहुन
हार्दिक अनुरोध गर्दछौं ।

- अटिजम केयर नेपाल सोसाइटी

Rs.
100 Per
Brick



Building Construction Site of "National Center for Autism". 'Jharuwarasi, Ward no. 13, Godawari Municipality, Lalitpur District, Bagmati Province, Nepal'. This Center will provide education training and autism related services for People and Families affected by Autism.

How to Buy a Brick ?

You can directly deposit at Civil Bank Ltd.

A/c Name: AutismCare Nepal Society (BRIC PGM)

A/c No.: 00210014042018, SWIFT: CIVLNPKA

For further information on Autism and AutismCare Nepal Society,

Please Visit our Website: www.autismnepal.org

Contact:

Autism Care Nepal Society

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

Phone No.: 977-01-5912554, 5912549 | Email: autismnepal@gmail.com

Together, brick-by-brick, we can change the face of autism in Nepal
Help us in our quest to help all the People with Autism in Nepal



All the money donated to be put in separate fund to build National Center for Autism

All the donors name and amount to be put in the Autism Care Nepal Society

website: autismnepal.org

Contact: 977-01-5912554, 5912549 | Email: autismnepal@gmail.com