



अटिजम केयर  
नेपाल सोसाईटी  
"A National Center for Autism"

# ANNUAL REPORT 2021

Light it up Blue Program 2018



Light it up Blue Program 2019



Light it up Blue Program 2017



AutismCare Nepal Society Premises



Fiscal Year | 2077/078

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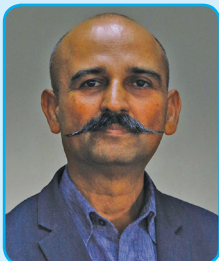


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**Ms. Kritika Lamsal**  
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**Dr. Kapendra Amatya**  
Consultant Surgical Oncologist,  
Nepal Cancer Hospital



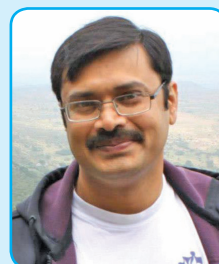
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Director-Action For Autism, India



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Health Care Nepal



**Ms. Lynne Babbington**  
Education Psychologist, UK

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# Message from the Chairperson

Dr. Sunita Maleku Amatya

Autism is the form of Neurodiversity. It is considered as one of the third common Neurodevelopmental Disability. It is complex pervasive neurodevelopmental condition with social communication impairment. It is the spectrum disorder, people in the Autism spectrum are affected in different level demanding for various level support to be able to be functional in the society.

AutismCare Nepal Society (ACNS) since its inception in 2008 has been very passionate to raise awareness, Advocate for the Rights of person with Autism. Human resource development through parents training, teachers training has been integral part of our service. We have continued to run Diploma course in Special Education . "Vocational unit" for adolescence and adults with Autism has been prioritized to develop further to cater growing demand. ACNS is now the dedicated referral center for Diagnostic and Therapeutic in Nepal.

Decentralization of Autism services which was started in 2015 from Kaski has been widen to 6 provinces. As of now, we are connected to Kaski, Karnali, Chitwan, Rupendehi, Gulmi, Kathamandu, Jhapa, Lumbini.

Like most of the country, the COVID-19 pandemic has impacted all of us in one way or another. ACNS has gone to a telework model, which at some level is working well. Our staffs were home, safe, and able to observe all the recommended preventive measures. And, thanks to their efforts from home, ACNS remains fully operational and capable of fulfilling our mission without interruption. This was backed up by a Board commitment to maintain job security for our staff.

People with autism are uniquely vulnerable to the disruptions caused by COVID-19. With disrupted schedules and access to services, it was difficult to establish routines and maintain structure within the home environment.

During pandemic we tried our level best to support our families and staff. We had several webinar and virtual training session "Covid Pandemic versus Autism family" to understand Covid situation and techniques for families to handle their loved ones during pandemic. Amidst pandemic, we have been able to provide direct and indirect services to more than 800 families.

This year, we have gained one more milestone. For the first time in Nepal's history Central Bureau of Statistics (CBS), National Planning Commission of Nepal Government has included Autism in National Census. ACNS thrived very hard to make aware relevant stakeholders including parents not to miss out people with autism to be included in National census. We are strongly hopeful to have inclusion of people with Autism and not to be left out.

This year's journey has been slow and fearful in times due to pandemic but still been passionate in achieving several milestones. To all our well-wishers who have been huge support for us to survive pandemic, "Thank you" would not be enough to convey our Gratitude. For all the support we have received Nationally and Internationally, your generous support has been very motivating to us and we urge to stand strong to work hard further in coming days.

Thank you !



# Message From Editorial Team



**PT. Surendra Bajracharya**  
Chief Administrator  
(Editor in Chief)



**Ms. Mahalaxmi Karki**  
Project Manager



**Ms. Sanu Devi Prajapati**  
Project Officer



**Ms. Saraswoti Moktan**  
Admin Assistant



**Ms. Muna Manandhar**  
Special Educator



**Ms. Anju Nakarmi**  
Teacher



**Mahesh Bajagain**  
Assistant Teacher

The second wave of Covid-19 continues this fiscal year too. Albeit Covid-19 pandemic have severely affected various organizational activities of AutismCare Nepal Society (ACNS), the second wave of Covid-19 added lots of challenges to us and create some opportunities too. Our whole team have been working together to uplift from the situation to continue our regular services. With new initiative and learnings during the pandemic we re-open our general services from one to one diagnosis, assessment and intervention on physical presence. Our training and school were ongoing through virtual platform. As, we see the better environment we are looking forward to move on to all our services physically from the month of November 2021. While Preparing this Annual Report we are more hopeful

and committed to serve our Autism community on full phase. It is our great pleasure to be part of the editorial team of Annual Report 2077/2078 (2021) which is going to be inaugurated on 14<sup>th</sup> Anniversary of ACNS. As we all know, ACNS is not just a social organization run by Parents of Children with Autism but ongoing campaign to create equitable society for Person with Autism and their families. ACNS is the growing organization and gradually being recognized as training centre 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.

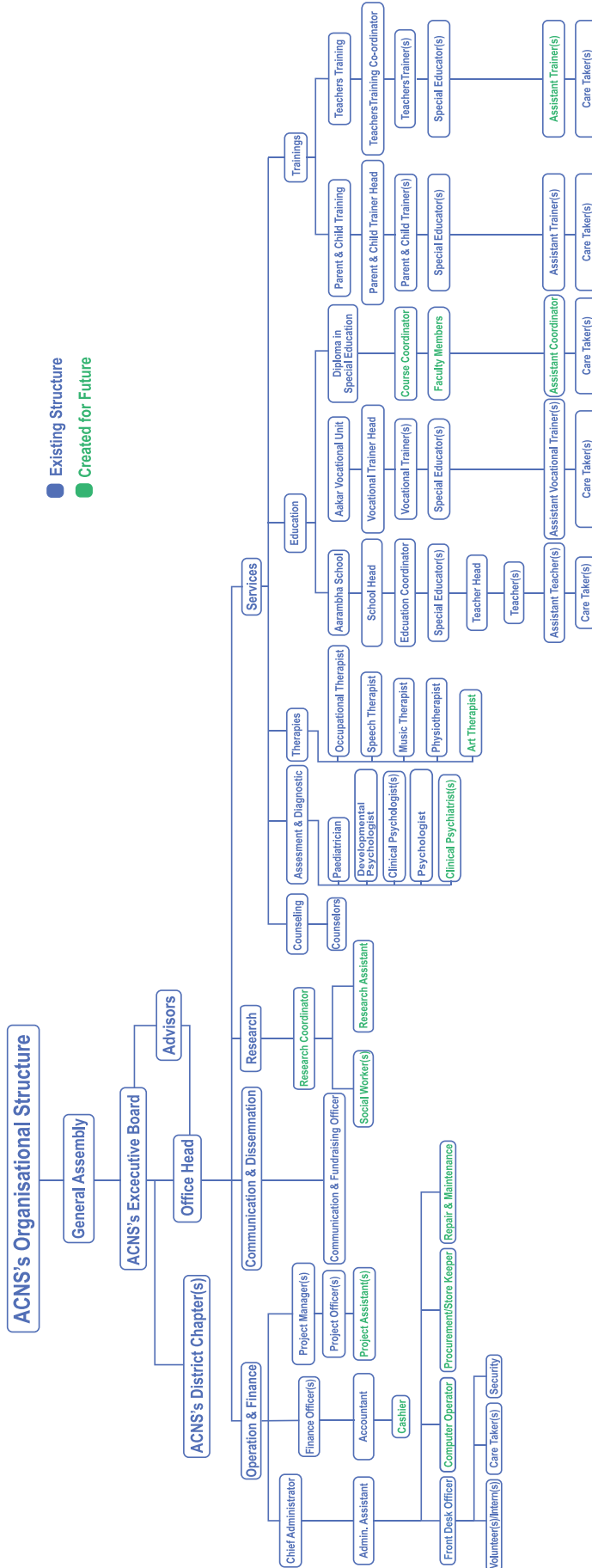
## Objectives

- 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.



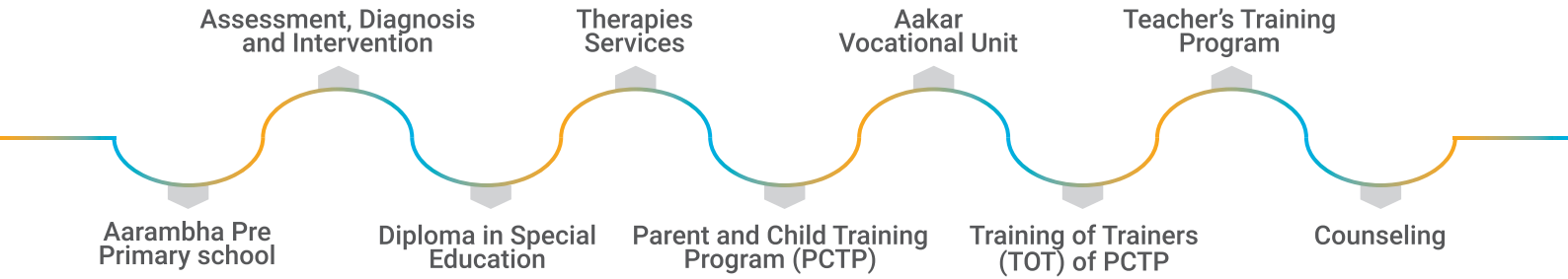
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# ORGANIZATIONAL STRUCTURE



# ACNS

## Programs and Projects



## Main Activities Sheet of Fiscal Year 077/078

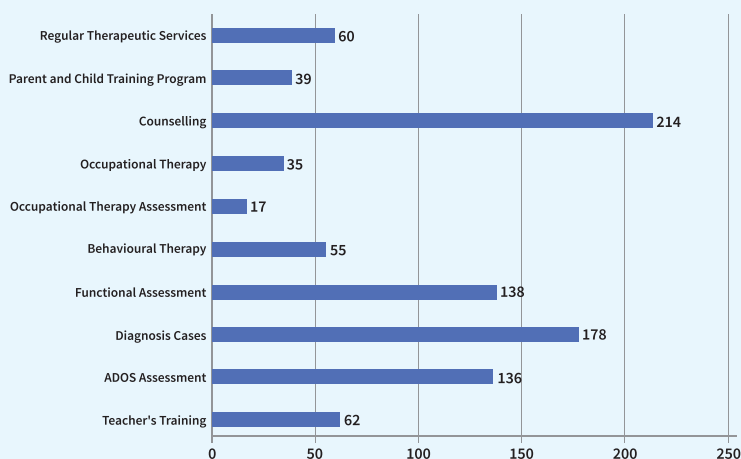
Year	Event	Result
1 <sup>st</sup> August, 2020	Actively participated in questionnaire development of the Research Program "Issues faced by Person with Disabilities in the context of COVID 19".	The validity of questionnaire is increased.
14 <sup>th</sup> August, 2020	Autism Care Nepal Society participated in the Research report dissemination program organized by UNDP "Yuwa in Action".	Aware about the issues faced by the PWAs which help us to support them accordingly.
24 <sup>th</sup> August , 2020	Started the Therap Global Online Training program to the parents.	Access of training to parents creates the mutual understating between teachers & parents which eventually help in children progress.
27 <sup>th</sup> August 2020	AutismCare Nepal Society initiated "Autism Family Vs COVID 19" phase I Campaign among all Parents Network Groups (PNGs) through virtual medium to support parents during COVID 19 pandemic.	More than 90 parents from all PNGs were participated and recognized; social media as a platform to share their feelings and create teaching learning environment so agree to promote the virtual platform during covid -19 pandemic.
12 <sup>th</sup> September , 2020	Autism Care Nepal Society in collaboration with Lions and Leo Club of Kathmandu Kipu & Health Workers Team of Kirtipur to conducted training on "Breaking the Chain of Infection-COVID 19" on topics Hand Hygiene, Respiratory Hygiene, Physical Distancing and Disinfection under the "Autism Family Vs COVID 19 Pandemic" Campaign, to the parents & caregivers of Parent Network Group PWAs.	56 parents & caregivers from PNG were benefitted from this training which eventually aid in contain the corona virus.
16 September 2020	Dr. Sunita Maleku Amatya, Chairperson; participated in Panel Discussion Program on "Literacy and Inclusion in Asia: COVID-19, Challenges and Opportunities" as a presenter organized by Australia Awards and Australia global alumni.	Recognition of ACNS in the Australia global alumni community.
September 23, 2020	AutismCare Nepal Society participated in virtually organized inauguration program of 41st Social Service Day celebration.	ACNS got opportunity to share 3 different programs to celebrate social service week & stand together to advance our common message globally. .
26 <sup>th</sup> September, 2021	Organized open webinar on Autism to school teachers	40 participants from different mainstream/special school were gained knowledge on autism.
10 <sup>th</sup> October, 2020	AutismCare Nepal Society organized webinar on "Taking Care of Mental Health during COVID -19 Pandemic" on special occasion of World Mental Health Day with the this year theme "Mental Health For All"	Addressed the mental health issues of parents of Person with Autism During Pandemic period.
18 & 19 October, 2020	AutismCare Nepal Society participated in the Disability Management (Prevention, Treatment and Rehabilitation) Policy, Strategy and 10 years Action Plan Revision Program organized by Nepal Government, Ministry of Health, Department of Health Services, Leprosy Control Division .	ACNS provided written recommendations and suggestions during the program for inclusion of Autism and all Neuro Developmental Disabilities in the Policy Document.
6 <sup>th</sup> November, 2020	Lion Club of Kathmandu Kipu and Leo Club of Kathmandu Kipu in collaboration with ACNS to organized "Feel the Autism- Feel the Difference" workshop. It was conducted by PT. Surendra Bajracharya, Chief Administrator of ACNS.	Participants were aware about the autism condition.

Year	Event	Result
4 <sup>th</sup> to 13 <sup>th</sup> November, 2020	ACNS in collaboration with Snehadhara Foundation conducted 6 days training program on Art Practices for Inclusion for ACNS staff members.	Participants learned about the Art & applied it for social inclusion of PWAs
6 <sup>th</sup> December, 2020	ACNS team participated in the Virtual Conference of Therap Global.	Committed to continuous support for digital documentation by providing regular training to staff members of ACNS.
10 <sup>th</sup> December 10, 2020	ACNS organized the virtual consultative meeting among Parents and concerned stakeholders for the development of Public Service Announcement focusing on Girls/Women with Autism.	Speakers raised the voice about need of policy related to Autism and policy implementation; need to use social Media, linkage with provincial government.
21 <sup>th</sup> December, 2020	AutismCare Nepal Society (ACNS) re-open its 41st Batch Parent and Child Training Program (PCTP) on physical presence at ACNS premises after a long COVID pandemic period.	19 participants were benefitted and empower with the knowledge & skills on how to take care of CWAs
25 <sup>th</sup> December, 2020	AutismCare Nepal Society successfully completes the 39th and 40th Batch Parent Child Training Program virtually due to COVID 19 Pandemic.	Altogether , 73 participants were benefitted from the training
23 <sup>rd</sup> December, 2020	AutismCare Nepal Society organized webinar on "Medical Aspects of Autism Spectrum Disorder and Associated Co-morbidities" under the campaign "Autism Family Vs COVID 19" presented by Dr. Merina Shrestha.	More than 50 parents& caregiver of PWAs were benefitted from this
4 <sup>th</sup> January, 2021	ACNS organized 13th Annual General Meeting (AGM) through virtual platform along with Physical presence at ACNS Premises.	AGM was held with no change in Executive board committee
	Mr. Sachin Shrestha Presented about Web & Android App Development of ACNS.	New web & android app was developed for PWAs.
	Dr. Rena Shrestha, Consultant Development Psychologist (Phd.) presented about the Research Findings "Impact of COVID 19 on Children and Adolescents with Autism and their parents"	Aware about the needs of Children and Adolescents with Autism and their parents & committed to working accordingly.
	Released the Nepali translated version of the booklet "Taking care of Myself "	Aid to understand the adolescent need & worked accordingly
31 <sup>th</sup> January, 2021	Organized one day webinar on "Transition from home to school" to parents, caregivers and teacher of Children with Autism by Ms. Rachel Manandhar, Education Specialist from United States.	45 participants were benefitted from the training.
15 <sup>th</sup> February, 2021	Aarambha Pre-Primary School re-opened for student with autism after first wave of corona virus COVID 19 Pandemic.	Ensure the education rights of PWAs
10 <sup>th</sup> February, 2021	JICA incorporated introduction of AutismCare Nepal Society in the published NGO Handbook 2020.	ACNS is honored with this acknowledgment.
22 <sup>nd</sup> February, 2021	ACNS successfully completed 41st Batch Parent and Child Training Program	34 parents along with children were benefitted from this training and empowered parents with knowledge & skills on how to care CWAs.
26 <sup>th</sup> February, 2021	ACNS organized the session on "Use and importance of Technology for Children with Autism" to Parents & Teachers in collaboration with Mr. Sachin Shrestha.	Parents & teachers learned about technology & applied it during working with PWAs.

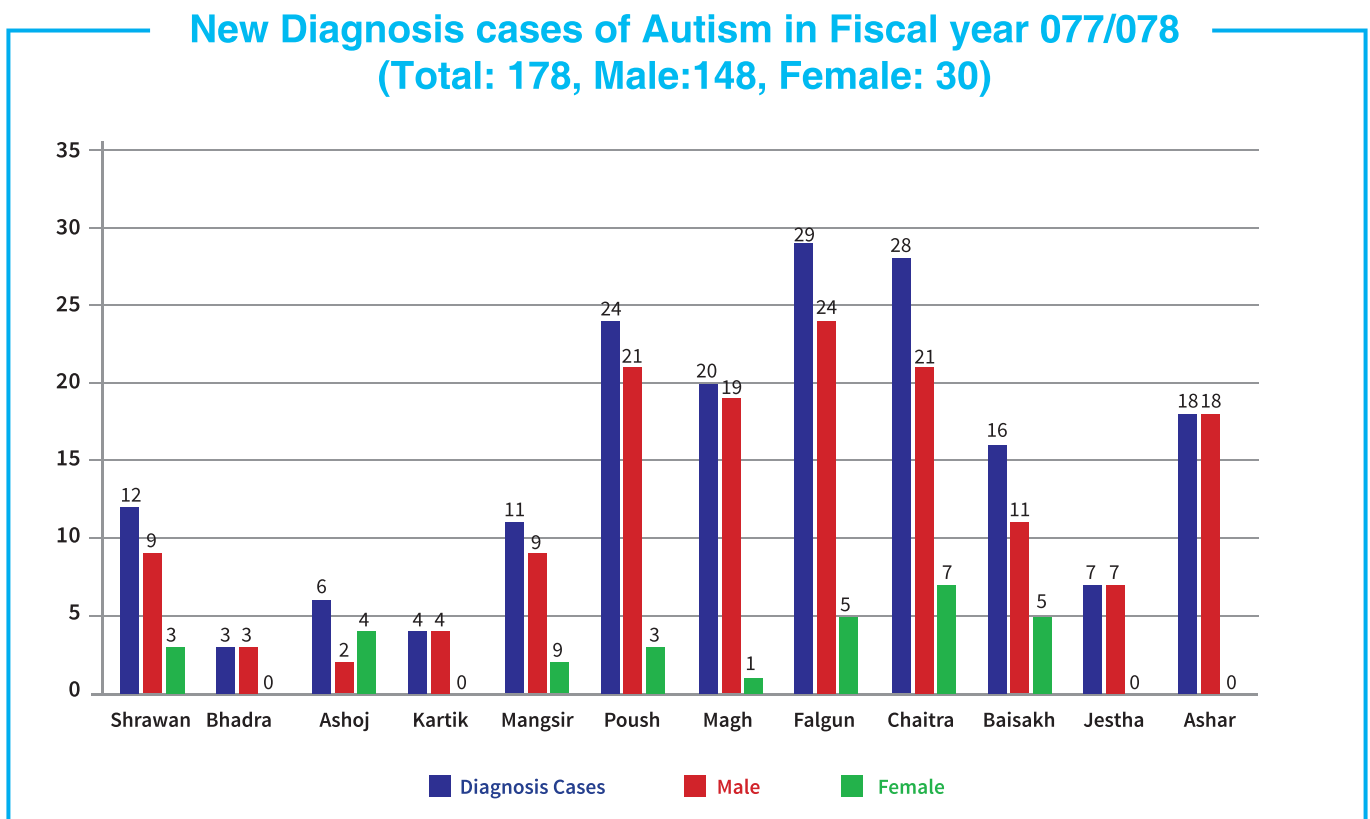
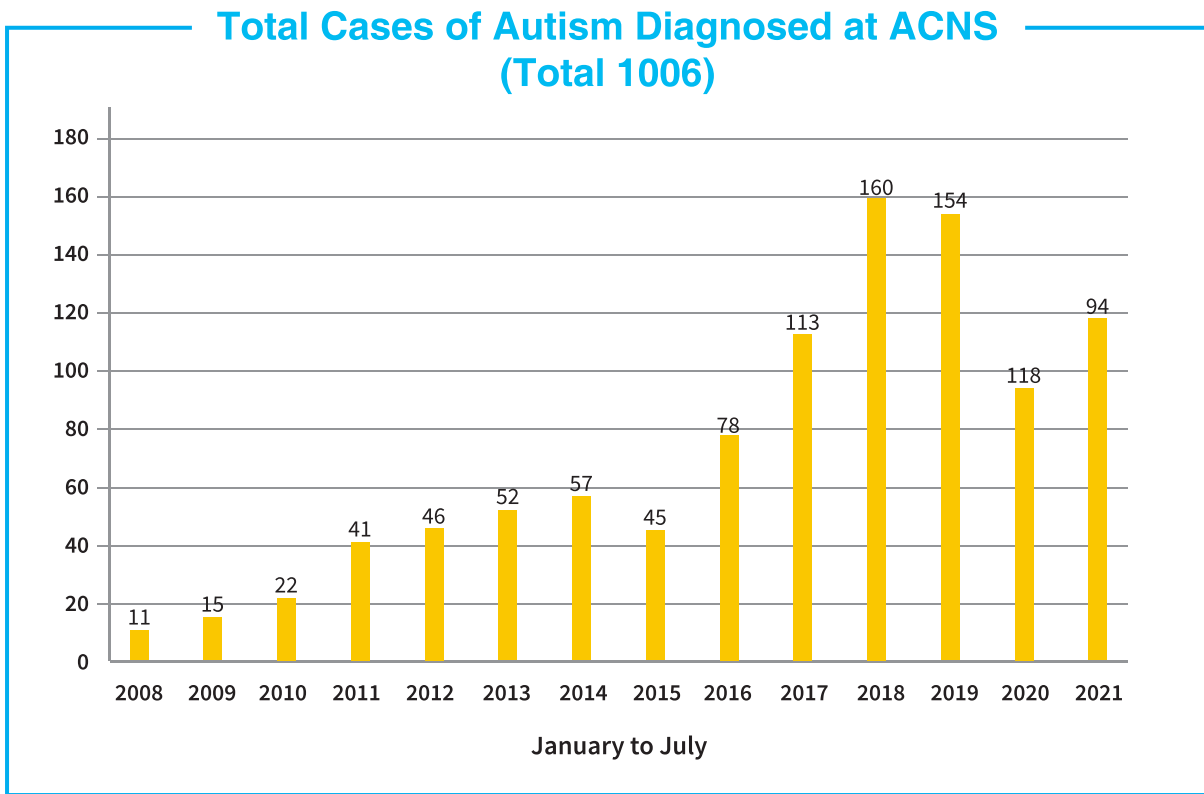
Year	Event	Result
27 <sup>th</sup> February, 2021	Dr. Sunita Maleku Amatya, Chairperson of ACNS gave interview on the Doctor Kantipur show program; broadcasted on "Kantipur TV"	Increased the autism awareness in community level.
4 <sup>th</sup> March , 2021	Nepal's first movie on Autism was released; directed by parent of Child with Autism Mr. Nibhanda Acharya.	Welcoming initiation & aid in increased autism awareness in all over the country.
9 <sup>th</sup> March, 2021	Organized the 2nd phase of training on Chocolate Making to the Parents and Teachers of ACNS from Nana's Delight trainer.	10 participants enhanced in their skills on chocolate making activity.
	Aakar Vocational Unit started to make chocolate as a new vocational activity .	Chocolate making kitchen was set up & New vocational item is added in vocational products.
14 <sup>th</sup> March, 2021	PT. Surendra Bajracharya, Chief Administrator of ACNS conducted the Autism Workshop "Feel the Autism-Feel the Difference "at Premier International IB World School.	40 participants were aware about the autism condition & aid in autism awareness in community level.
16 <sup>th</sup> March, 2021	Continuous support & valuable contribution by Ms. Akemi Mizuwa and Mr. Roshan Shrestha for Autism Awareness.	World Autism Awareness Day was celebrated.
18 <sup>th</sup> March, 2021	Handicap International and Reading for All team visited at ACNS premises.	Preliminary meeting to start up Caregivers Skill Training (CST) Program in Nepal have done.
25 <sup>th</sup> March, 2021	ICare4 Autism Magazine published the AutismCare Nepal Society's COVID-19 response in their special edition Magazine 2020.	Recognition of ACNS in the International platform.
21 <sup>st</sup> March, 2021	Organized the Autism Workshop for volunteers to sensitize the volunteers.	Autism understanding level was increased
28 <sup>th</sup> March, 2021	Participated in Virtual Roundtable Discussion organized by Therap Global.	Transition process from paper records to online documentation have been started at ACNS.
April 1, 2021	ACNS in coordination with Reporters Club Nepal organized a Press Meet/ Interaction program on Autism.	Increased understanding level of autism & talking sensitively, accurately and positively about Autism.
April 2, 2021	Organized the Stall Exhibition at TUTH by TUTH students in collaboration with ACNS.	Increased autism awareness in community.
	Organized Flash Mob by TUTH students at Teaching Hospital on auspicious occasion of 14th World Autism Awareness Day 2021.	
2nd April 2021	ACNS organized the 14th World Autism Awareness Day 2021 at ACNS premises through virtually. Her Excellency Felicity Volk, Australian Ambassador to Nepal was Chief Guest during the event.	Celebrated World Autism Awareness Day 2021 for ensure the rights of autism
	Performed the Musical program and Ramp Walk performance by the students of ACNS.	Students enjoyed the moment
	Inauguration of ACNS new website and trailer of Autism Movie	ACNS modified its website with new technology
5 <sup>th</sup> to 16 <sup>th</sup> April 2021	Organized the "Teacher's Training on Autism Spectrum Disorder (ASD)"	11 teachers from different organizations were trained on ASD for inclusive education.

Year	Event	Result
9 <sup>th</sup> April, 2021	Organized the Graduation ceremony to Dikshyant Gautam.	Transition from school to Aakar Vocational unit.
13 <sup>th</sup> April, 2021	Advocacy meeting with Mr. Dhundi Raj , Director of Central Bureau Statistics of Nepal to address Autism in remarkable way in National Census 2078 B.S.	Remarkable achievement & committed to involve ACNS in upcoming training programs of supervisors,
20 <sup>th</sup> April 2021	Dissemination of pamphlets of Autism Sign and Symptoms to all enumerators and supervisors of National census 2078.	Enumerators can identify the autism conditions & aid in count every PWA in census.
21 <sup>st</sup> April, 2021	AutismCare Nepal Society supported AutismCare Nepal Society Karnali Province by providing Laptop for online telecommunication programs.	Initiate the Online Training program for technical support as per their need.
22 <sup>nd</sup> April, 2021	ACNS in collaboration with Disabled Human Rights Nepal (DHRC) develop TV Public Service Announcement for awareness among all parents and community about the inclusion of Autism in National Census 2078 with the theme "My Count My Participation".	Developed TV Public Service Announcement to ensure the each cases of autism will count in National Census 2078.
29 <sup>th</sup> May 2021	Autism Family Vs COVID 19 Phase II started as 2 <sup>nd</sup> wave of COVID 19 continues.	Supported parents and their children during 2 <sup>nd</sup> phase of COVID 19 Pandemic
21 <sup>st</sup> July, 2021	ACNS organized Training on "Financial and Office Management" to parents, teachers & staffs of Parent Network Group virtually with supported by SAAA/MyRight	More than 20 Parents from different Parent Network Group were benefited from the Training & enhanced their knowledge on organizational development.
14 <sup>th</sup> August 2021	ACNS Strategic Planning Document Revision Workshop organized in participation of Executive Board, Advisors and Staff Members at Alfabeta Complex.	Revised the strategic Planning document of ACNS with new strategies and objectives to meet on coming 5 years
15 <sup>th</sup> August 2021	Inauguration of 44 <sup>th</sup> Batch Parent and Child Training Program on virtual platform	New Parents got opportunities to learn how to take care of their children during the pandemic period too.

### Beneficiaries from services at ACNS during Fiscal Year 077/078



## Graphs of Autism Diagnosis Details

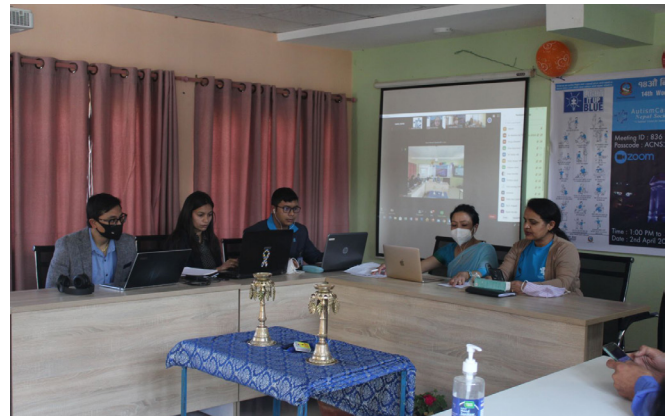
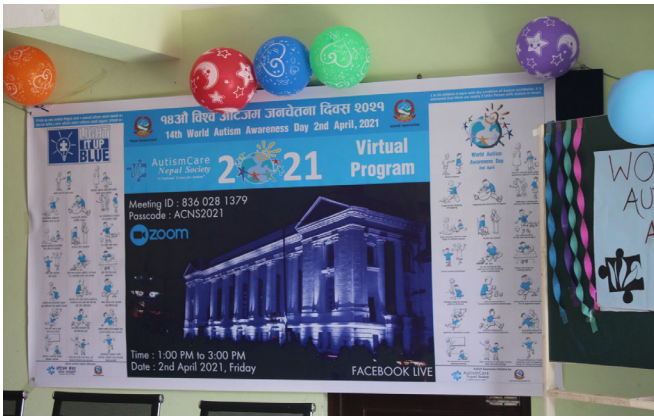


# Marking the World Autism Awareness Day 2021 Inspite COVID-19 Pandemic

The 14th annual World Autism Awareness Day (WAAD) was observed globally on April 2, 2021, 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, we conducted our program on hibrid method in virtual platform as well as on physical presence from AutismCare Nepal Society premises. This year WAAD 2021 was celebrated with the UN designated theme "Inclusion in the Workplace: Challenges and Opportunities in a Post-Pandemic World". During the event, the Chief Guest was Her Excellency Felicity Volk, Australian Ambassador to Nepal. She

gave her best wishes speech and remarks during the event. Dr. Sunita Maleku Amatya, Chairperson also gave her remarks on the occasion of Marking World Autism Awareness Day 2021. 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, 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. On the occation there was inauguration of website of AutismCare Nepal Society as well as trailer song of Autism Movie.





# Aarambha Pre-Primary School

Aarambha Pre-Primary School (APPS) is a special school for the Children/Person with Autism. It is a unit of AutismCare Nepal Society. There are four classes (Green, Blue, and Yellow & Red) where 20 Children/Adolescent were enrolled. Among them, 5 were girls with autism & remaining 15 were boys. Only below 18 years children with autism are enroll in the APPS. Age factor & functional capacity of individual of children with autism are the core elements for placement of CWAs in class. Individual Education Plan of Children/Adolescent is prepared and goal is set then activities are assigned to achieve that individual goal.

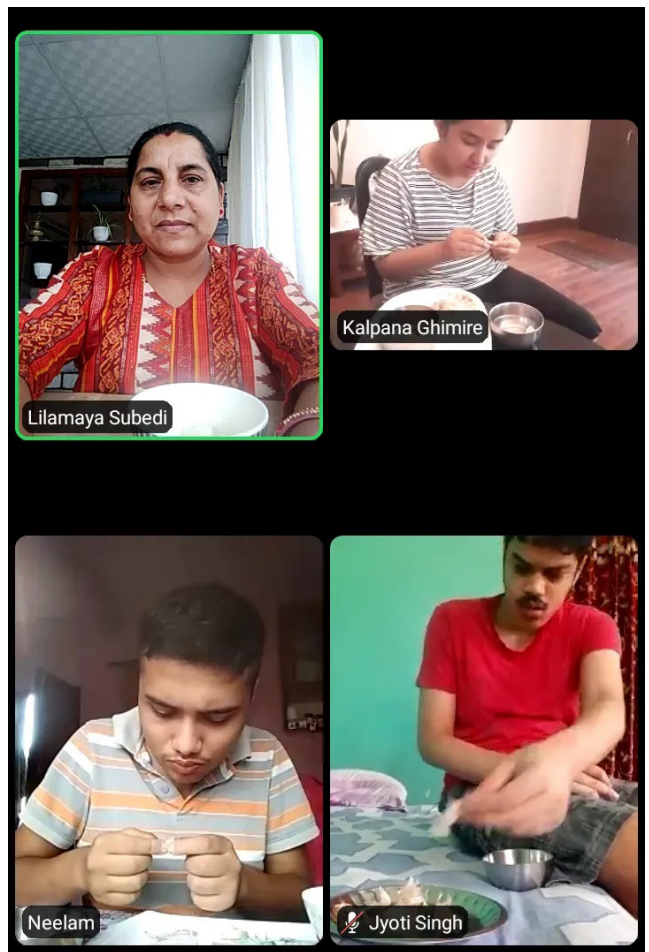
Due to impact of COVID-19 Pandemic, we were also closed during 1st and 2nd wave of Corona Virus, and transform our teaching-learning process to virtual medium. Between the first & second wave of corona virus, we opened the school and conducted the classes in physical presence for 2 months only. Altogether, 20 Children/Adolescent with Autism were enrolled during fiscal year 2077/78 during the virtual classes. Yoga & Meditation, Art & Craft, Kitchen working (cooking & cutting), Occupational therapy, Music therapy & Cleaning activities were performed in the virtual class for the students with Autism.



# AAKAR VOCATIONAL UNIT

Adolescent with Autism who are graduate from Aarambha Pre-Primary School at the age 18 year old and interested graduated student 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.

Altogether, 5 Adult with autism were enrolled in AVU during fiscal year 2077/78. Among them, 4 were male & 1 was female. Beginning of the fiscal year, we were at first national lockdown phase; so we had been conducting the classes via virtual platform. This virtual classes was continue until we were not started the class in physical presence. We opened the AVU for 2 months in physical presence. Then, again Nation went to complete lockdown due to second wave of coronavirus. Again we were forced to conduct the classes virtually. Yoga & Meditation, Art & Craft, Kitchen working (cooking & cutting), Occupational therapy, Music therapy & Cleaning activities have done during the virtual class.



# Parent and Child Training Program

Parent & Children Training Program (PCTP) is the most essential and effective program for children with autism. PCTP is the opportunity for young boys and girls with Autism, for parents mediated early intervention. It is the one of the most significant training for parents of child with autism to understand their children. It is 12 weeks training program parents, especially for mothers with intended to empowering 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 (VAB) & Sensory Integration Therapy.

The Nepal Government imposed the Nation first & second complete lockdown due to coronavirus first and second wave. Despite this situation, we had successfully

conducted four batches (40th, 41st, 42nd, & 43rd) via virtual platform & in physical presence. At the beginning of fiscal year, we were at lockdown phase so; ACNS conducted the 40th batch virtually. The 41th & 42nd batches had conducted in physical presence at ACNS with the strictly following the covid-19 preventive measures.

Due to the second wave of coronavirus, again Nepal went to lockdown & we were forced to conduct the 43th batch virtually. Altogether 120 parents including Children with autism were benefitted during fiscal year 2077/78. Among them 51 were mothers, 18 were fathers of children with autism & 6 were girl with autism & remaining 45 were boys with autism. It would be our pleasure to have support from Ministry of Women Children and Senior Citizen and Lalitpur Metropolitan City to conduct Parent & Children Training Program for this fiscal year.

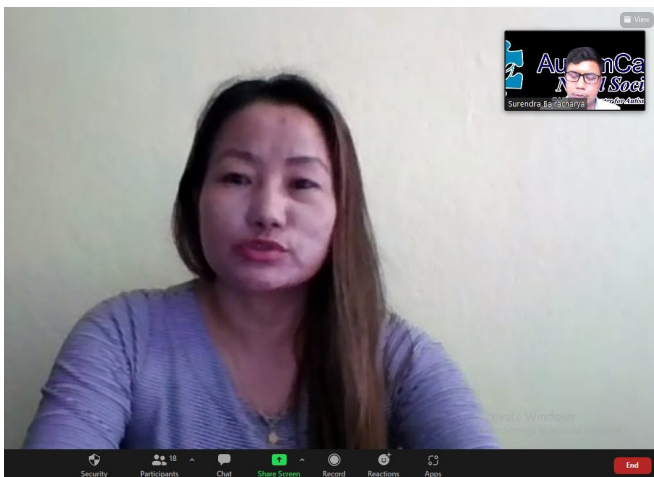


# Intensive Parent & Child Training Program

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. With the second wave of corona virus, Nepal Government again imposed the complete lockdown all over the country. Due to lockdown situation, ACNS could not provide the services in physical presence, therefore we utilized the virtual platform to support & empower the parents & caregivers of CWAs. 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.

## 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.



**44<sup>th</sup> Batch Intensive Parent and Child Training Program**  
**Opening Ceremony Program**

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

**Date: 31<sup>st</sup> Shrawan 2078**  
**Venue: Autism Care Nepal Society**  
**Kathmandu, Nepal**

**Certificate**

This is to certify that **Ms. Durga Kumari Sigdel** parent of **Ritika Sigdel** have successfully completed Intensive Parent and Child Training Program (**43rd batch**) held from 17th Jestha to 7th Shrawan 2078 at AutismCare Nepal Society.

We admire your courage and commitment. You are not only a great parent but also a great teacher. **Congratulation!**

**Dr. Sunita Maleku Amatya**  
 Chairperson  
 AutismCare Nepal Society

**Manju Maharjan**  
 Special Educator  
 AutismCare Nepal Society



# TEACHERS TRAINING ON AUTISM SPECTRUM DISORDER

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

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

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

With 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 upon severity of Children with Autism, they also need special education.

It was a 1 week training in the starting focusing on the different topics such as understanding Autism,

Understanding Behavior and Behavior 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 15th 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 School	13
4.	SSDR	1
5.	SERC	5
6.	Padma Kanya	1
7.	British School	6
8.	Mother Ganga	1
9.	Maitri Griha	2
10.	Euro Kids	4
11.	Ullens Kindergarten	5
12.	CBR	11
13.	Sirjana School	1
14.	SGCP	2
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.	Arambha Pre-Primary School (ACNS)	30
24.	Bodhi Batika Int'l	1
25.	Best Montessori	3
26.	Aakar Foundation	10
27.	Parlance International Academy	3
28.	Montessori Kinder House	5
29.	Patan Mental Hospital	2
30.	Kidzee Kalanki	2
31.	Wisdom Kids	1
32.	Barhakhari Kids Foundation	1
33.	Different Organizations/Schools	44
	<b>Total:</b>	<b>175</b>

**Autism Family Vs COVID 19 Campaign**  
Virtual Session on Autism for School Teachers

**PROGRAM DETAILS:**  
Date: 26<sup>th</sup> September 2020 (Saturday) | Time: 3:00 pm to 5:00 pm | Venue: ZOOM  
Meeting ID: 836 028 1379 | Password: ACNS2020

Organized By: AutismCare Nepal Society

Supported By: Australian Aid, MYRAIGHT

## अटिजम तथ्य

- जन्मजात हुने अवस्था
- यसले कुनै पनि जात, जाति, धर्म, संस्कृति, धनि, गरिब भन्दा
- हरेक ५४ जना बच्चाहरु मध्ये १ जनालाई अटिजम भएको तथ्याङ्क द्वारा अनुमान गरिएको छ। (CDC, US, 2020)

# AutismCare Support and Capacity Building Program

This project focus on the regular services, therapies, special/ inclusive education for Children with Autism (CWA), and pre-vocational/vocational for the Adolescent/ Adult with Autism. It is also pivot on capacity building of parents, caregiver and human resource development of ACNS. This project mainly support the services like diagnosis, functional assessment, intervention, schooling, therapy for Children/Person with Autism (PWA) and various trainings to parents, caregiver and teacher. Therapies include occupational therapy, music therapy, and speech to the CWA/PWAs as per their need. All services provided at ACNS are evidence based which support to alleviate distress, improve adaptation, and promote well-being. This project covers the overall operation cost of Autism Care Nepal Society (ACNS) including Aarambha Pre Primary School (Special school of ACNS), Aakar Vocational Unit (special vocational training unit of ACNS), Assessment and therapeutic services (Assessment Diagnostic Observation Schedule, Functional behavioral Assessment, Intervention, Occupational Therapy, Music Therapy).

This project aids Children with Autism, young Adult with Autism for social inclusion with meaningful & dignified life. The project mainly supported the parents, caregivers, teachers & family members to grab specific skills & transfer these skills to the young adult with Autism. As we know that, the new disability Act 2015 has address autism as separated disability category. In alien with this the Government also keep this disability on their development plan mentioning in National, provincial, and local Government budget. Therefore, this project also supports to protect the right of person with Autism and advocate for disability friendly policies. The main moto of this project is social inclusion of PWAs, autism awareness, advocacy

& increase the understanding and acceptance level on Autism in Nepalese society. The project also focus to create autism friendly environment, for reducing stigma, enhancing peer understanding, promoting inclusion in education, the community, and through advocacy. The main donor of this project are Jim and Marilyn Simons, MJS Foundation Inc., Nepali Children Trust and Health Care Nepal.

#### General Objective:

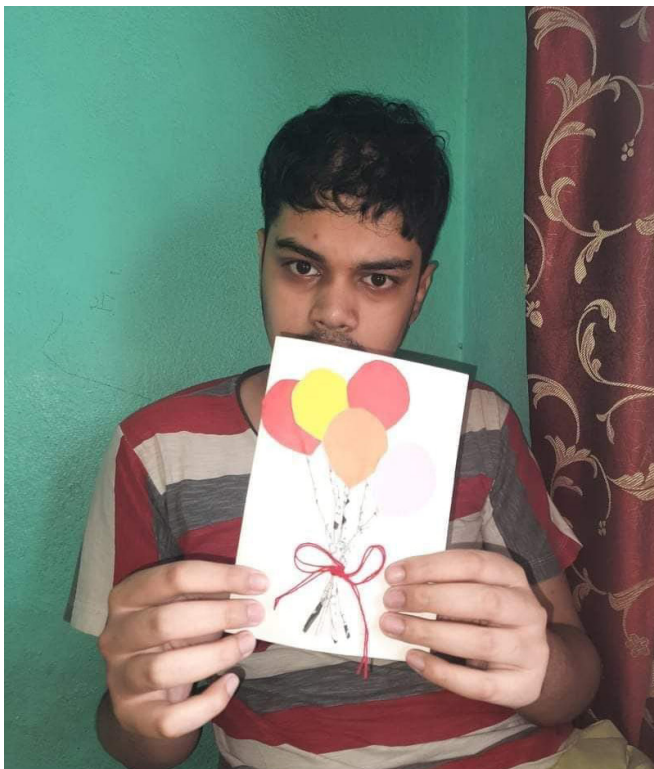
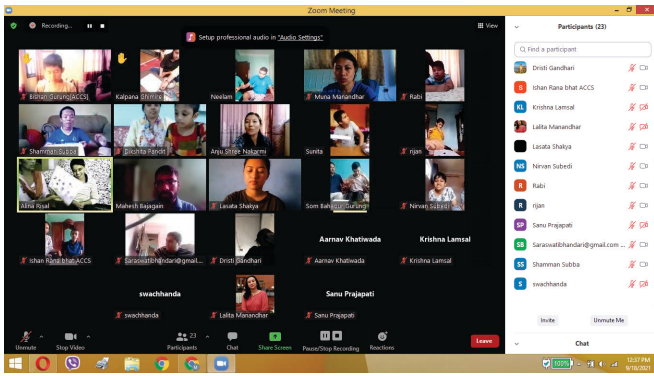
- To support AutismCare Nepal Society (ACNS) organization for ongoing activities, training & services focusing for Person with autism (PWAs), parents, teachers, caregivers and concerned stakeholder.

#### The specific objectives of the project are:

- To provide diagnosis and assessment (ADOS, Functional Assessment and Intervention) services to CWAs at AutismCare Nepal Society.
- To provide therapeutic (Occupational, Music therapy) services to PWAs at AutismCare Nepal Society.
- To provide educational support to Children with Autism/ Adolescent with Autism
- To provide vocational training for Adolescent/ Adult with Autism



S.N.	Activities	Beneficiaries' Number	Outcome/Result
1	Diagnostic and Assessment of Children with Autism(ADOS, Functional Assessment & Intervention program)	329	136 CWA were got diagnosed with ASD & 138 CWA got the F.A and remaining 55 CWA were benefitted from the early intervention services.
2	Special Education to the Children with Autism	20	18 Students were got the opportunity to enroll in special school where they learnt the life skills activities
3	Regular therapies (Music & Occupational) service to Children/ Person with Autism	60	Learned the life skills which ultimately aid I their ADL activities.
4	Pre-Vocational and Vocational training services to the Adolescent/ young Adult with autism through the Aakar Vocational Unit.	5	Learn the practical activities to live the meaningful life
5	Vocational Training to Parents and Care givers of CWA/PWA	40	Learn the practical life skills activities to live the meaningful life.
6	Counseling to parents of Children/ Person with Autism	214	Parents accept their children autism condition which contribute in children life



# MyRight Project

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

The global COVID-19 pandemic affected the project implementation to some extent however; ACNS has been able to perform the activities as many as possible to meet its planned objective for the fiscal year.

Teachers training was provided to 103 teachers of different mainstream/special schools that helped them to develop competence on how to teach Child with Autism in their respective school virtually. This training also imparted knowledge on teaching strategies to children; also some calm down strategies. As a result 5 new Children with Autism were enrolled in virtual classes run by public/special schools. Besides these; teachers' developed the skills of identifying and referring Children with ASD which can be seen as another change. These teachers referred 7 suspected children at ACNS for diagnosis and confirmation.

The Diploma Course on ASD to additional 3 trainees helped to develop additional human resource to work in the field of Autism in Nepal. Series of webinars were conducted to 98 families of PWAs as an "Autism Family Vs. Covid 19" campaign through which national experts made parents and care takers to be more confident to deal the situation with Covid and dealing their children. Furthermore; these webinars also enhanced participant's knowledge/skills to stay positive, avoid bad behavior of CWAs, manage stress, talking/working about COVID-19 with child at home.

Under regular services, ACNS was able to provide therapeutic (occupational, music, physiotherapy, psychological assessment) or counselling services for 57 times to the CWAs. This made livelihood easier to 27 CWAs through different therapies and 17 parents/guardians accepted autism condition in their children through psycho education or counseling services.

200 copies of translated tool kit was published and disseminated through ACNS's chapter/PNG aiming to

provide better understanding the issues of adult with Autism. It has been revealed that this toolkit helped to increase knowledge to understand Autism and handling PWAs by the parents or care takers.

Financial policy/strategic plan translated into Nepali this year to make sure that ACNS's members/staffs can readily understand the key policies of the organization. This has greatly contributed in improving implementation of the policy/strategic plan in the organization. With this; ACNS realized the policies are better implementing in the organization. ACNS this year developed a Good Governance Policy and brought under implementation in order to smooth functioning of the organization.

With the persistent advocacy work in government offices, ACNS and its Chapters have been able to receive grant support to run different activities in Kathmandu, Chitwan and Pokhara while the Chapter in Rupandehi district received 101.58 sq. meter land from local government to run school for autism.

Released study report exploring the impact of COVID-19 among children/young with ASD and parents/guardians helped to plan for further activities.



## Success of the activities can be mapped out through the interviews from the beneficiaries:

- "Attending Teachers Training by ACNS been a blessing to enrich my knowledge. Now, I know some teaching strategies for student with Autism." - Anamika Shrestha, Teacher, Montessori Kinder House, Hetauda.
- "I was so overwhelmed of the Covid pandemic, it was not easy to move together all the personal and professional chores along with my son with Autism. After attending in the campaign by ACNS, it made me easier to deal with the situation." - Poonam Chhetri, Mother and a Staff Nurse at Star Hospital.
- Translating the tool kit named "Taking Care of Myself" is really the asset of AutismCare Nepal Society; this means this contributed to younger age target group of ACNS. This is really the master piece of knowledge. - Manish Prasai, Guardian of Child with Autism.
- "Published position paper on Education is so much helpful in talking with Mayor of Birtamod Municipality. I have handed over the document in his hand. He said he will do as much he can. I will follow up on this." - Nabin, Father of child with Autism, Jhapa.



# Direct Aid Project

"Strengthening and developing work opportunities for young adult with Autism at ACNS and establishing tele-training program"

ACNS in collaboration with Direct Aid Program (DAP), Australian Embassy Kathmandu accomplished its successful 8 years partnership since 2013. This project has played significant role within the center (ACNS) for set up and continuous of pre-vocational, vocational unit and also worked in development of an app for CWAs/ PWAs. This project also helped to decentralize the ACNS services in rural parts of Nepal through the online method. Various vocational training and skills transfer trainings were conducted in Kaski, Surkhet, & Jhapa districts. The project activities started on 02/01/2020 and ended on 06/30/2021.

The project aids to create new platform for young adult with autism to work, learn, enjoy, develop employment opportunities within the organization and strengthen the vocational unit of ACNS. Similarly, the project established online tele-training system in AutismCare Nepal Society, Jhapa and Surkhet and give technical support to Parent Network groups

We conducted the several workshops to form Autism Inclusive Club for inclusion of person with Autism in the Society. As we were severely affected by the COVID pandemic, we started the online Campaign "Autism Family Vs Covid 19" under which we conducted several virtual programs addressing different issues of person with Autism and their Parents like sessions on Stress Management, Breaking the Chain of Infection, Interaction among Parents Networks Groups, trainings to the parents and school teachers from the professionals of ACNS. We initiated new vocational activities like chocolate making, waste segregation, paper recycling, tree plantation and gardening within ACNS premises focusing on adolescents and adult with Autism. We developed the android and

web app, video modelling focusing on Children with Autism and widely disseminated among the parents. IEC materials like brochures, pamphlets, stickers, calendars, posters, leaflets were developed for autism and COVID awareness as well as Autism inclusion in National Census 2078.



## Autism Family Vs COVID 19 Campaign

The Zoom Based Interaction Program among Parents Network Groups of Autism during COVID 19 pandemic Period

**PROGRAM DETAILS:**  
 Date: 27<sup>th</sup> August: 2020 (11<sup>th</sup> Bhadra 2077), Thursday  
 Time: 1:00 pm to 3:00 pm | Venue: ZOOM | Meeting ID: 954 1537 4831 | Password: ACNS2020

**PARTICIPANT PNGs:**

**For Further Information:**  
 Dr. Sunila Maleku Amatya, Chairperson, ACNS, 9841751273  
 Ms. Surendra Bajracharya, Chief Administrator, ACNS, 9841850571  
 Ms. Mahalakmi Karki, Project Manager, ACNS, 9843368389

Organized By: Supported By:

# Handicap International Federation Project

## "Strengthening Systems of Inclusive Education for Children with Disabilities in Nepal and support at all levels of Early Childhood Development, Mainstream Education and Training"

The concept of "Disability Inclusive Development" project emerged with the identified problem i.e. Children with Disabilities in Nepal are unable to access Quality Education in the existing Inclusive Education system. The purpose of the project is implementing/intervening among the most marginalized ethnic groups known as the 'Chepang' aims to address the needs of four major groups of actors:

- (i) children with disabilities (both within and out of school) who have the equal rights to obtain quality education as the other children,
- (ii) Teachers who have to teach and parents who have to take care of children with disabilities,
- (iii) Schools and municipalities who are responsible and should be accountable to provide equitable, accessible and quality education for children with disabilities; and
- (iv) Authorities such as provincial government and the Ministry of Education, Science and Technology (MoEST) who need more evidence and continual support to ensure quality inclusive education for children with disabilities.

The primary target groups for this project are children with disabilities, both school-going and out-of-school of (aged 3 to 13 years). Project will work in a close consultation and collaboration with primary caregivers and parents of children with disabilities, DPOs, Community based Organizations (CBOs), teachers and head teachers, School Management Committees (SMCs), Parents Teachers Association (PTAs) and representatives from Municipality, Education Development and Coordination Units, Local Government Authorities, Media, CSOs, Women Groups as an indirect beneficiary. This envisioned project is implemented in the province 3 (Bagmati) in Kalika Municipality of Chitwan district of Nepal. There are 46 schools (35 community/public and 11 institutional/private) in the Municipality. This project is mainly implemented by AutismCare Chitwan Society (ACCS) with joint collaboration with AutismCare Nepal Society (ACNS) and funded by Handicap International (HI).



### Distribution of responsibilities between ACNS and ACCS is:

#### Main responsibilities from ACNS is:

- Contributing with experience and expertise for the overall progress of project
- Joint planning of the project
- Carried out project monitoring and follow up visits to ensure the quality of the planned results.
- Provided input and suggestions in the plans, budgets and reports prepared by ACCS

#### Main responsibilities from ACCS is:

- Involved jointly with ACNS in the project design process
- Took ownership of the project and implement as per the set terms and conditions, and contractual documents.
- Carried out regular monitoring of the project to ensure the quality of planned results.
- Prepared plans, budget and reports including the financial and narrative report to ACNS and HI
- Updated ACNS in the all matters regarding the project progress
- Communicat with ACNS with all respect of information





# 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.

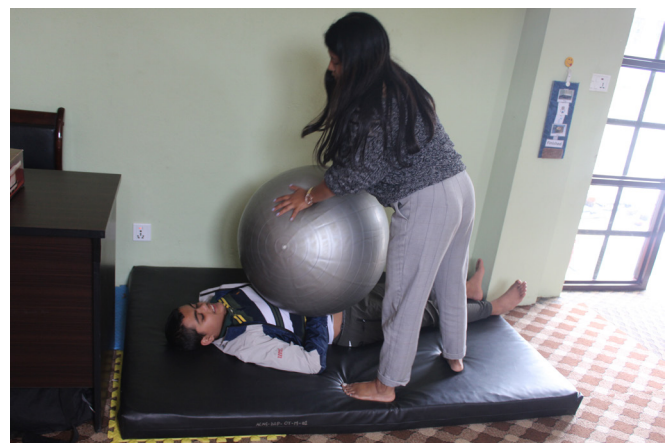
Due to global pandemic COVID-19, occupational therapy services has been closed since Chaitra. As a great proverb says-æWhen there is a will, there is a way", we took this as an opportunity to focus on its positive aspects and start a virtual sessions for all the parents of children enrolled in Arambha 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 Early Assessment and Diagnosis of Autism Spectrum Disorder (ASD)



**Mr. Rajkaji Prajapati**  
Consultant Clinical Psychologist

Autism Spectrum Disorder (ASD) can be detected by 18 months and reliably diagnosed by 24 months of age despite its signs and symptoms could be identified as early as 12 months. Early diagnosis allows access to early intervention programs that promote better developmental outcomes as researchers suggest that brain plasticity is at its peak during childhood. Early intervention programs enhance better cognitive, language, and adaptive functioning in children with ASD. These improvements eventually minimize the costs associated with ASD for individuals and their families.

However, most of the children in Nepal are diagnosed much later. Hence, they are missing the opportunities for better outcomes due shortage of trained professionals with adequate knowledge of ASD; which tends to be significant barrier for the timely detection/intervention of individual with ASD.

On the other hand, symptoms of ASD are similar to those of other neuro-developmental conditions with a thin line of differences from those of other disorders or delays like speech delays, hearing problems or other developmental delays etc. Some people are not diagnosed until they are adolescents or adults due to many reasons which include social stigma, cultural beliefs, invisible conditions etc. This delay in diagnosis prevents an individual to get the early help that they need for better developmental outcomes.

Early signs of ASD includes:

- Avoiding or reduced eye contact,
- Limited language use (for example, having fewer words than individual of same age, difficulty with use of words for communication), or
- Having little interest in other around him or her,
- Lack of social smile, use of gestures, imitation, response to name
- Lack of pretend/parallel play.
- being distressed with small change in routine.

Adolescents and young adults with ASD might have difficulties developing and maintaining friendships, interacting with people, or difficulties in understanding expected behaviors in a different situation. They may have co-existing conditions such as attention-deficit/

hyperactivity disorder, obsessive-compulsive disorder, anxiety or depression, or conduct disorder.

Screening/monitoring (the signs and symptoms) and diagnosing ASD as early as possible is important to make sure children with ASD and other developmental conditions receive the services and supports that they need to reach their full potential. Since there are no biological markers for ASD, there are no medical tests like blood test or scanning for the diagnosis of ASD. Therefore, diagnosis of ASD is based on interview and observation of behaviours. Health professionals such as pediatricians, psychiatrists or clinical psychologists explore an individual's comprehensive developmental history and observe behaviour in semi-structured settings for the diagnosis of ASD.

Hence, first of all, families are recommended meet general physician or pediatrician for thorough checkup and screening to rule out other health concerns first and then comprehensive developmental evaluation. A brief test using a screening tool might not provide a diagnosis, but it might be helpful to know if the child is on the right development track or if a specialist should take a closer look. The formal evaluation is a more in-depth, usually done by a trained specialist. The specialist may observe the child, administer the structured test, ask the parents or caregivers questions, or ask them to fill out questionnaires. The results of this formal evaluation determines whether a toddler or child early intervention and therapies or both.



# 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.



# 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](mailto: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



# What did I learn from Autistic Warrior Mom and Dad (AWMD)?



**Dr. Merina Shrestha**  
Pediatrician,  
TU Teaching Hospital

I have been working with children and adults with autism, and their families for the past 15 years. During these years, I have come across mild to severe autism, high functioning Aspergers, children with autism with other co-morbidities like severe seizures. Some of the children when they grow older outgrew a few of their symptoms and in others, one symptom will vanish before new behavior emerges requiring completely different strategies. At times, coping up with all new behavior seems impossible. As their doctor, at times I also do not have all the answers. Should I quit then or hide? But I have seen that our AWMD never quitting. They are the pillars for all the kids and I have learned many life lessons from them.

Mrs. Sharma: Her daughter was diagnosed with autism when she was 16 months old and Mrs. Sharma was starting her career in architect engineering. This is a demanding field and competition is quite high. But she is very thorough and dedicated in her work. In twelve years, she achieved the highest level in her field. At the same time, Mrs. Sharma made sure to provide all the necessary interventions and adequate quality time for her daughter. How could she manage all this with a daughter who is completely dependent on others even for a simple chore? What I found was she blocked her time as "a worrying time", "daughter intervention time" and "work time". She never brings autism to her work and she does not take



her work back home. Even during party time, she never seems to be bothered or feel guilty of leaving her daughter home with her caretaker. Once I asked her and her answer is still humming in my ears "Be in the moment and let me enjoy the moment."

Lesson: Everyone has his/her worries all the time. Do not carry it all the time. Enjoy your æme-time to the fullest" whenever possible. This "worry" is not going anywhere thus block your "worry time".

Mrs. Tamang has a beautiful girl Sunita. Sunita is now 14 years and she started to have her mood swings. She would cry, whine, jump, kick the whole day non-stop for 2–3 days and the reason behind this could not be found. The continuous noise in the home makes everyone irritable. At times, Sunita's grandmother would shout at her to stop and other times Sunita's neurotypical elder sister would complain as she has difficulty in concentrating on her studies. Most of the time, it is Mrs. Tamang who has to listen to all the complaints. Mrs. Tamang would listen and respond to everyone but would not react. She would go to her room clenching her teeth, make a fist and take a few long deep breaths and come out with a smile. Her smile would settle others.

Lesson: One person's calmness, listening ears, and responding but without reacting can create peace even in the most chaotic situation.

Mr. Shakya is a father of two girls. Elder one is 10 years old and was diagnosed with severe autism when she was 3 years old. Taking her daughter for behavioral training, occupational therapy, speech therapy ( to name a few) itself is very hectic and time-consuming. On top of that running from one place to another for these therapies in heavy traffic is mind-boggling. But he never missed the session. He owns a business for which he has to run from here and there all the time, and even at night when his daughter is asleep he would work till late nights ( has to earn to pay for all these therapies, and also need to save for her future). I keep on wondering when does he get his sleep? It has been almost 5 years since we have not met. Surprisingly, one day he appeared in front of me a few weeks back with his younger daughter who is now 30 months old. Aghast! She also has autism. He is again repeating the same daily routine of running to therapists for her younger daughter. This time, I could not stop myself and asked him "How are you managing your time with your daughters and your business? How are you able to take care of your daughters?" He replied in a simple answer "Do I have a choice, doctor?" Yes, he does not have a choice but to accept.

Lesson: There are times when we do not have any choice or any option but to accept. Acceptance helps us to move forward.

"Doctor, Sujin never looks at me or smiles at me. I try to call him but he rarely looks back at me. When I go near him, he just runs away from me. But I have found my way to attract him towards me. If he bangs toys on the table, I also bang. If he lies down on the floor, I also lie down. I now understood rather than pulling him into our world, I need to enter his world, only then he smiles back to me."

Lesson: At times, we feel people do not understand us. But have we tried the other way round, to enter their world. Rather than talking about our own interests, talk about others interests. People will definitely respond to you if you talk to them being at their level.

Mangali is a mother of two children. Her elder daughter Shova, is neurotypical 23 years old young lady who is getting married soon. Her son Dipson is 15 years and has severe autism. He would melt down anytime. At times he would be uncontrollably aggressive. On Shova's wedding day, everything was going well and Dipson was calmer than other days. But when the bride was leaving with the bridegroom and bands started to play, he suddenly jumped at Shova; hit her, bite her, and pushed her from the first-floor stairs. Shova was rushed to the hospital on her wedding day. Mangali was heartbroken. After few days, she came to visit me and confided to me that she wanted to take her life along with Dipson. I had no answer. I could feel the pain she was going through. And this is not a story of a single family. Many other families who are going through similar situations.

Lesson: People are going through a lot of pain and distress every moment than we can even imagine and we keep on complaining about petty things. Stop complaining. Do not take things for granted. Look around and enjoy the moment you have.

These are only a few examples of the hardship the parents with children with autism are going through. AWMMD are doing their best for their children and we can be their support. Even if not physical, we can at least listen to them. A small kind gesture can make a huge difference.



# “अटिजम” बौद्धिक अपाङ्गता होइन



PT. Surendra Bajracharya  
Chief Administrator

नेपाल सरकारले अपाङ्गता भएका व्यक्तिको अधिकार सम्बन्धि ऐन २०७४ अनुसार अपाङ्गतालाई १० प्रकारमा वर्गीकरण गरि सकेको अवस्थामा अटिजम छुट्टै अपाङ्गताको रूपमा वर्गीकरण भएको छ। जुन नौ नम्बरमा छ भने “बौद्धिक अपाङ्गता” सातौं नम्बरमा रहेको छ। पछिल्लो समयमा जनचेतनाको कमिकम साथसाथै बुझाईमा पनि कमी भएको अवस्थामा अटिजम र बौद्धिक अपाङ्गता एउटै जस्तो हो भनेर मूल्याङ्कन गरिन्थो, जुन बिल्कुलै गलत छ। नेपाल सरकारको वर्गीकरणमा परिभाषित गरिएको अनुसार “बौद्धिक अपाङ्गता” भन्नाले उमेरको वृद्धिसँगै बौद्धिक सचेतनाको विकास हुन नसकी बौद्धिक विकास नभएको कारणले उमेर वा वातावरणमा सापेक्ष क्रियाकलाप गर्न समस्या हुने अवस्थाको व्यक्ति भनेर भनिएको छ। उदाहरणमा डाउन सिन्ड्रोम पनि पर्ने भनिएको छ। त्यसै गरि “अटिजम” भन्नाले जन्मजात नशा वा तन्तुको विकास र सो को कार्यमा आएको समस्या भएको व्यक्ति; जस्तो : संचार गर्न, सामान्य सामाजिक नियम बुझ्न र प्रयोग गर्न कठिनाई हुने तथा उमेरको विकास सँगै सामान्य व्यवहार नदेखाउनु असोभाविक प्रतिक्रिया देखाउनु, एउटै क्रिया लगातार दोहोर्‍याइ रहनु, अरु सँग घुलमिल नहुनु वा तिब्र प्रतिक्रिया गर्ने व्यक्ति यस अन्तर्गत पर्छ भनिएको छ। हुन त अटिजमको पहिचान गर्न त्यति सजिलो छैन। यसको अदृश्यपना नै यसको ठूलो चुनौति हो।

नेपाल सरकार राष्ट्रिय तथ्याङ्क विभागले यहि २०७८ कात्तिक २५ गते देखि मंसिर ९ गते सम्म राष्ट्रिय जनगणना गर्दैछ। यस राष्ट्रिय जनगणनालाई अपाङ्गता भएका व्यक्तिहरु तिनका अभिभावक, अपाङ्गता क्षेत्रमा

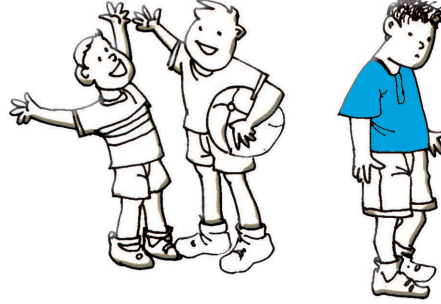
कार्यरत संघसस्थाहरु र सरकारवालाहरुले ठूलो महत्वका साथ लिएको अवस्था छ। किनभने यसपालि १० प्रकारका अपाङ्गतालाई वर्गीकृत गरेर तथ्याङ्क निकाल्नुका साथै अपाङ्गताको अझ विस्तृत अध्ययन र सर्भे (संरक्षण) हुने राष्ट्रिय तथ्याङ्क विभागले जनाएको छ। यसै सिलसिलामा २०७८ सालमा हुन लागेको यस राष्ट्रिय जनगणनामा “अटिजमका साथसाथै “हेमोफिलियाजस्ता अपाङ्गताको छुट्टै र पहिलो पल्ट तथ्याङ्क लिइदैछ जुन २०६८ सालको जनगणनामा समावेश भएको थिएन। २०६८ सालको राष्ट्रिय जनगणनामा “अटिजम” बौद्धिक अपाङ्गता अथवा मानसिक अपाङ्गता भित्र मिश्रित भएको हामी अनुमान गर्न सक्छौ। अटिजम केयर नेपाल सोसाइटीको लामो संघर्ष, विभिन्न सचेतनामूलक कार्यक्रम र निरन्तर वकालत र पैरवी, राष्ट्रिय अपाङ्ग महासंघ र अपाङ्गतालाई राम्रो सँग बुझ्ने साथ दिने अन्य अपाङ्गतामा कार्यरत संघसस्थाका कारण अटिजमलाई छुट्टै अपाङ्गता रूपमा वर्गीकरण गर्नुका साथै, बौद्धिक तथा मानसिक अपाङ्गता भन्दा फरक छ भनेर बुझाउन पनि सफल भयौं। यसै सन्दर्भमा यसपालि हुन लागेको राष्ट्रिय जनगणनामा अटिजम र बौद्धिक अपाङ्गता राम्रो सँग छुट्टिनु जरुरी छ र कोही पनि अपाङ्गता भएका व्यक्तिहरु तथा बालबालिकाहरु यस तथ्याङ्कमा छुट्टिनु हुदैन। यस लेखमा हामी तपाईंलाई अटिजम सम्बन्धि विस्तृत जानकारी दिन चाहान्छु।

अटिजम बच्चाले जन्मजात लिएर आउने एक विशेष प्रकारको अपाङ्गता हो। यसलाई मस्तिष्क विकासको विकार 'neuro developmental disorder' भनिन्छ। यसले मस्तिष्कको सामान्य कार्यहरुलाई प्रभावित पार्दछ।

अटिजम प्राय जसो जन्मेको १८ महिना देखि ३ वर्ष भित्र प्रष्ट रुपमा देखिन्छ र यो जीवनभर रहिरहन्छ। अटिजमका लक्षणहरु व्यापक रुपमा फरक फरक किसिमका हुन्छन्। तर मुल समस्याको रुपमा ३ वटा पक्षमा जटिल समस्याहरु देखिन्छन्:



१ सञ्चारलाई बुझ्न र प्रयोग गर्न कठिनाई



२ सामाजिक शिप बुझ्न र प्रयोग गर्न कठिनाई



३ दोहो-च्याएर गर्ने व्यवहारिक समस्या।

यी तीन मुल समस्याहरु अरु अपाङ्गतामा भने नपाइने हुन्छ र यो अटिजमको विशेष प्रकार हो। अटिजमका लक्षणहरु बच्चा बच्चामा व्यापक रुपमा भिन्न भएको कारणले यसलाई स्पेक्ट्रम विकार (Spectrum Disorder) को रुपमा पनि लिइन्छ। अटिजम भएका व्यक्तिहरुलाई साधारण सञ्चार र सामाजिक कठिनाई देखि लिएर जीवन यापनमा सदा अरुको सहायतामा जीउनु पर्ने अवस्था हुन्छ।

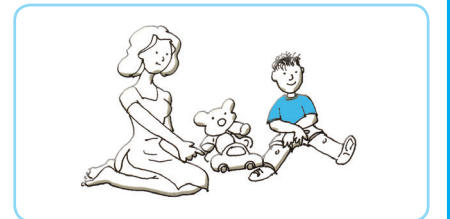
## अटिजमका लक्षणहरु:



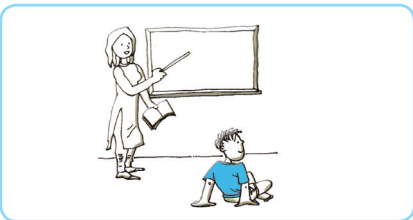
नाम लिएर बोलाउदा प्रतिक्रिया नदिने



आँखामा आँखा जुघार हेर्न कठिनाई



इशाराहरुको प्रयोगमा कमी



पारस्परिक ध्यान



अरुको हात तानेर आफ्नो आवश्यकताको बारेमा थाहा दिने



कल्पनाशील खेलमा कमी



अरुसँग घुलमिल हुनमा कठिनाई



सामाजिक अन्तरक्रियामा कठिनाई



असमान कार्य क्षमता



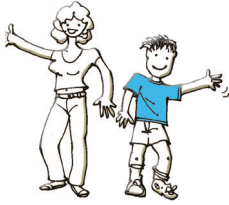
शारीरिक चालहरू दोहोर्‍याइरहने



बारम्बार एकै किसिमले वस्तुहरूको प्रयोग गर्ने



शब्द र वाक्यांश दोहोर्‍याएर बोल्ने



दैनिक दिनचर्यामा उस्तै समानता खोज्ने



वस्तुहरूप्रति विशेष लगाव



इन्द्रियहरूको अत्याधिक वा अति कम संवेदनशीलता



स्पर्श प्रति अती बढी वा कम संवेदनशीलता

**कारण:** धेरै जसोले अटिजम हुनुको कारण वंशाणुगतलाई नै आधार माने पनि अझ सम्म अटिजम हुनुको मुख्य कारण पत्ता लाग्न सकेको छैन ।

**तथ्याङ्क:** विश्वको पछिल्लो तथ्याङ्क अनुसार हरेक ५४ जना जन्मेको बालबालिकाहरू मध्ये १ जनालाई अटिजमको अवस्थाले ग्रसित भएको पुष्टि भएको पाइन्छ र विश्वभरको दर एकै नासको हुनसक्ने अनुमान पनि गरिएको छ । तीब्र गतिमा बढ्दै गएको अटिजमको अवस्थाको दरलाई संयुक्त राष्ट्रसंघले निकै चासो देखाउँदै २००८ साल अप्रिल २ लाई विश्व अटिजम जनचेतना दिवसका रूपमा घोषणा गरिएको छ । त्यस्तै विश्व स्वास्थ्य संगठन (WHO) ले पनि यो अवस्थालाई जन स्वास्थ्यको संकटकाल "Public Health Crisis" हो भन्दै हरेक राष्ट्रले जन स्वास्थ्यको अवधारणा (Public Health Approach) द्वारा अटिजमलाई हेरिनुपर्ने आग्रह पनि गरिएको छ ।

नेपालको परिवेशमा अटिजम धेरै नै नौलो विषय वस्तु हो । अटिजमको बाहिरी अदृश्यपन नै यसको सबै भन्दा ठूलो चुनौती रहेको छ र बालबालिकाको शिघ्र निदानमा ठूलो बाधाको रूपमा देखा परेको छ । अभिभावक, शिक्षक, स्वास्थ्यकर्मीहरूले यस अवस्थालाई पहिचान गर्न असक्षमताको कारणले गर्दा धेरै बालबालिकाहरूको निदान नभएको अवस्था छ भने कतिलाई गलत पहिचान, यानिकि "बौद्धिक अपाङ्गता"को संज्ञा पनि दिएको प्रशस्त पाइन्छ । तर वास्तवमा अटिजम भएका व्यक्तिहरूको बौद्धिक अवस्था धेरै प्रतिशतले सवल हुने गरेको विश्वमा धेरै उदाहरणहरू पनि पाइएका छन् । उनीहरूको सञ्चार र सामाजिक व्यवहारीक ज्ञानको असमनाताले गर्दा उनीहरूको बौद्धिक अवस्थाको ठिक तरिकाले प्रस्फुटन गर्न उनीहरू असक्षम रहेको कुरालाई विज्ञानले पनि पुष्टि गरीसकेको छ । हामी हाम्रो देशमा अटिजमलाई सहि पहिचान दिनमा अझै पिछ्छिडिएको नै आभास भल्किन्छ ।

# Understand and Accept Autism



Ms. Kripa Shrestha (Mother)  
Mr. Biraj Shrestha (Son)

शुरु शुरुमा त लाग्ने गथ्यो COVID-19 ले निम्त्याएको lockdown ले सधैंको दौडधुपबाट केही आराम मिल्नेछ भनेर तर जब lockdown लम्बिदै गयो र कहिले खुल्ने भनेर अनिश्चित हुँदै गयो म र मेरो छोरो जो अहिले १५ वर्षको भयो हामी दुवैका लागी यो lockdown निकै चुनौतीपूर्ण बन्दै गयो । वयस्कताको शिखरमा पुगेको मेरो छोरा र त्यस माथि lockdown आँगोमा तेल थपे भैं भयो ।

चित्रका सहायताको प्रयोग गरेर उसलाई धेरै बुझाउने प्रयास गरे र त्यो प्रयास अझै जारी नै छ । उदाहरणका लागी हिजोको कुरालाई लिउ न । मेरो ममी, दिदि, र भेना केही emergency काम परेर काठमाण्डौ आउनु भएको थियो । मेरो छोरालाई पनि पोखरा जान असाध्यै मनपर्छ । उँहाहरू आउनु भएको मौकामा भेट्ने सारै इच्छा थियो तर उँहाहरू मेरो घर सम्म आउन सक्नु भएन । मैले बाबुलाई पनि बरु उहाँहरू बस्नु भएकै ठाँउमा लग्ने विचार गरे तर के भनेर लग्ने कसरी बुझाउने भनेर सोझै थिए । मेरो मोबाइलमा भएको उँहाहरूको फोटो मैले बाबुलाई देखाएर बुझाउने कोशिश गरे र म सफल पनि भए । उसलाई त्यहाँ गएर सबैलाई भेटेर एकदमै खुशी भयो ।

गएको हप्ताको कुरा हो मेरो छोरालाई मैले उसको मनपर्ने खानेकुराहरू किन्न नजिकैको पसलमा लगे । मैले सिखाए बमोजिम उसले एक-एक गर्दै खानेकुराको नाम देखाएर पसल संग ती सामान मागेको देख्दा मेरो खुशीको सिमाना थिएन । यसरी पसल लग्नु अगाडि मैले पूर्व तयारीहरू गरेकी थिए ।

शुरुमा म त्यस पसलमा गएर त्यहाँको केही तस्वीरहरू खिचेर ल्याए र सोही तस्वीरहरूको प्रयोग गरेर एउटा सामाजिक कथा अर्थात social story बनाए । social story भन्नाले कुनै पनि सामाजिक स्थानमा अथवा सामाजिक परिस्थितीमा कस्तो व्यवहार देखाउने भनेर तयार पारिएको एउटा कथा हो । यसमा अटिजम भएका बच्चा/व्यक्तिले बुझ्ने खालका चित्रहरूको प्रयोग गरिएको हुन्छ र यो



एउटा सही व्यवहार सिकाउने अति नै प्रभावकारी (effective) माध्यम हो ।

त्यसपछि पसलमा गएर कुन काम कुन क्रममा गर्ने भनेर एउटा work system बनाए । Work system भन्नाले mini schedule जस्तै हो । जस्तै उदाहरणको लागी हात धुन जादाँ के-के गर्ने भनेर चित्रको प्रयोग गरेर बनाइएको एउटा तालिका हो । यस्तै गरेर मैले उसले प्रयोग गर्ने क्यालेण्डरमा पसल जाने दिन पनि चित्रको प्रयोग गरेर देखाए ।

मेरो छोराको एउटा बलियो पक्ष छ । उसलाई तिमिलाई के खान मन छ भनेर प्रश्न गरियो भने उसले मौखिक रूपमा भन्न सक्छ । त्यसैले मैले उसलाई यो प्रश्न गर्दा उसले भनेका खानेकुराको नाम लेखेर एउटा shopping list पनि तयार गरे । यदि बच्चाले मौखिक भन्न सक्दैन भने हामी choice board को पनि प्रयोग गर्न सक्छौ । मेरो छोराले आफूलाई मनपर्ने खानेकुराको नाम पढ्न सक्ने भएकोले मैले उसको शपिड लिस्टमा नाम नै लेखे तर यदि बच्चामा पढ्न सक्ने क्षमता छैन भने ती खानेकुराको तस्वीर अथवा लोगो प्रयोग गर्न सकिन्छ ।

यी सबै कुरा तयार पारेपछि मैले उसलाई पसल जानु एक दिन अघि मात्र सामाजिक कथा सुनाए । किन भने धेरै अगाडि देखि सुनाए भने उसलाई पर्खन गाह्रो हुन्थ्यो । तर अटिजम भएका सबै बच्चा फरक हुन्छन् र उनीहरूको learning style पनि फरक फरक हुन्छन् । त्यसैले कसैलाई हुनसक्छ एक हप्ता अगाडि नै सुनाउनु पर्ने हुन्छ । राति सुत्ने बेलामा मेरो मनमा एक प्रकारको उत्साह पनि थियो र डर पनि थियो । पसल गएर केही गडबड भयो भने भनेर किनभने लामो समय देखि मैले उसलाई केही पनि लगेकी थिइन । उसले आफ्नो सपिड लिस्टमा राखेका सबै खानेकुरा त्यो एउटै पसलमा छ/छैन पनि थाहा थिएन । त्यसैले भोली पल्ट बिहानै त्यस पसलमा गएर सबै सामान भए-नभएको check गरे र त्यहाँ नभएका सामान मैले अरु पसलबाट किनेर त्यहाँ लगेर राखिदिए । यसमा मलाई पसलको साहूजीले पनि धेरै मद्दत गर्नुभयो । उहाँले पनि मेरो छोरालाई धेरै अगाडि देखि चिन्नु भएकोले मैले उसलाई पसल ल्याउने कुरामा धेरै नै साथ दिनुभयो ।

जब मैले उसलाई यी सबै तयारी गरेर पसल लिएर गए, पसलमा गएर उसले गरेको व्यवहार देखेर म मात्र हैन पसल पनि छक्क पर्नु भयो । पहिले पहिले पसल लग्दा उ पसलको भित्र पसेर आफूलाई चाहिने सामान सबै आफैँ भिकेर ल्याउने गथ्यो तर यस पटक भने उसले यस्तो गरेन ।

मेरो लागी त अटिजम कुनै अपाङ्ग नै होइन मात्र एउटा फरक संस्कृति हो । जब दुई फरक संस्कृति भएका मानिस एकै ठाउँमा बस्छन् तब ती दुई एक अर्काको संस्कृति अपनाउनु पर्ने हुन्छ । उसको अटिजमलाई अपनाएर, उसको संस्कृतिलाई अपनाएर हामी उसलाई केही सिकाउछौ भने हामी पक्कै पनि सफल हुन्छौ ।

हाम्रो अटिजम भएका बाबु नानीहरू visual learners हुन । त्यसैले चित्रको सहायता लिन पछाडि नपर्ने । शुरु शुरुमा यी काम केही भ्रमिलो लाग्न सक्छ । तर जति प्रयोगमा ल्याउनु भयो त्यति नै सजिलो हुँदै जान्छ । हाम्रो यो सानो प्रयासले उसको जीवन अर्थपूर्ण (meaningful) हुन्छ भने किन प्रयोगमा नल्याउने त ?



# COVID-19 Response by ACNS



**Muna Manandhar**  
Special Educator

The COVID-19 pandemic has significantly disrupted every aspects of human life, including education. The alarming spread of the virus caused havoc in the educational system forcing educational institutions to shut down. Many schools choose online learning models in response to the ongoing pandemic. This transition presents new challenges for students, teachers and parents. Teachers were unfamiliar with the concept of virtual learning. Still, the need to adapt to the current situation has resulted in having to familiarize with them. Schools look at virtual teaching to ensure students continue to get their education. When it comes to online education for students with autism, we are all learning together.

Arambha Pre-primary School's was closed because of COVID 19. In the beginning students had difficulty with online learning. It is for students with autism spectrum disorder (ASD), for whom routine, consistency, and structure tend to matter more. Many students face challenges related in communication, understanding, network problem etc. Slowly students have adapted differently to virtual learning, where some students seem to thrive without any distractions around them and comfortable in this setting.

The online class started from 10th April to 15th November 2021. For the online session, teachers prepared the individual schedule for a whole week and students attended their sessions accordingly. The session included occupation therapy, academic, daily living skill, yoga and meditation, art and crafts and music class. Each week, students were involved in different topics for four days and each topic was taken by different teachers. After attending the class regularly they started sitting comfortably on the given time and maintaining a schedule of the activity. Besides this, every month teachers organized Students Entertainment Program virtually where students participated themselves along with their parents. It was the first program where our Autistic children were the participants. They were directly involved in all activities. Students from other ACNS network organizations also participated in the program.

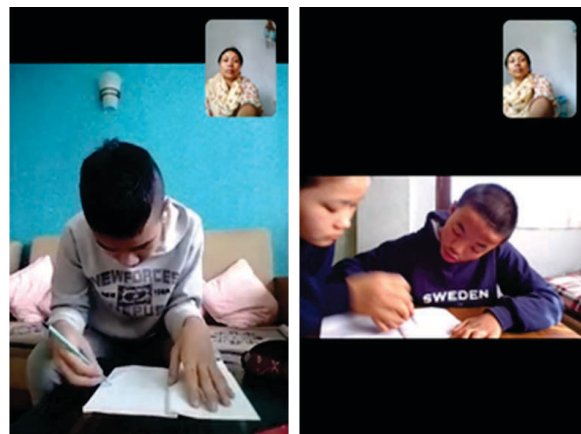
There was a Therap Global Training once a week for Teachers and Parents. Teachers and parents had to update student's activities in T-log and ISP data. Online learning involved the whole family, not just the student. Frequent communication and regular check-ins helped smooth the

transition to online learning. After the virtual session, parents started spending more quality time and became more close with their children. They managed online learning schedules and prepared different task for them. They found themselves busier and understandable to their children than before. They also learned the techniques, methods to teach children after doing different activities. They became more active by taking care of their children.

## Academic session

Academic class is important to all the students. In Academic class, we prepared the task keeping in mind their level of understanding, functional, fine motor skill and writing skill according to their cognitive level of the student and sent it to the parents. Each day the student is involved in an academic session. In each session, there are two students. Students whose cognitive level is same were given similar tasks and students whose levels were different were given a different task. Parents prepared the task for their children and helped them to write it. Same tasks were given to them as homework for practice. Once they completed, they sent photos with feedbacks so that it would be easier for us to prepare for another task accordingly.

For Green class students we gave them scribbling, coloring, jointing two dots horizontally and vertically etc. For blue class student we gave them to write the number, alphabet in dots, matching, color inside, shapes, and objects. Similarly for Red class we gave them writing their name, mother's name, mobile number, simple addition, matching alphabet with picture and name of color and color inside picture according to name etc. Similarly we taught the concepts of number, color, alphabet etc.



# My Experience of Virtual Sessions



**Lalita Manandhar**  
Teacher

During COVID 19 we planned to start virtual sessions for our children. It was very challenging and difficult task for us (teachers) as well as the Children with Autism and their parents too. As it was a totally new activity for all of us, so at the beginning the children felt difficult to sit in front of the mobile or laptop for the activity. As they followed the schedule they gradually followed the instructions given by the teacher and the parents also helped them by giving verbal and physical prompt as the child's needs. We started the virtual sessions through ZOOM.

Later, they happily sat for about 1 hour and did their activities. They seem to be happy while performing the activities. As a teacher, I conduct Activities of Daily Living

(ADL) class for the children and enjoy doing it like hand washing, grooming, folding clothes, kitchen activities, etc. During virtual sessions, parents were also busy with their children and get chance to know the abilities of the children by how much and how efficiently they do their activities. So, it was beneficial for parents too but parents were sometimes busy with their works so, they couldn't attend the class.

Doing the virtual session, we got the chance to be familiar with new technologies like ZOOM, Meet, etc which makes our work easier and advanced. According to me, I'd like to say that the virtual session is challenging and a way to gain new experiences.



# Online classes during COVID-19



**Ms. Alina Risal**  
Teacher

The COVID-19 has resulted all the schools closed all across the world. Globally over 1.2 billion children were out of the classroom and this includes our students children with Autism as well. This situation, has changed the education dramatically, with the distinctive rise of E-learning whereby teaching is undertaken remotely and on digital platforms.

Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes corona virus have caused might be here to stay.

As being parent of child with Autism as well as teacher of children with Autism, it was very challenging for me to provide online classes for my son as well as for my students who has Autism. Initial days were very difficult for my son and students because they did not want to sit in front of laptop/computer/mobile for online classes, which was new environment for them. As a parent of child with I know very well that our child follow routine and they understand with visual clue as this was very new set up for my students with Autism. So, I tried to make home schedule with visual and word for my son and this help him a lot to get settled on online class. When my son started to use home schedule and he started to join all the virtual class happily. I have shared my experience to others parents and requested all of them to make

visual home schedule and video of my son how he is using his schedule so that, it will be easier for their child and for them as well. This help our students to know-what next? As a teacher I have to take online class for my students as well and I was assigned to do ADL (Activities for Daily Living Skills) where I have tried my best to teach my students in daily living skills, like cooking noodles, milk tea and snacks (chatpate). I have also taught them to fold towel and pillow cases. Furthermore, I have taught them to cut vegetables and clean windows, doors, table and self care activities like washing hands and grooming activities. I was able to take virtual classes with parents support only, who helped me a lot by managing their time for me as well as for their child.

However, there was challenges to overcome, as some students were without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries. But most of the parents tried their best to get connected with us on online classes. Moreover, our students attend all the virtual classes happily and quietly they followed all the instruction given by us (teacher) though parents work hard and their effort paid off in a positive way.

On the whole, virtual classes was very much challenging for our student with Autism in initial phase but later after using home schedule for them it help them (students) to know what is the next activity or class and they tried to attend most of the virtual class happily.



**Shamman making snacks Chatpate**



**Sarjak cooking noodles with the help of his mother**



**Sandesh peeling potatoes with the help of his mom.**

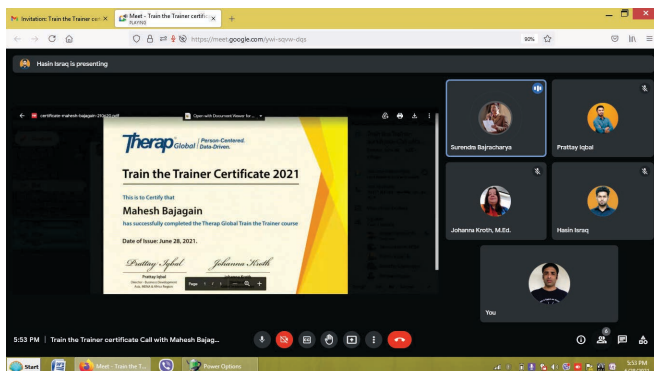
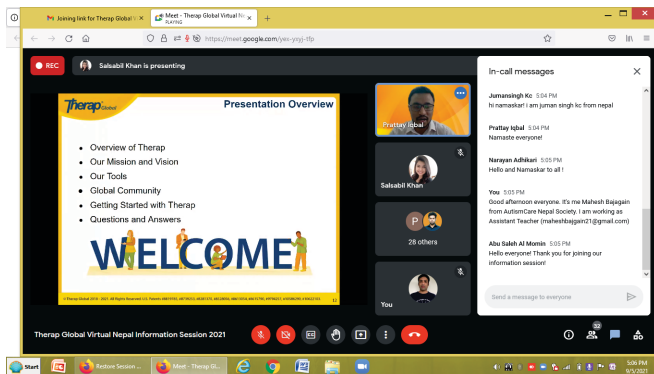
# Therap Global & It's Implementation Process



**Mahesh Bajagain**  
Assistant Teacher

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

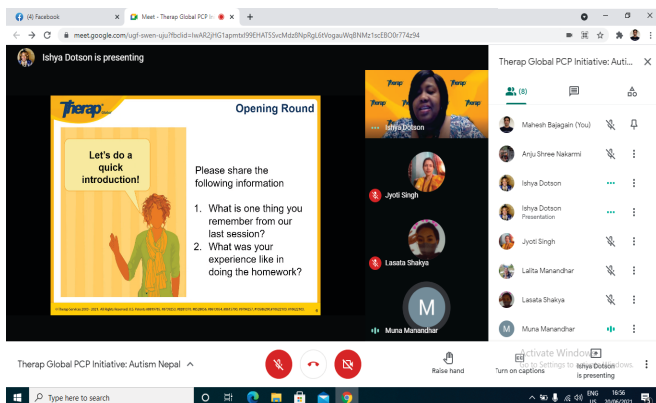
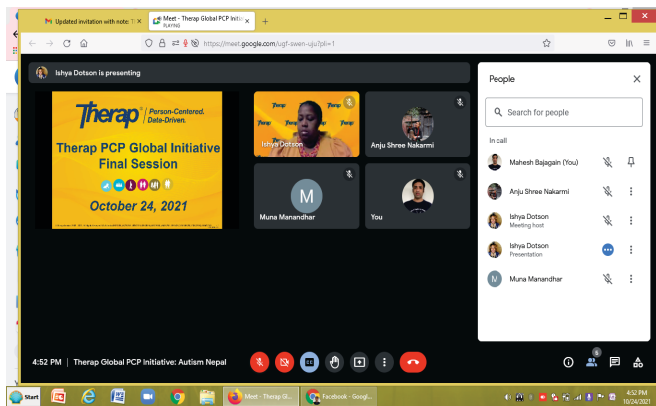
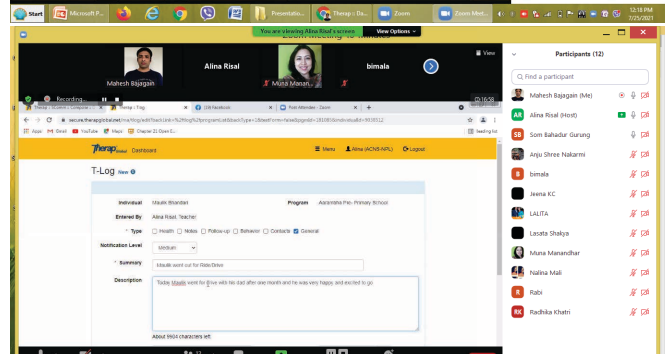
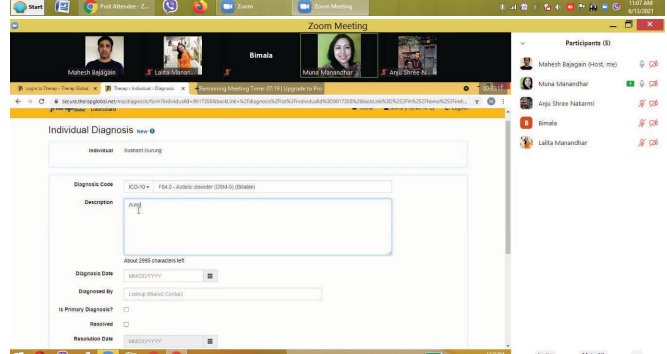
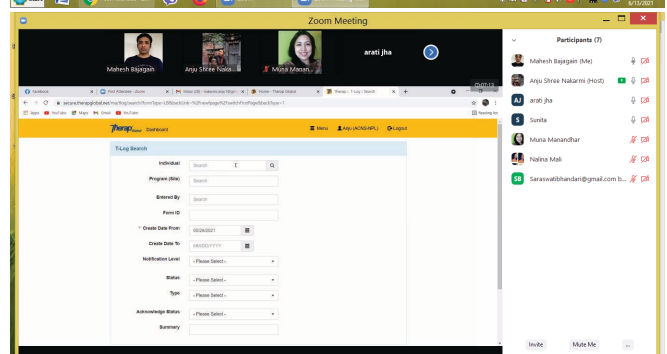
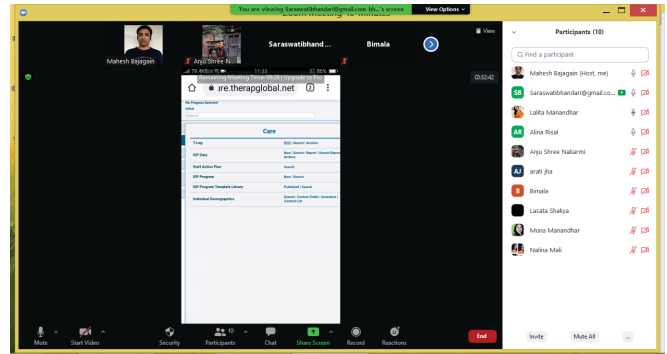
### Person Centered Practice (PCP) Initiative Training

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.



# Art Therapy During Covid-19 Pandemic



**Anju Nakarmi**  
Teacher

COVID-19 pandemic affected not one, not two ... it affected everyone and everywhere. In spite of its challenges and threat there was opportunity following its way. As there is saying that there "Nothing is impossible as impossible itself is I M POSSIBLE". Living in poor country like Nepal and working with vulnerable group "Autism" was not an easy task. World Health Organization (2020), defines vulnerability as "the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disaster". Individuals with Autism Spectrum Disorder supposed to be more vulnerable in this pandemic due to the communication, socialization, and executive functioning differences that are inherent in the diagnosis, (American Psychiatric Association, 2013). Technology acted as backbone to standup and workout during the hardship. Zoom platform helped by bringing all people together from different nook and corner of the country.

It is the time to thank this pandemic situation, as it taught us many things and working with different modality with the children with autism. To work with children visually, recent changes in modality, we were also compelled to explore the activities that were interesting, beneficial according to the functional level of children. We team of teachers also made division of the task that are essential for children according to our interest with the initiation of Ms. Rojeena Bajracharya.

I choose "Art therapy". According to the American Art Therapy Association, "Art therapy is a kind of therapy

that integrates mental health and human services by using "active art-making, creative process, applied psychological theory, and human experience". Every individual are different, different in functioning, different in understanding, different in thinking and so on...

Art is so beneficial in that it is highly subjective. It is important to remember that each child with autism is a unique individual, with unique abilities, strengths, and needs. Art therapy can build a pathway for children with autism to express their feelings and impressions of their environment. They use their creative side to decide the color choices, to use different materials into their own visual form.

Benefits of Art Therapy for the children with Autism:

- Enhance communication through creative expression.
- Improve imagination.
- Improve fine motor skills.
- Fulfillment of sensory needs.
- Enhance eye hand coordination.
- Greater emotional and sensory regulation, which has a positive impact on behavior.

As all individuals are unique, the way of working with them also varies. While working with children with autism there are always some points to remember such as:

- Structure teaching and initiating with the same routine.
- Use of simple and clear words.
- Working and teaching with exaggerated energy, excitement and enthusiasm.
- Being aware of transitions between activities.
- Providing too many options to understand their choices and interest.
- Prioritizing and focusing their communication styles.



#### References:

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World Health Organization. (2002). The world health report 2002: Reducing risks, promoting healthy life. World Health Organization.

# Yoga Class During Covid-19 Pandemic



**Ms. Nalina Mali**  
Asst. Teacher



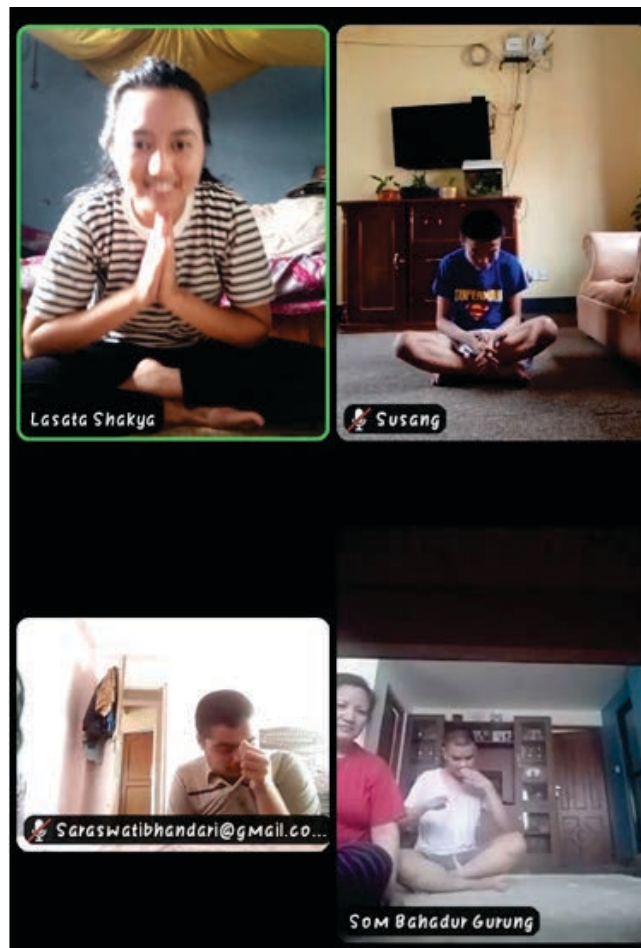
**Ms. Lasata Shakya**  
Asst. Teacher

Covid-19 pandemic has been a huge challenge to everyone around the world. Due to this the exposure has been limit inside the room as every sectors were shut down. In this situation, Aarambha Pre-Primary School was also closed. So, all the students have to spend their time at own home. Due to which students are not getting enough exposure to learn properly.

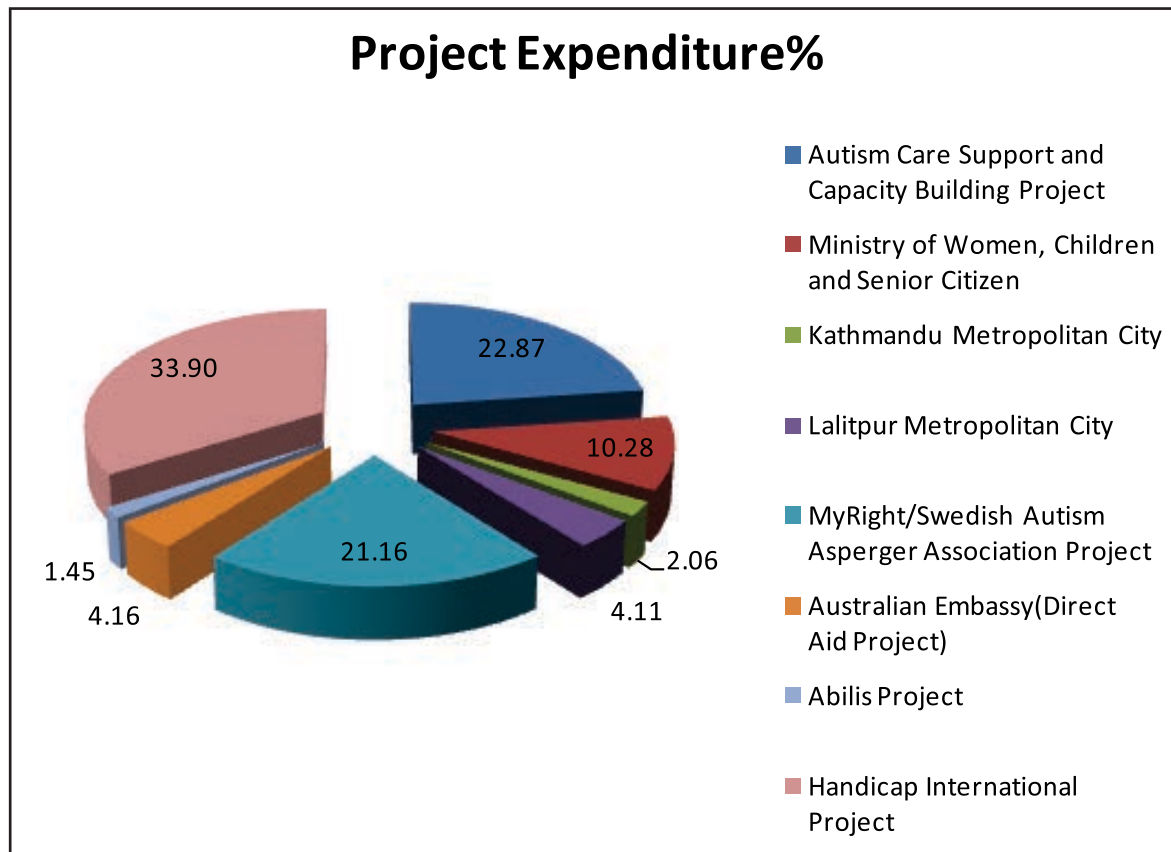
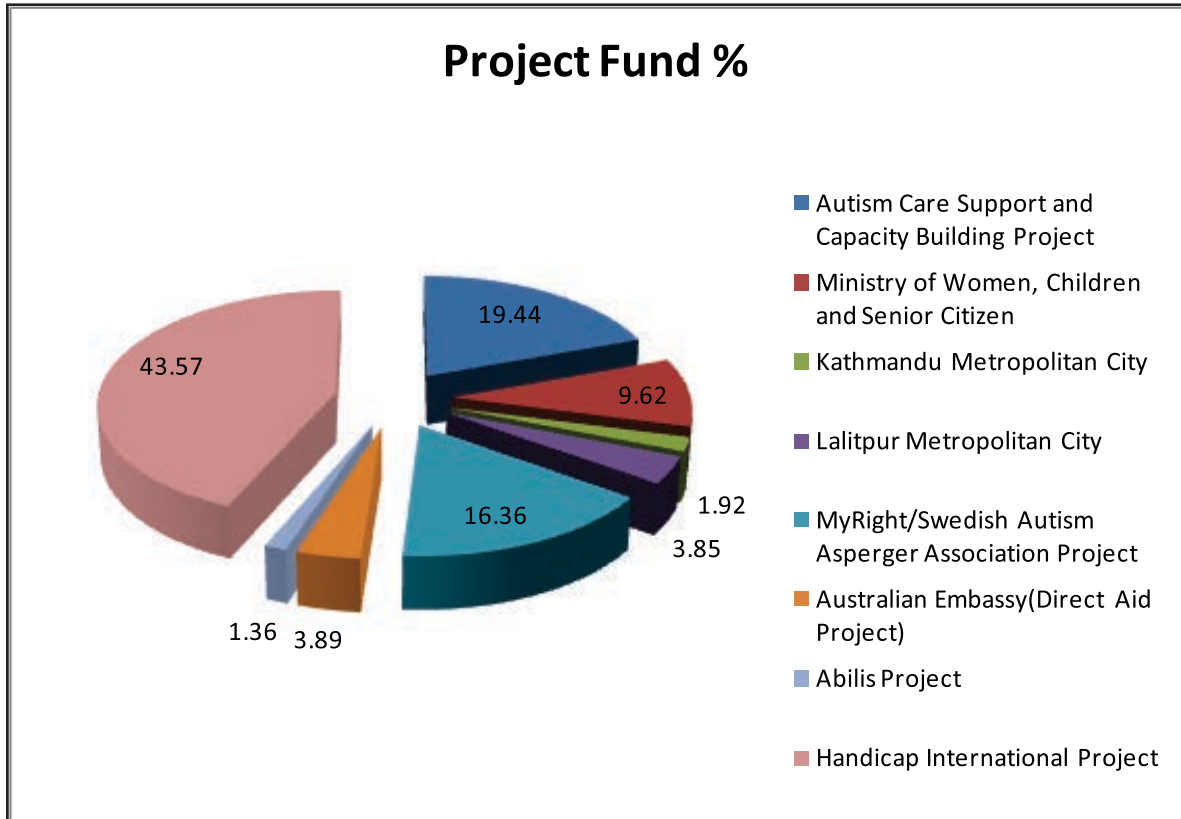
Staying whole day inside might be bored to everyone. So focusing on all students we all teachers decided to start virtual classes individually where academics, Activities of Daily Living (ADL), arts and yoga classes were included.

Yoga class was new experience for both students and teachers. The main motive of starting yoga class is

to manage the stress, develop concentration, better flexibility, develop Motor skills (Fine and gross), and maintain body balance and stability among every students. At beginning, we started with few yoga poses like child pose, corpse pose, turning head left, right, up and down and namaste pose, as no one was sure about the perspective of parents towards the class. But as we started we got positive response from parents and we also found interest of students on yoga class. Then we added few more yoga poses like standing forward bend, sitting forward bend, Warrior I and butterfly pose. Yoga class doesn't only help in stress management but also helped students to learn imitations and improve sitting behaviour. In yoga class, we had not only included yoga poses but also added meditation and massage too which helps to create peaceful environment.



# 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

S.N.	Activities	Total beneficiaries	Total CWAs/ PWAs	Male	Female
1	Assessment & Diagnosis	36	12	7	5
2	Functional Assessment	8	8	5	3
3	Intervention	8	8	5	3
4	Parent & Children Training Program	24	24	17	7
5	Day Care- Special School	9	9	8	1
6	Occupational Therapy	15	15	11	4
7	Music Therapy	9	9	8	1
8	Advocacy Program	more than 200			



# 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.

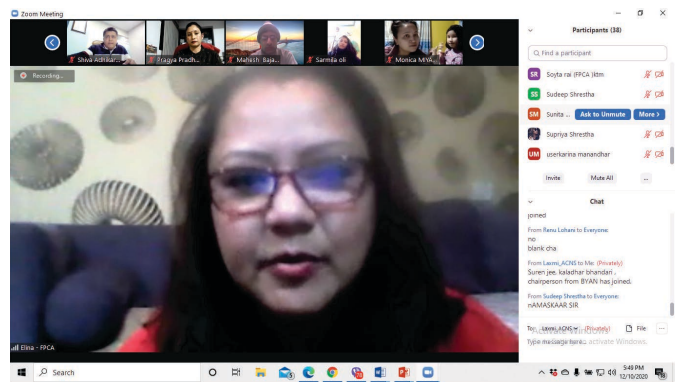
**Organizational Objectives:**

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

**Organizational Services and Activities:**

- Day care school
  - Education
  - Life skills
  - Sports/ games
  - Music Therapy
  - Occupational Therapy
  - Speech / play therapy
  - Craft skills/ painting/ drawing
- Autism Awareness
- Advocacy Program

S.N	Activities	Total beneficiaries	Total CWAs/ PWAs	Male	Female
1.	Day Care- Special School	10	10	7	3
2	Music Therapy	10	10	7	3
3.	Advocacy Program	More than 200			
4.	Autism Awareness Program	More than 1000			



**Challenges**

- Acceptance
- Turning point in my life
- Development/ speech/ Growth
- Education / No special schools / sex education for adolescence
- No Government Support / support person ( helper) for mothers / economic
- Trainings / Therapies
- Economic stability

**Fear & worries – Future plan**

- Can be abused by outsiders, neighbors and even by family members
- Safety and security
- Sustainable Plan
- Medication

# 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:

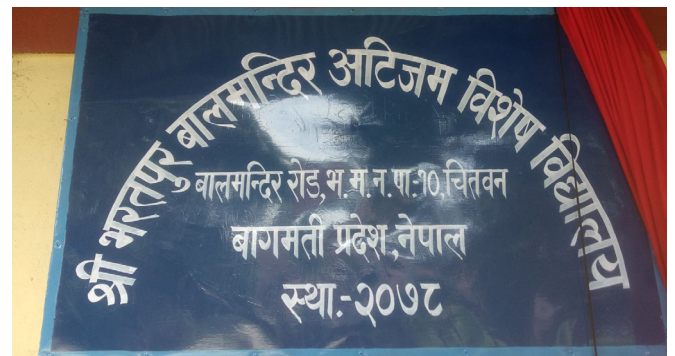
- To enhance skill development, vocational training and employment for Self dependency of persons with Autism

- 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

S.N.	Activities	Total beneficiaries	Total CWAs/ PWAs	Male	Female
1.	Functional Assessment	5			
2.	Parent & Children Training Program	2			
3.	Day Care- Special School	11	11	9	2
4.	Music Therapy	40	25	19	6
5.	Vocational Training	11			
6.	Advocacy Program	more than 100			
7.	Training to teachers/staffs	15	15	11	4
8.	Disability Inclusive COVID -19 Response Program for PWDs and other vulnerable groups				



# 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

## Board Members:

Dr. Satish Rupakheta  
Mr. Madhu Prasad Aryal  
Ms. Geeta Shrestha  
Mr. Krishna P. Adhikari  
Mr. D.B. Pandey  
Ms. Radha Bhandari  
Ms. Rabina Aryal  
Mr. Arjun Neupane  
Mr. Thakur Gaire

## Designation

President  
Sr. Vice President  
Vice President  
Secretary  
Treasurer  
Member  
Member  
Member  
Member



S.N	Activities	Total beneficiaries	Total CWAs/ PWAs	Male	Female
1.	Functional Assessment	13	13		
2.	Parent & Children Training Program	27	27	20	7
3.	Day Care- Special School	5	5	3	2
4.	Counseling	More than 100			
5.	Advocacy Program	More than 300			

# 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.

The organization was formed by nine core members, namely,

Sushil Thapa	Chairperson
Bishnu Budha	Vice President
Bishnu B.C	Secretary
Bindu Sharma	Treasurer
Sushila Shahi Thapa	Member
Samjhana Sunar	Member
Masiram Khan	Member
Ravi Malla	Member
Man kumari Khattri	Member

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.

## Board Members:

Ms. Amrita Kandel  
Ms. Laxmi Devi Panth  
Mr. Jhabindra Gyawali  
Mr. Ram Lal B.K.  
Mr. Maniram Kandel  
Mr Krishna Paudel  
Ms. Barsha Gyawali  
Ms. Shanta Gyawali  
Ms. Lilawoti Bhandari

## Designation

Chairperson  
Member  
Member  
Member  
Member  
Member  
Member  
Member  
Member



## Total number of beneficiary during fiscal year 2077/078

S.N.	Services / Activity	Total No. of Beneficiaries	Male	Female	No. of CWAs/PWAs benefited from the services/Activity	Male	Female	Remarks
1	Assessment & Diagnosis	21	17	4	6	5	1	
2	Functional Assessment	11	9	2	6	5	1	
3	Intervention							
4	Parent & Children Training Program	4	1	3	0	0	0	Parents only
5	Advocacy Program	100	45	55	6	5	1	
6	Others program and activities/ Training	Many people attended different trainings						

## Contact Details:

Rurukshetra-1, Peepaltari, Ridi, Gulmi  
Ph. No.: 079-400129  
Email: autismpathashala@gmail.com

# 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.

### Board Members:

Mr. Kumar Chudal  
Mrs. Puja Shrestha  
Ms. Bina Das  
Mr. Bholu Baral  
Mrs. Balika Bhandari  
Mr. Sabin Rijal  
Mr. Tirtha Khatiwada  
Ms. Mandira Upreti

### Designation

Chairperson  
Vice-Chairperson  
Secretary  
Vice-Secretary  
Treasure  
Member  
Member  
Member



### Contact Details:

Birtamode-1, Jhapa, Nepal (9844608988)  
Email: autismcarejhapa@gmail.com

# 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

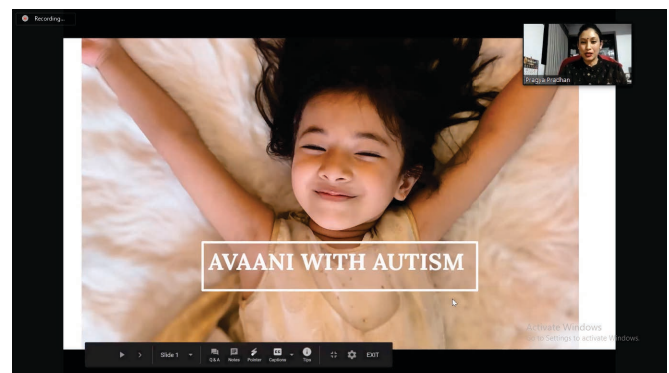
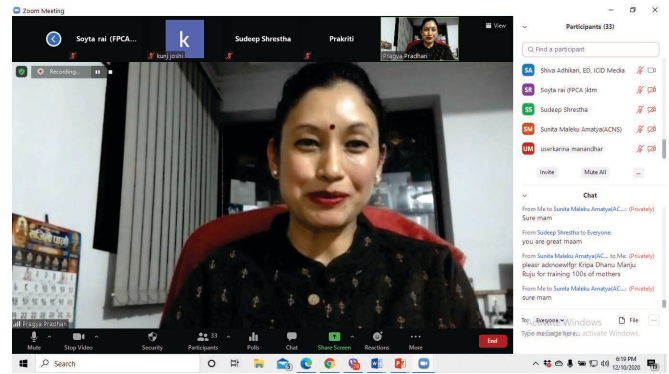
## Board & Advisor Members of the Organization:

### Board Members:

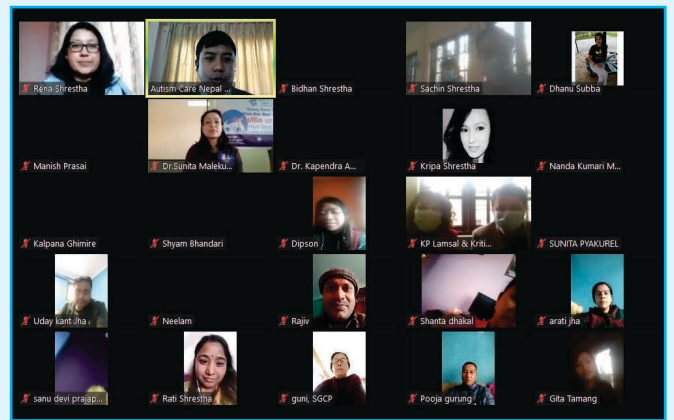
Ms. Pragya Shrestha Pradhan  
Mr. Gyanendra Pd. Pradhan  
Mr. Nirendra Pradhan  
Ms. Prijma Pradhan  
Ms. Asmita Pradhan

### Designation

Founder  
Executive Member  
Executive Member  
Administrative Head  
Board Member



# GLANCE OF 13th AGM OF ACNS

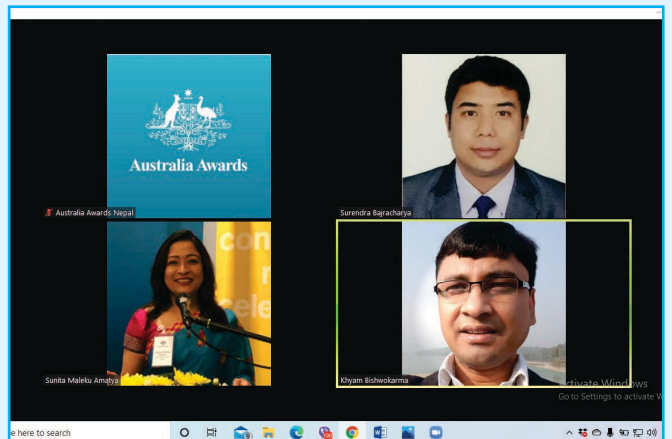
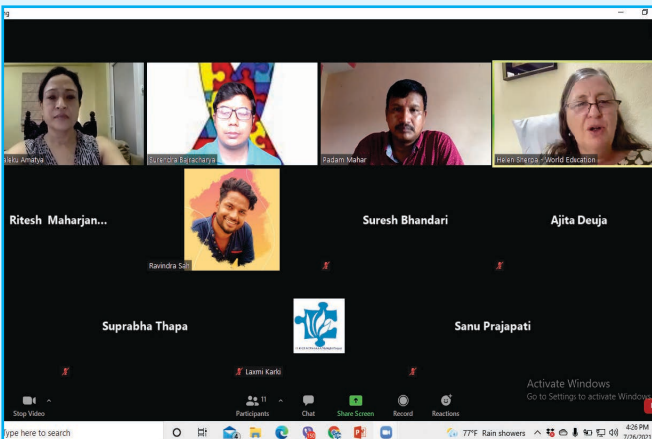


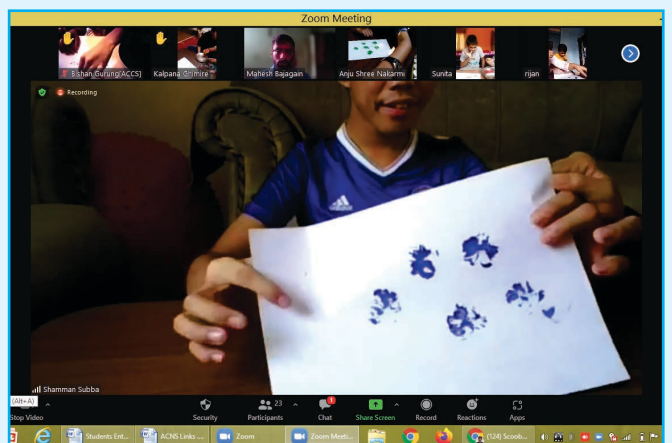
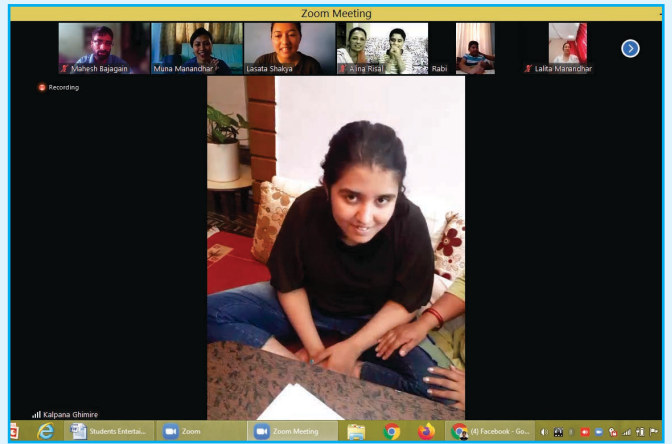
# GLANCE OF AARAMBHA PRE-PRIMARY SCHOOL

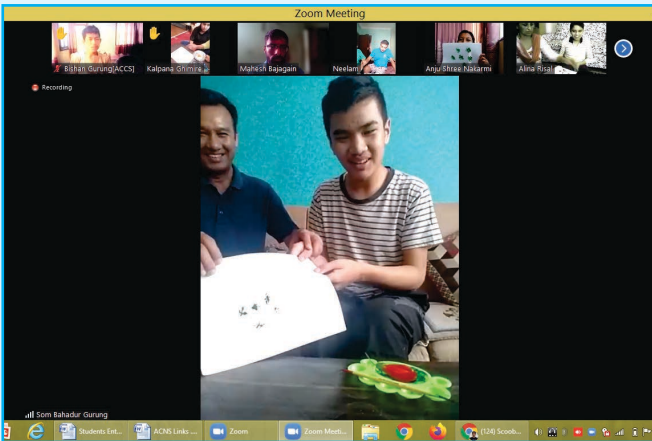


# GLANCE OF AUTISM CARE NEPAL SOCIETY











# CORE STAFF MEMBERS



Mr. Surendra Bajracharya  
Chief Administrator  
Project Manager



Mr. Ritesh Maharjan  
Finance Officer



Ms. Mahalaxmi Karki  
Project Manager



Ms. Sarita Maharjan  
Finance Assistant



Ms. Sanu Devi Prajapati  
Project Officer



Ms. Saraswoti Moktan  
Admin Assistant



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  
Vocational Trainer



Ms. Manju Maharjan  
Special Educator  
Parent Child Trainer



Ms. Muna Manandhar  
Special Educator  
School Head



Ms. Lalita Manandhar  
Teacher



Ms. Alina Riasal  
Teacher



Ms. Anjushree Nakarmi  
Teacher



Ms. Lila Subedi  
Vocational Trainer



Mr. Mahesh Bajgain  
Asst. Teacher



Ms. Lasata Shakya  
Asst. Teacher



Ms. Nalina Mali  
Asst. Teacher



Ms. Shreeti Maharjan  
Receptionist



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



Ms. Manila Rai  
Care Taker



Ms. Anjana Katwal  
Care Taker



Mr. Ganesh Bdr. Katwal  
Care Taker

# CONSULTANT PROFESSIONALS



Dr. Rena Shrestha  
Consultant Psychologist  
PhD., 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 Occupational Therapy)

# Support To Autism

अटिजमलाई हाम्रो साथ, अब सहयोग तपाईंहरूबाट

All Contributions quality 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](http://www.autismnepal.org)

### Contact:

Autism Care Nepal Society

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

Phone No.: 977-01-5251554, 5251549 | Email: [autismnepal@gmail.com](mailto: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](http://autismnepal.org)

Contact: 977-01-5251554, 5251549 | Email: [autismnepal@gmail.com](mailto:autismnepal@gmail.com)