

Annual Report

Fiscal Year 2074/2075
(2017/2018)



Autism Care
Nepal Society

“A National Center for Autism”

Executive Board



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Vice Chairperson



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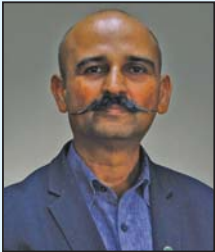


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Executive Member



Mr. Shyam Bhandari
Executive Member

National Advisory



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Founder President & Birds Expert



Professor, Dr. Deepak Mahara
Department of Orthopaedic
Director, TU Teaching Hospital



Dr. Kapendra Amatya
Consultant Surgical Oncologist
Nepal Cancer Hospital



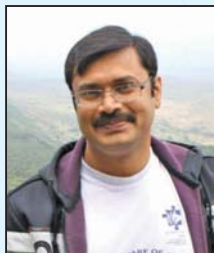
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Education Specialist, JICA



Dr. Merina Shrestha
Pediatrician, Teaching Hospital



Mr. Gyanendra Raj Shakya
Business Person



Mr. Kumar Rajiva Singh
IT Specialist



Mr. Uday Kant Jha
CEO, Menchhiyam Hydropower



Mr. Sandeep Kharel
Lawyer

International Advisory



Mrs. Merry Barua
Director-Action For Autism, India






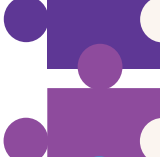
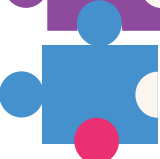
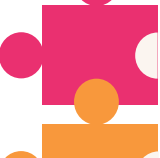


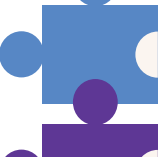
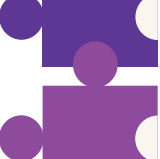

Mr. Jack Starmer
Health Care Nepal



Ms. Lynne Babbington
Education Psychologist, UK



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MESSAGE FROM THE CHAIRPERSON



Autism Spectrum Disorder (ASD) is a group of developmental disabilities that can cause considerable social, communication and behavioral challenges. They might repeat certain behaviors and might not be comfortable with change occurring in their daily activities. Many people with ASD also have different ways of learning, paying attention, or reacting to things. There is currently no cure for ASD. However, research shows that early intervention treatment services can improve a child's development. Our intervention needs to aim at ultimate functionality of person with Autism. It gives me immense pleasure to share our updates during our 11th Annual General Meeting through this Annual Report.

Parents of children with Autism came along to initiate Autism movement in Nepal in 2008. This beautifully grew at National level as AutismCare Nepal Society (ACNS). ACNS is non-profit parent driven organization where we have group of passionate and dedicated parents from wider horizon. ACNS is not only serving different services for children with Autism but has been the platform for parents to share to feel belonging and the hope for their child's future. ACNS has been thriving as family centered organization rather than child centered.

ACNS raises awareness in nationwide level through multi media. It has also shown its existence at International level through various

level activities and organizational participation. Our ongoing Advocacy aims to bring more visibility for person with Autism and continue to influence policies for our people also at federal system. Training services, Human Resource Development is of almost priority to us. ACNS highly believes in empowering parents and care givers of children with Autism for which it runs Parent and Child Training Program throughout the year. The trained parents from different Districts have been gathered to form Parents Network Groups (PNG), which has now taken shape of ACNS District chapters in Kaski, Jhapa, and Surkhet Districts. Also, there has been PNG initiation in Chitwan, Gulmi, Rupandehi and Kathmandu itself. ACNS has also recognized the importance of Sibling support to our children and have activated Sibling Network to run different program for sibling support.

It also gives us immense pleasure to share, The Gold standard Diagnostics ADOS (Autism Diagnosis and Observation Scale) has been the first and foremost service started in ACNS in of entire Nepal. This has led us to become Referral centre for Diagnosis from different places of Nepal.

From the conception, ACNS has always taken vision to Education, Empowerment of supporting professionals and paraprofessionals through various educational activities Nationally and Internationally. ACNS thrives towards becoming knowledge hub on Autism. We are aiming to decentralize our knowledge in different form. This year onwards we have also started "Tele training on Autism" for parents at different Districts.

We currently have around 800 plus family in our network. We currently provide Autism related services of various kinds to more than 80 children every month. Through our early intervention program, we have been able to include students in mainstream set up as well. The Centre hopes that these achievements can motivate and remind all parents that there is always hope for these children. In the near future, we hope to be able to provide appropriate programs for teenagers and young adults with autism to learn living skills and hopefully to blend in with the community and take them to job opportunity. We are also thankful to parents at different networks who have taken their roles in helping out Autism community at their best. We want to continue to further support our chapters from different districts who have been dedicated to serve Autism community in their respective Districts.

ACNS has been successful in achieving all only due to the support and trust from parents of Children with Autism. We are thankful to all the well-wishers, families from the country and abroad for believing us and providing us with various needful supports.

Dr. Sunita Maleku Amatya
Chairperson
Autism Care Nepal Society



MESSAGE FROM EDITORIAL TEAM

It is our great pleasure to be part of the editorial team for preparation of Annual Report 2074/2075 (2017/2018) which is going to be inaugurated on 11th Anniversary of AutismCare Nepal Society (ACNS). ACNS is not just a social organization run by Parents of Children with Autism but ongoing campaign to create welfare society for Person with Autism. ACNS is growing organization and gradually being recognized as training and knowledge hub for Autism in Nepal. We believe this annual report will be next milestone for giving comprehensive information about AutismCare Nepal Society and its awareness and advocacy campaign on Autism in Nepal. The report also provides brief scenario of various activities and programs of ACNS within its center as well as outreach districts. ACNS has been model center working

for welfare of Person with Autism in Nepal. It is also enhancing the relationship with Nepal Government, as well as with National and International organizations. Our continuous effort and work on Autism has been recognized by government which has been replicated in national policies and act like New Disability Rights Act and classified as separate disability category, Inclusive Education Policy, Ten Year National Health Strategy Plan etc. We are also glad to have relationship with Internationals Partners like MyRight Nepal-Swedish Autism Aspergers Association, Autism Denmark-Disable People Organization Denmark, Direct Aid Program-Australian Embassy, Abilis Foundation-Finland etc. Our editorial team is privileged to prepare this report and we are heartedly thankful for this opportunity to whole ACNS family.



PT. Surendra Bajracharya
(Editor in Chief)



Ms. Mahalaxmi Karki



Mr. Ritesh Maharjan



Ms. Sijan Shakya



Ms. Kripa Shrestha



Ms. Manju Maharjan



Ms. Sanu Devi Prajapati



Ms. Rojeena Bajracharya



Ms. Saraswoti Moktan



ABOUT AUTISM CARE NEPAL SOCIETY

AutismCare Nepal Society (ACNS) was found 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 Person with Autism. It is a non-governmental, non-profit making, non-political NGO registered in District Administration Office (Regd. No. 1067/2065) and affiliated to Social Welfare Council (SWC No: 25314). ACNS is also Income-tax exempted 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, provide basic therapy services, Special/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.

Vision

"A society where PWAs enjoy independent and dignified life."

Mission

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

Goals

Achieving the following condition shall be the goals of ACNS

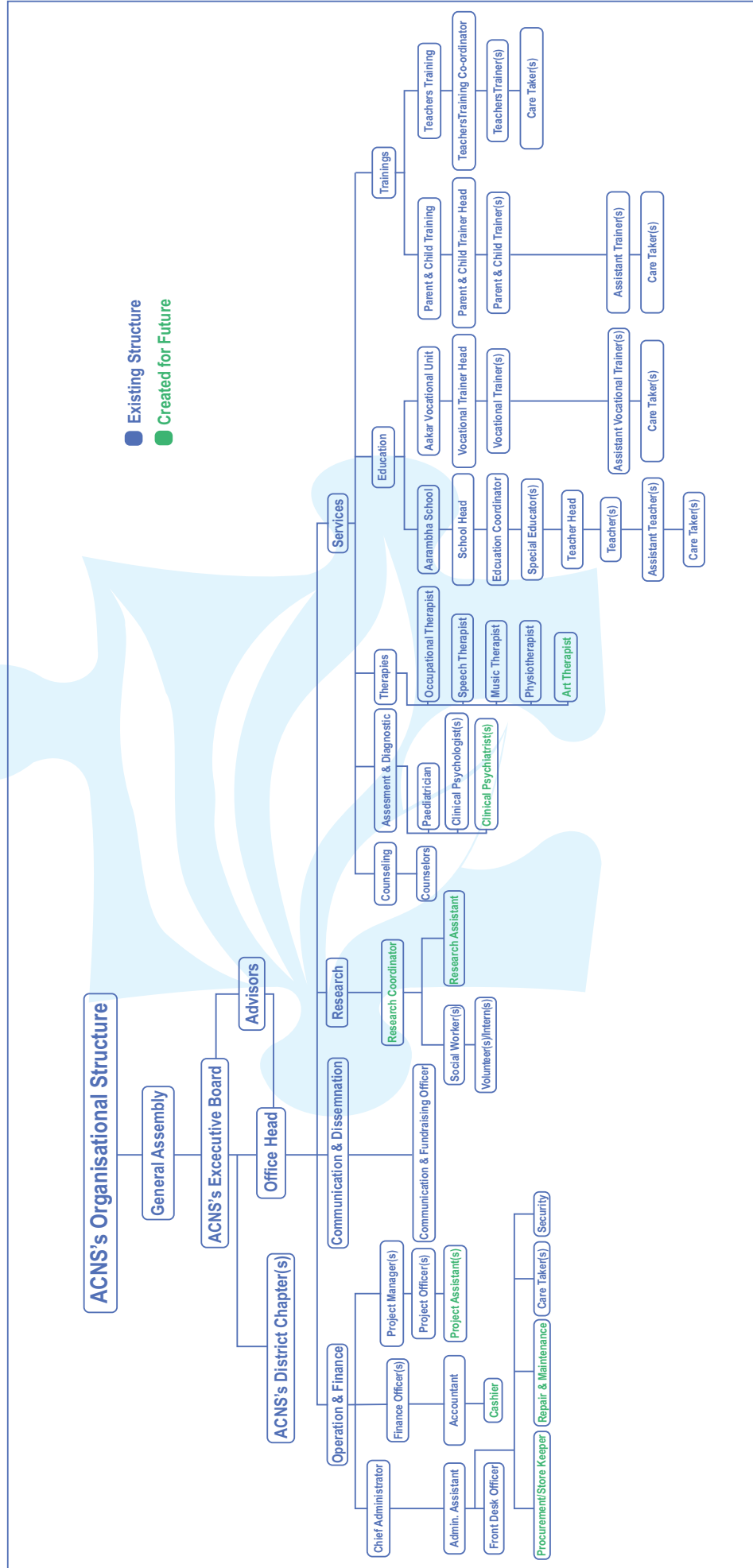
- A condition, where there is; Easy access of PWAs to health, appropriate education, employment/livelihood, empowerment, social participation, use of all facilities, assistance and support, reasonable accommodation, including all services, facilities and opportunities connected to their special needs 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 PWAs 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 understanding 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 Person 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/ Person with Autism.
- Formation of Parents Network group of Children/ Person with Autism throughout the country.



ORGANIZATIONAL STRUCTURE

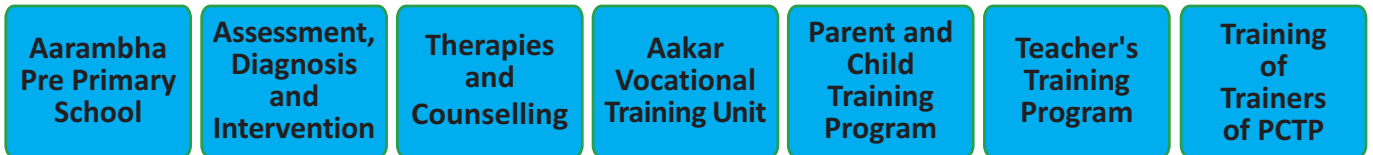


■ Existing Structure
■ Created for Future

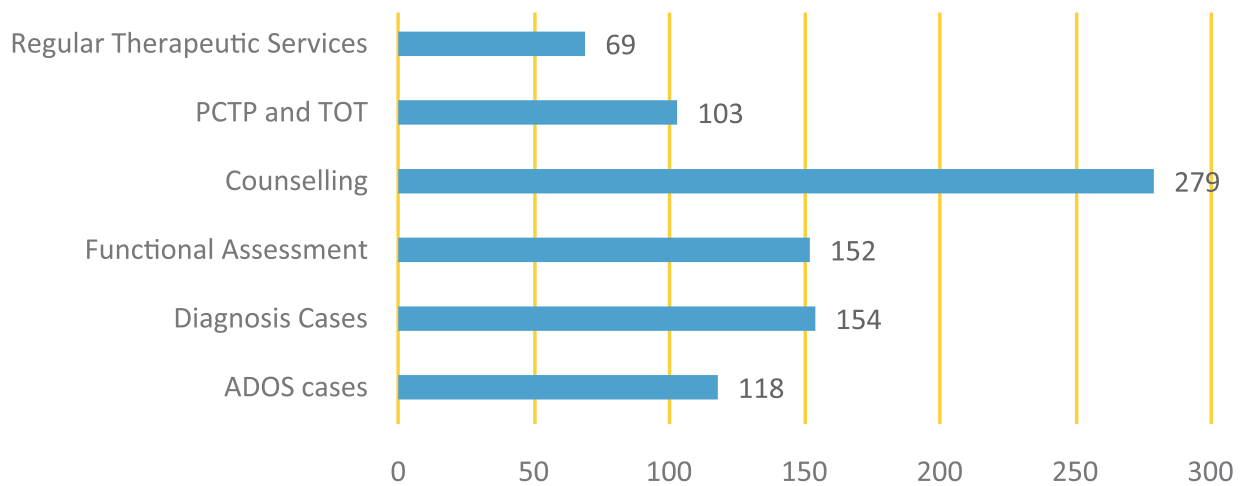


ACNS PROGRAMS AND PROJECTS

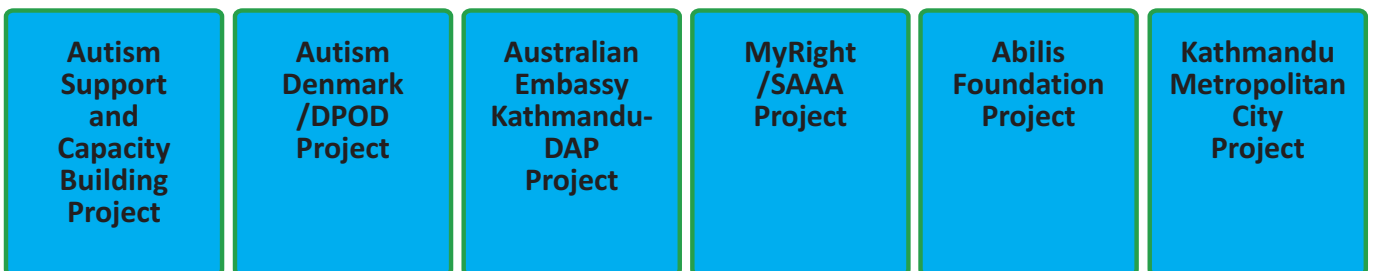
Programs



Beneficiaries from services at ACNS during Fiscal Year 074/075



Projects



**ACTIVITY SHEET OF FISCAL YEAR 2074/2075**

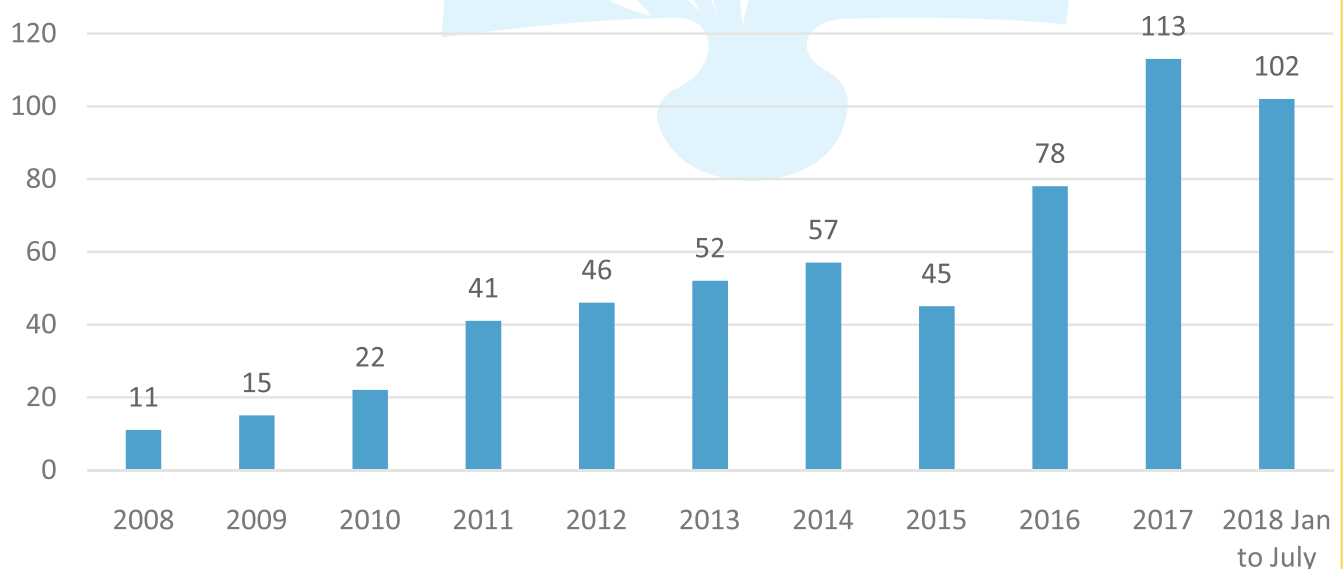
Year	Main Events	Results
19th-21st April, 2017	Dr. Sunita Maleku Amatya, Chairperson invited as a faculty in International Conference on "Autism and Neuro Developmental Disorders" in Bhutan hosted by the Ministry of Health and Family Welfare of Bangladesh, Ministry of Health, Bhutan, Shuchona Foundation, Ability Bhutan Society (ABS) and World Health Organization South East Asia Region-WHO SEARO.	Learned about effective and sustainable multi-sectorial programs for individual, families and communities, living with Autism Spectrum Disorder.
2017	Autism is categorized as a separate category of disability in the Disability Right Act 2074 (2017).	This has ensured the constitutional provisions to uplift the life of Person/Children with Autism (PWAs/CWAs).
9th Sept, 2017	10th Annual General Meeting and Election Conducted at Autism Care Nepal Society in the presence of Chief Guest, Honorable; Ranju Kumari Jha.	10th AGM and 5th Executive Committee formed: Dr. Sunita Maleku Amatya, Chairperson Ms. Rachana Ghimire, Vice-Chairperson Ms. Neelam Gautam, Secretary Ms. Kalpana Ghimire, Treasurer Ms. Anjana Mahara, Executive Member Mr. Bidhan Shrestha, Executive Member Mr. ShyamPdr. Bhandari, Executive Member
27-29th October, 2017	Dr. Sunita Maleku Amatya, Chairperson participated in Inclusive Education Summit in Adelaide, Australia.	Learned about international Inclusive Education System. Networking established among international Autism communities.
14th Dec 2017	Dr. Sunita Maleku Amatya, Chairperson participated International WHO Care giver Skill Training (CST) Technical Consultation Meeting at Xiamen, China.	Knowledge strengthened on ways forward in reaching wider community to train caregivers of children with Autism and Developmental delays.
January 2018	1st Batch of Training of Trainers (ToT) of Parent and Child Training Program (PCTP) started.	Decentralized the training program at ToT received districts i.e. at Kaski and Chitwan.
19th February, 2018	Dr. Sunita Maleku Amatya, Chairperson participated at United Nation Convention to Rights of Person with Disability (UNCRPD), 19th session: Nepal session on Civil Society Report on its implementation of CRPD to UN committee at UN Headquarters in Geneva, Switzerland.	Issues/need of Autism was shared among the session.
3rd April, 2018	WAAD celebration at Boudha Stupa (UNESCO World Heritage) in presence of special guest Honourable H.E. Pete Budd, Australian Ambassador to Nepal.	Increased Autism awareness among the general public.
7th April, 2018	Sport week for Child/Person with Autism was organized for the first time by ACNS on the occasion of World Autism Awareness month.	Initiated of CWA's involvement in sport / physical activities.



Year	Main Events	Results
16th-27th April, 2018	Ms. Rachana Ghimire, Vice-Chairperson, awarded with Short Course on "Inclusive Education" at Queensland University of Technology, Brisbane, Australia.	Human resource development of organization and enhanced knowledge.
June 2018	Project started with Abilis Foundation on "Capacity building of AutismCare Nepal for not Let Children with Autism Left Behind."	Partnership started.
29th June, 2018	Children with Autism (Mr. Dikshant Gautam, Mr. Swchanda Dulal, Mr. Aayush Poudel and Mr. Abhayan Kharel) from Autism Care Nepal Society participated in the National Special Olympics game organized by Special Olympics Nepa for the first time.	Inclusion of CWAs in a community through sport.
1st July 2018	Dr. Sunita Maleku Amatya was felicitated for her social contribution towards Autism in Nepal on the occasion of 17th Annual Day of Nepal Armed Police Force Family Women Association.	Recognition for the contribution in the field of Autism in Nepal..

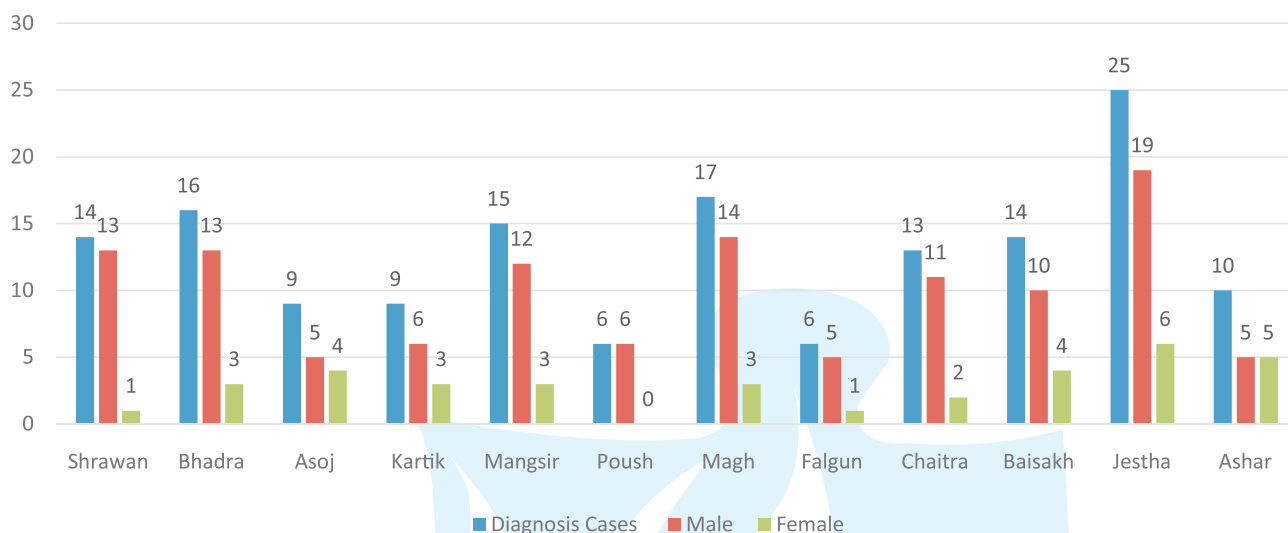
GRAPHS OF AUTISM DIAGNOSIS DETAILS

Total Autism Diagnosed cases at ACNS (Total 582)

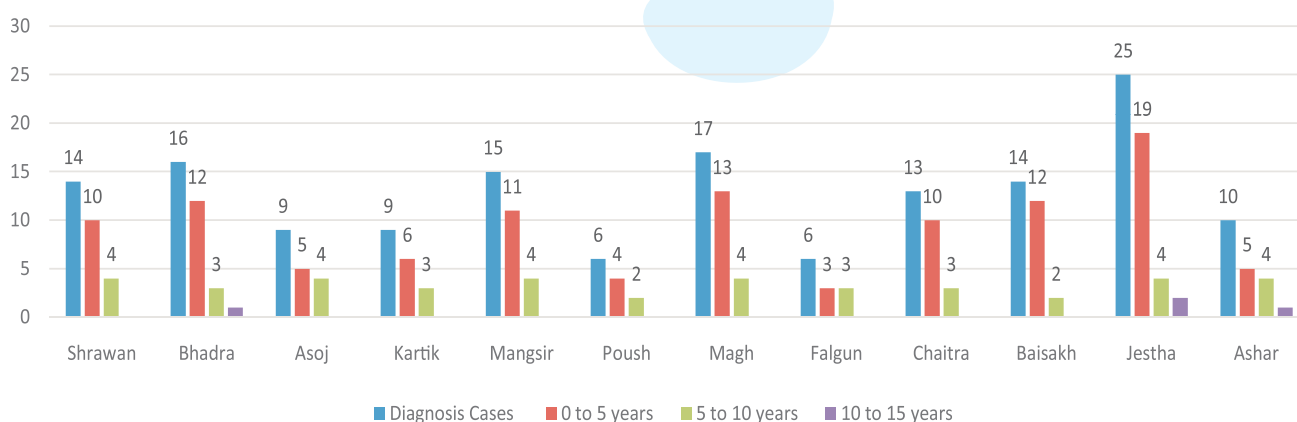




Gender Classification of New Diagnosis cases of Autism in Fiscal Year 074/075 (Total: 154, Male: 119, Female: 35)



Age Classification of New Diagnosis cases of Autism in Fiscal Year 074/075 (Total: 154)



CELEBRATION OF WORLD AUTISM AWARENESS DAY 2018

Since ACNS's inception in 2008, ACNS has been continuously working for Autism Awareness. The primary goal of ACNS is to raise awareness on autism throughout the Nepal. Due to awareness program, Autism word is somehow familiar to the urban areas however; it is a new word for the rural population. Therefore, ACNS has started decentralizing its awareness program along with other services (trainings and diagnosis activities) in various districts of Nepal. To increase the level of Autism awareness among stakeholders, ACNS thoroughly organized autism awareness programs like last year.



H.E. Australian Ambassador to Nepal Pete Budd delivering his speech

This Year Light It Up Blue (LIUB) program was organized at Boudha Stupa, Kathmandu like last year. The Program was mainly supported by Australian Embassy, Kathmandu, Nepal. Some of the events were also supported by NPO Laliguras as well as ENGAGE Nepal. The other supporting hands are Champion Kathmandu Higher Secondary School, YUWALAYA, Development Forum, Medical Students of Tribhuvan University Teaching Hospital (TUTH) and Volunteers.



UNESCO World Heritage Site Boudha Stupa Glowing Blue during LIUB program



H.E. Australian Ambassador to Nepal Pete Budd Inaugrating WAAD program



Boy with Autism Mr. Pritish Shakya delivering welcome speech during program



Stage Drama "Sunaulo Bihani" performance by Yuwalaya Team

Highlights from World Awareness Day (WAAD) 2018:

As always, this fiscal year also ACNS celebrated, the World Autism Awareness Day (WAAD) by conducting various programs.

- Awareness rally was held on the occasion of WAAD which disseminated information regarding autism among local community.
- Press meet for journalist organized by ACNS equipped professionals in sharing the correct information on Autism.
- More than 350 people visited at stall exhibition at Tribhuvan University of Teaching Hospital (TUTH) and Boudha Stupa.
- More than 100 volunteers were mobilized throughout the autism awareness month.
- Flash mob was performed by TUTH volunteers at three places namely; TUTH premise, Boudha Stupa and Swyambhu throughout the autism awareness month.
- "Light It Up Blue program (LIUB)" was celebrated in the presence of Australian Ambassador to Nepal at Boudha Stupa.
- Autism awareness docu drama (Sunaulo Bihani) was performed by the Yuwalaya team at Boudha Stupa.
- Children with Autism (CWAs) along with ACNS team performed on Light It Up Blue song.
- Musical performance was performed by the Children with Autism.
- "Create Art for Autism" program for the Children/Person with Autism was held at ACNS.
- Physical activities and sport program for children with autism held at Campaign Higher Secondary School, Gahanapokhari.



Autism Awareness Rally Program on occasion of WAAD-2018



Group Photo with Medical Students of TUTH during Stall Exhibition at TUTH



Children with Autism participation in Create Art for Autism Program



Mr. Jeevan Ram Shrestha, Constitutional member and Chairperson of National Olympic Committee Inaugrating the Sport Event



Participation of Children with Autism during Sport Event

ADVOCACY AND LOBBY ON AUTISM



Dr. Sunita Maleku Amatya as a Panalist in International Conference on Neuro developmental disorders in Bhutan



Advocacy interaction with Government Personnels of Ministry of Women Children and Seniour Citizens



Ms. Neelam Gautam, Secretary and Ms. Sijan Shakya, Special Educator advocating at SAAA, Sweden

Dr. Sunita Maleku Amatya, Chairperson participated International WHO Care giver Skill Training (CST) Technical Consultation Meeting at Xiamen, China. She also participated at United Nation Convention to Rights of Person with Disability (UNCRPD), 19th session: Nepal session on Civil Society Report on its implementation of CRPD to UN committee at UN Headquarters in Geneva, Switzerland.

During fiscal year 2074/75, ACNS conducted advocacy and lobby programs directly and indirectly in all Provinces. The programs were specifically directed at Kathmandu, Kaski, Surkhet, Chitwan, Gulmi and Rupandehi through our Parents Network Groups. Various meetings were organized with focal persons of Ministry of Women Children and Senior Citizen, Ministry of Education- Education and Human Resource Development Center, Ministry of Health- Leprosy Control Division and Kathmandu Metropolitan City.

Different lobby visit, meetings, delegation to concern department and authorities made significant achievement to penetrate in the existing disability policies related with health, education and social security. Advocacy was fruitful to produce positive responses from the concerned stakeholders including GON; through line ministries for training parents, Survey and refreshment training to parents, interaction programs with concerned stakeholders. Numbers of Persons with Autism (PWAs) successfully collected disability ID card throughout Nepal including maximum from Kathmandu District. Autism is categorized as a separate category of disability in the Disability Right Act 2074 (2017). This has ensured the constitutional provisions to uplift the life of Persons/Children with Autism (PWAs/CWAs). With continuous advocacy and lobby of ACNS, Autism has been included in Inclusive Education Policy. Autism along with other neuro developmental disabilities have been highlighted in 10th National Health Strategy Plan and several programs specially training programs to medical doctors and physiotherapists were widely conducted during the fiscal year with collaboration with Leprosy Control Division, Ministry of Health. Initiative approach to Kathmandu Metropolitan City through the Ward office was performed during the fiscal year to interact with local government.



AARAMBHA PRE-PRIMARY SCHOOL (APPS)

ACNS started Day Care Centre from 2nd April 2010. In 2013 this day care centre has been registered as "Aarambha Pre-Primary School". Total 15 children with Autism has been enrolled in the school. Enrolled students are engaged in a series of activities designed to build daily living skills, communication needs, cognitive skills, group interactions and social skills. They are also exposed to Special Education, Music Therapy Sessions, Art Therapy, Speech, Sensory and Occupational Therapy Sessions. Every Child with Autism has Individual Education Plan (IEP) in their specific classrooms they are blue, yellow and red as per their functionality level.



AAKAR VOCATIONAL UNIT (AVU)

ACNS has started Aakaar Vocational Unit since 2013. This unit provides Adult with Autism a work environment that builds an individual strengths and structure to promote independency where young Adult with Autism utilized their previous pre-vocational training for their work, independence, self-reliance and better life. Aakar Vocational Unit provides following training to Adult with autism:

1. Loom
2. Sewing
3. Stitching
4. Nepali handmade paper products making
5. Beading
6. Computer training
7. Sorting and Sequencing
8. Gardening





PARENT AND CHILD TRAINING PROGRAM AND TOT

It is the short term training program to parents, especially mothers with the aim of empowering them with the knowledge of autism and also the skill of Applied Behaviour Analysis (ABA), Treatment and Education of Autistic and related Communication –handicapped Children (TEACCH), Verbal Behavior Analysis (VBA) and Sensory Integration Therapy. This fiscal year total number of 103 parents and children benefited from the training program. Among them 54 were parents and 49 were Children with Autism.



Practical Session of Parent and Child Training Program



Theoretical Session of Parent and Child Training Program

Training of Trainers (TOT) of Parent and Child Training Program

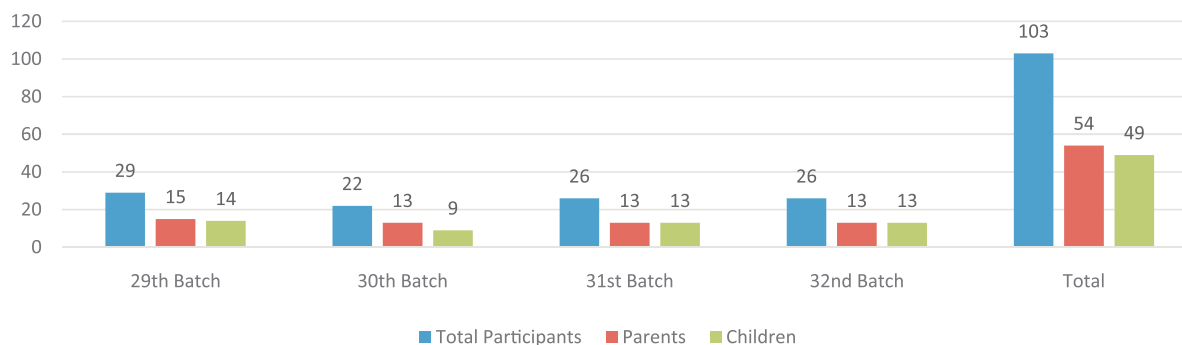
From January 2018 1st Batch of Training of Trainers (ToT) of Parent and Child Training Program (PCTP) was started in AutismCare Nepal Society. There were participants of 4 parents from Parents Network Groups of Kaski, Chitwan and Kathmandu were as trainees in the TOT program. The TOT program is an advanced training to the trained parents of PCTP with at least one-year experience. The course is designed to enable the trainee trainers of Parent and Child Training Program to:

- Help trainees to enhance knowledge and skills to make new parents understand about Autism as well as children with Autism and the unique ways in which the children think and learn.
- Develop knowledge and skills of trainee’s ability to effectively interact with and train new parents of Children with Autism.
- Assist the new parents to assess their children’s progress through different teaching strategies.
- Encourage trainees to console the new parents to empower them for creating a support system and subsequently reduce stress levels and improve overall family wellbeing.



1st Batch TOT on Parent and Child Training Program Participants

Detail Number of Participants of Parent and Child Training Program in Fiscal Year 074/075





29th Batch Parent and Child Training Program Participants



30th Batch Parent and Child Training Program Participants

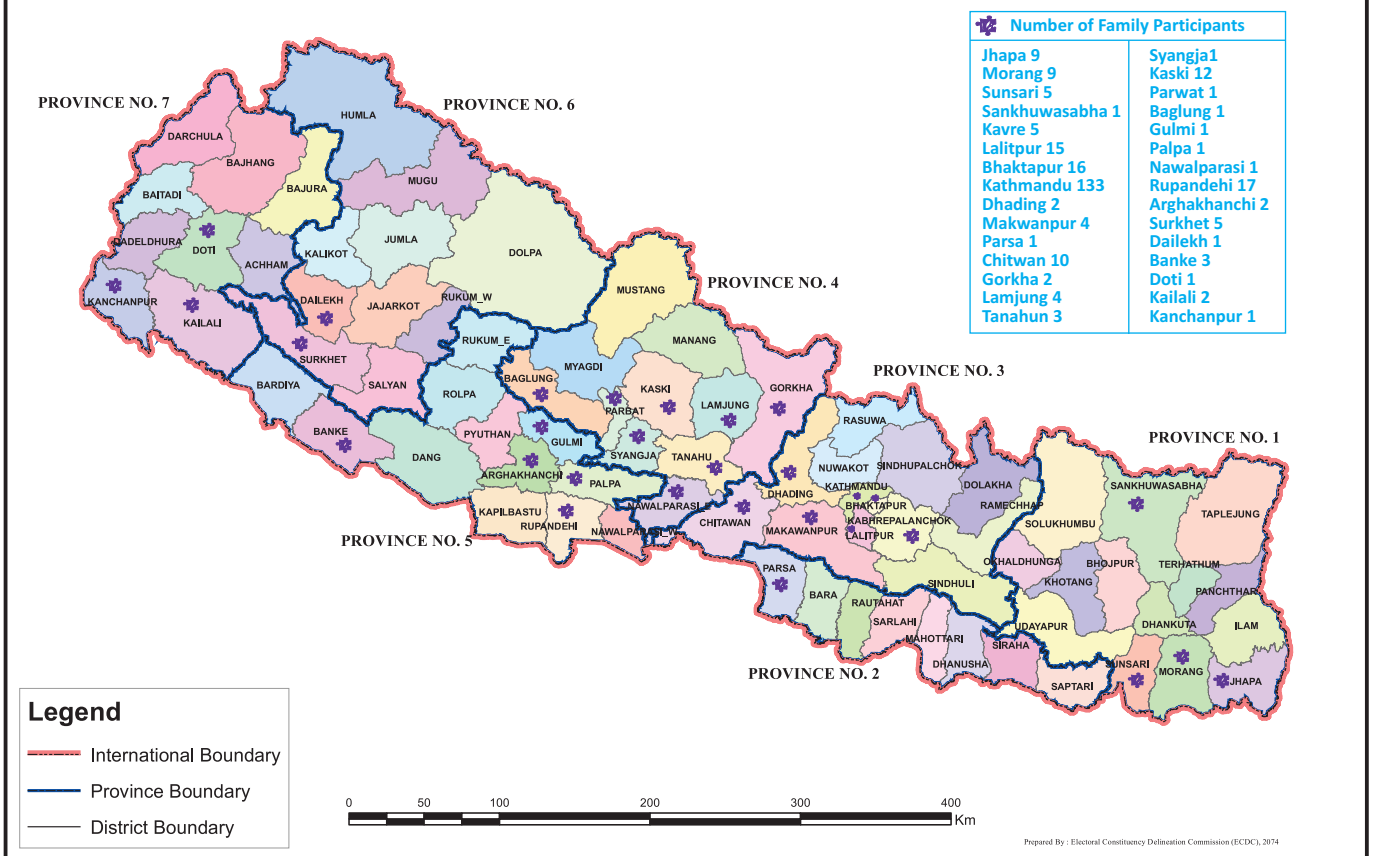


31st Batch Parent and Child Training Program Participants



32nd Batch Parent and Child Training Program Participants

DISTRICT COVERAGE BY PARENT AND CHILD TRAINING PROGRAM



TEACHERS TRAINING PROGRAM

The concept of organizing "Teachers Training on Autism Spectrum Disorder" in 2011 emerged with the strong realization of ACNS on "Education for all" and inclusive education for people with autism. However, depending up on severity of Children with Autism also need special education. In the inception, it was a 1 week training focusing on the different topics such as understanding Autism, Understanding Behaviour and Behaviour Modification, Structure Teaching, Enhancing Communication, Acceptance, Inclusion, Occupational Therapy. This training has widened now into 2 weeks course including some practical sessions and observations. The training program is conducted twice a year. So far, ACNS have successfully conducted 13th batches teachers training programs.

From 2011 to till date different mainstream and specials schools have been the part of this training program and they are as follows:

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.	SSDRC	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.	APPS-ACNS	18
	Total:	91



School Teachers Training on Autism Spectrum Disorder was one of the significant achievement to increase the level of understanding and dealing on Autism Spectrum Disorder to 73 teachers from different mainstream/special schools and 18 teachers from Aarambha School. This training enhanced the competence in Autism among educational professionals in order to increase access to education for PWAs in Kathmandu. After training received, enrolling of CWAs in different schools has been significantly increasing. Throughout the period, a total of 103 CWAs are enrolled in other 10 different schools other than Aarambha Pre Primary School (APPS) where 19 CWAs are enrolled in APPS. Our great applaud with all the direct and indirect supporting hands to make this program successful. Our great respect to MyRight and Swedish Autism Asperger Association (SAAA) being the great part of it. Our journey continues!!!

AUTISM AWARENESS, OUTREACH AND INCLUSION PROJECT

ACNS started its partnership with Autism Denmark-DPOD since October 2013. This is the third project collaboration with Autism Denmark focusing mainly with Autism Awareness and Parents Network Groups/Self Help Groups formation in different districts of Nepal for the secure inclusion and right of Person with Autism. After completion of 2-year duration of project "Autism Awareness for Inclusion and Promotion of Right of Person with Autism in Five Development Regions of Nepal", all the staff members of ACNS, are involved in the project activities through various programs as No cost Extension Program.



Highlights

- Participation in coordination and preparatory meeting for National Review and planning workshop on Disability Management
- Meeting with Leprosy Control Division, Ministry of Health for development of National Health strategy plan including autism
- Meeting with ACNS Kaski District Chapter regarding their progress and Challenges
- Autism sensitized orientation & Workshop to Creation Volunteers.
- Orientation & observation visit by the governmental stakeholders from Tokha Municipality.
- Participation in meeting and discussion at assistive technology- Disability.
- Meeting on website update with ACNS staff's members for update on website.
- Autism presentation at International workshop on child and adolescent mental health development in Nepal at Kanti Children hospital.
- Orientation on Autism to Post graduate students of Psychology
- Conduction of autism workshop "Feel the Autism-Feel the Difference" for the Engage volunteers and National & International volunteers at ACNS
- Training on Autism to Medical doctors and physiotherapists.
- Participation in MP partners meeting organized by DPOD Nepal
- Organized the combine Health camp on Dental, OT, PT, and Speech Therapy to CWAs in coordination with Creation team.
- Performed of Street Drama at National Summit on Sustainable Development Goals and disability.
- Active participation in development of By-laws of New disability bills for welfare and Rights PWAs
- Frequent follow up on project implementation district through telephone conversations and email
- Support for the formation of Parents Network Group at Lumbini and Chitwan through several meetings and interaction.
- Development of policy and revision of organization documents like Child protection policy and Communication Policy and Fund-raising strategy.
- Participation on rally program, organized on auspicious occasion of World Disability Day.

DIRECT AID PROJECT

ACNS's collaboration with Direct Aid Program (DAP), Australian Embassy Kathmandu accomplished its successful 5 years partnership since 2013. This project has been the cornerstone for ACNS because; this not only works for Child with Autism but equally gives emphasis for person with Autism. The projects "Establishment of Speech Therapy Unit and Strengthening Occupational Therapy and Vocational Unit with new training for PWAs at the center, and transferring various skills to Parents, Sibling, Immediate caregivers and teachers to take care of CWAs in ACNS, Dhading, Nuwakot and Kaski District" and "Establishment of Tele Training Unit, Strengthening of Speech, Music, Occupational Therapy, Vocational Training Unit of PWAs at ACNS, Kaski, Jhapa and Surkhet Districts" are two projects that coincide during the fiscal year.

This project has played significant role within the center (ACNS) for set up and continuous of pre-vocational, vocational, occupational therapy, speech therapy unit for CWAs/PWAs. With this, the project also helped to decentralize the ACNS services in rural parts of Nepal. Various vocational training and skills transfer trainings were conducted in Kaski, Surkhet, Jhapa, Dhading and Nuwakot districts.



Highlights:

- Miniature vocational unit established at 3 districts namely; Kaski, Dhading and Nuwakot for the enrollment of PWAs.
- 11 CWAs/PWAs have been benefitted from Occupational therapy service at Nuwakot district.
- Online tele-communication system was set up Kathmandu and Kaski Districts for tele trainings.
- 12 CWAs have been benefitted from Occupational, Speech Therapy, 8 CWAs from Music Therapy and 4 Adolescent with Autisms from new Vocational Training at ACNS.
- 24 Person with Disabilities (PWDs) were screened at screening and diagnosis camp at Surkhet district of Karnali province. Among 24 cases of PWDs, 2 were identified as ASD and 4 cases were suspected as ASD.
- Total 96 Children/Person with Autism has received the functional assessment service. 93 Children with Autism have received the functional assessment service from the center (ACNS) and 3 CWAs received in Surkhet District.
- New vocational training i.e. gardening has been started at ACNS and CWAs and Adolescent with Autism of ACNS were enrolled in such training.
- 41 new parents of CWAs were benefitted from Paper product vocational training at ACNS.
- 15 teachers of ACNS were benefitted from Occupational therapy training.
- 15 parents, teachers and care givers of CWAs/PWAs were benefitted from communication training at Surkhet district.



INCREASED ACCESS TO EDUCATION AND SOCIAL SECURITY FOR THE PWAS IN KATHMANDU

AutismCare Nepal Society (ACNS) and Swedish Autism & Asperger Association (SAAA) has partnership together, under the MyRight umbrella, since 2013 for "Increased Access to Education and Social Security for the PWAs in Kathmandu." Throughout the years of collaboration ACNS has developed its credibility as only the active parent run organization that works for Autism throughout the country. The project entitled Increased Access to Education and Social Security for the PWAs in Kathmandu for the fiscal year 2074-075 was focused to enhance the capacity of parents/siblings/carers, increasing understanding about Autism Spectrum Disorder (ASD) among different stakeholders including policy makers to realise special needs in education, health and social security. Strengthening the organisational capacity of ACNS was another focus of this year. In order to meet the project objective various activities have been conducted as below:



HIGHLIGHTS

- Annual seminar and workshop provided opportunity to 139 parents and carers to understand on core symptoms of autism, sensory issues, communication skills, comorbidity disability with autism, techniques to deal with challenging behavior and the role of family.
- Workshop to 51 health care professionals gave deep insights on Autism consisting of paediatricians, psychiatrists, clinical psychologists, physiotherapists, occupational therapists, pharmacists, nurses through Swedish and national expert.
- Parent Network Group consisting of 19 members was formed involving the parents from Kathmandu, Lalitpur and Bhaktapur districts.
- 56 teachers were trained on Autism through the Teacher Training program on ASD.
- Received 11 invitations from government authorities for the purposes such as to discuss on working procedure of Disability Right Act, to prepare visual support guideline and to facilitate training on Autism to medical professionals and physiotherapists.
- Published 500 developmental growth chart helped to access the early signs of development in child.
- Skype meeting held with Swedish Expert, trained 9 teachers/assistant teachers from APPS on the importance of play skills in CWAs.
- Dr. Eva Nordin- Olson and Ms. Carina Pettersson from Swedish Autism & Asperger Association (SAAA) visited ACNS in the month of December 2017 for 1 week to attend in the workshop "Harvesting the Current Frame and Nurturing the Next" together with MyRight Officials-Stockholm, MyRight Country Office-Nepal, respective Member Organizations along with Partner Organizations.
- 13 media professionals participated in the Interaction program on Autism.
- 11 participants including of chapter board members and of parents were participated on "Chapter development, management, sustainability and financial" training at ACNS Kaski.



CAPACITY BUILDING OF AUTISM CARE SOCIETY FOR NOT LETTING CHILDREN WITH AUTISM LEFT BEHIND

AutismCare Nepal Society is glad to have partnership with Abilis Foundation for the 1 year project starting from June 2018 to May 2019. Our special thanks goes to Mr. Birendra Raj Pokharel, Local expert for Nepal of Abilis Foundation. The project mainly focus on Capacity Building of Autism Care Nepal Society as well as incorporate with sustainable development goal for not letting children with Autism Left Behind. The Major activities of this project are:



- Human Right Training to 20 Women with Disability.
- Community visits by five Mothers of CWAs working as Community Health Workers (CHWs)
- Institution capacity enhancement through 30 home visits and survey for identification of new autism cases
- Training of 40 parents of Children with Autism (CWAs) on how to take care of their children
- Capacity building for assessment and counseling to 30 new parents of CWAs.
- Production of IEC materials and dissemination to stakeholders and general public.

Activities accomplishment:

- ACNS had developed and printed of brochures.
- Appointed mothers of CWAs as Community Health Workers (CHWs) for the home visit program.
- Survey form has been developed by input from local experts.
- Conducted Orientation and Interaction program to CHWs for the home visit program.
- Home Visit Survey program has been initiated and 10 families has been visited till date.

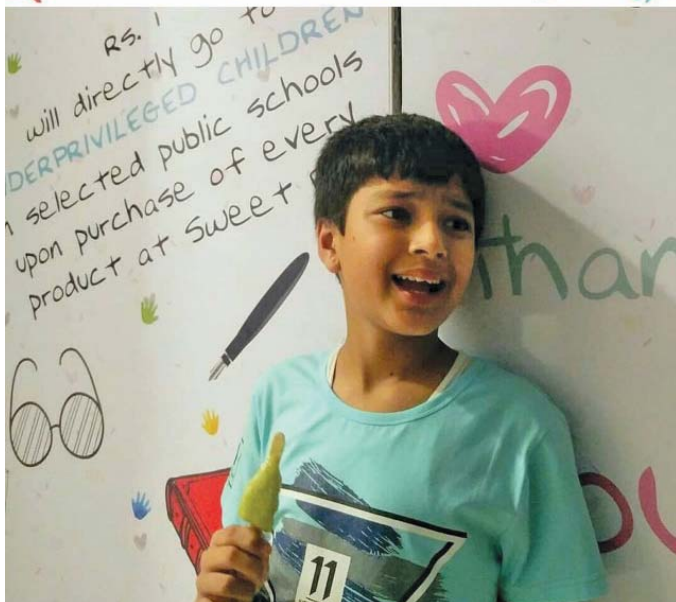


SIBLING NETWORK GROUP OF ACNS

The first meeting of the group was held on 15th July 2015 at the premises of Autism Care Nepal Society to form a support system where siblings of autistic children can come together to talk freely about the challenges they face and the responsibility they have for better environment of their siblings.

Till date, the group has brought around 20 siblings together and aims to reach more in near future. Every year the group holds meetings where autism related issues are discussed along with possibility and opportunity siblings have.

The group members are actively engaged in creating autism awareness. Until now, the members have written various awareness articles and published it via newspaper, internet and magazines. Similarly, a video translation (converting international video into Nepali language) was done for easy grasping symptoms of autism in national level. Successful fundraising activities were also held by the group on World Autism Awareness Day. Sweet fix (handmade popsicle store) is another incentive by the member of the group, which donated Rs 1 for every piece of popsicle being sold.

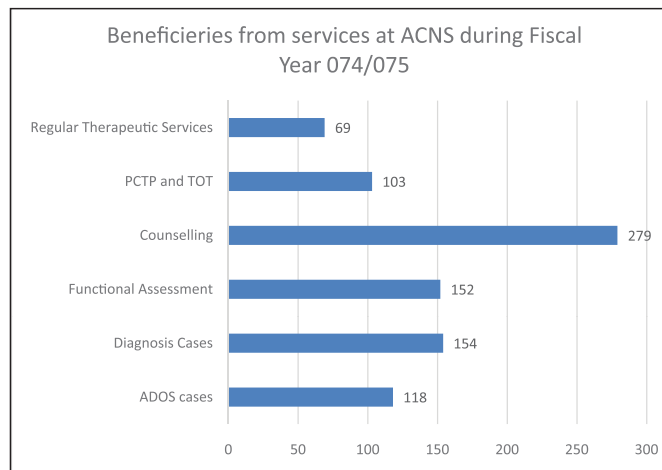
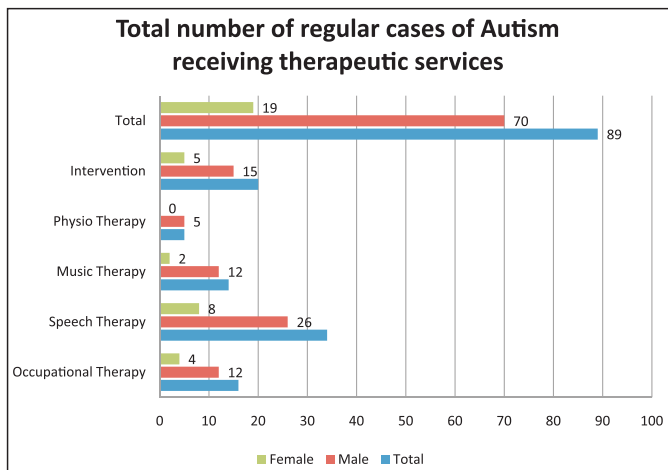


Raising the number of group members in this field is challenging and majority of the current members are school students, which limits them from being 100% active. Correspondingly, more members, more activities the group can do so adding new siblings is the ongoing activity group is focused on.

Furthermore, the group is planning to continue its autism advocacy by publishing a book dedicated to new sibling where their newly formed roles, responsibility and challenges is well explained so that don't suffer through turmoil and can join to effectively fight for autism.



SERVICES AND THERAPEUTIC INTERVENTION OF ACNS



PSYCHOLOGICAL ASSESSMENT FOR DIAGNOSIS OF AUTISM



Psychological assessment is the process of test where the skilled professional uses a series of structured techniques to find out issues related to behavior, capacities, and personality of the person, in order to help understand them

and look for solution based on the issues of the individuals, these tests are used as important step in the part of clinical treatment. It is often referred as psychological test, which are standardized set of conditions. Here, at AutismCare Nepal Society, we use different tools to identify autism as well as cognitive level of the children. The tools like Autism Diagnostic Observation Schedule (ADOS), Autism Diagnostic Interview Revised (ADI-R), Modified Checklist for Autism in Toddlers (MCHAT) for diagnosis and to check the level of concern for autism in children. And the tools like Mullen Scales of Early Learning (MSEL) and Wechsler Intelligence Scale for Children (WISC-III) are use to identify the cognitive and intellectual level. These tools are specifically according to the children's' respective age. Each of the tools are used in one on one session in maximum 45 minutes for assessment only.

The results are truly based on the observed behaviors and interview with parents of the child during clinical observation therefore it may



consume more than 45 minutes. Because it is very necessary to understand and know detail information that include past history and present information about the child. The information provided by the parents helps in the process of diagnosis. Also, sometimes it becomes necessary to have information about the activities and behaviors at home/school so parents are requested to provide us videos. Hence there are different psychological assessment which helps in the diagnosis of autism and other disorder. With careful observation and true information the diagnosis helps to the children with disability.

Ms. Ajeeta Deuja
Psychologist
AutismCare Nepal Society

MUSIC THERAPY



therapy program.

The music therapy room offers a range of instruments that are easily accessible where the child and therapist improvise together, creating music spontaneously also the music therapy room is arranged with a variety of instruments such as the ocean drum, guitar, piano and a range of percussion instruments. The session always begins with a welcome song, followed by a number of activities using singing and guitar and ending with a good bye song. The structure and regularity of each session provides a safe environment and sense of security for the children to express their thoughts and feelings.

Music Therapy is the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music

Children with autism are very tactile and they love to touch and feel the different instruments, therefore various activities are also created to allow the children to explore and fulfill their sensory diet. 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 stamping feet which also contribute to the development of motor skills and following instructions. Music therapy sessions foster the development of social skills through 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. Child develops a relationship with the music, allowing them to overcome social and communication difficulties and ultimately realize their potential for positive communication and interaction. Music therapy offers an opportunity for the child to develop physical and interactive skills as well as creating a positive experience which promotes self-esteem and motivation.

Mr. Amrit Gandhari
Music Therapist
AutismCare Nepal Society



OCCUPATIONAL THERAPY AND PHYSIOTHERAPY



Evidence based exercise program for children with autism to reduce stereotypic behaviours "A HEALTHY DAY BEGINS WITH A HEALTHY EXERCISE." A regular exercise help our physical body- our muscles, heart, and lungs- stay healthy and strong. We also benefit our mental health as our brain releases endorphins,

which help fight against stress and depression. Therefore we overall tend to feel better when we are active. While there are many things you can do to help your child's autistic symptoms, like improving their gut bacteria or avoiding MSG, it turns out exercise is a major win that takes relatively little work. It can be particularly important for children with autism to exercise, even helping to improve their autistic symptoms. And since children with autism tend to spend more time watching tv and mobile games than with their peers, it's important to make sure our child get off the couch and involve in some type of high-intensity exercise. So it appears that overall, exercise is a great thing to have as part of your child's daily routine. And since it helps with their ability to perform better in school, having them do quick exercises before class could be a big win!

Advantages of exercises on autistic symptoms. Studies found that exercise provides a short-term reduction in stereotypical behaviors in children with ASD resulting in decrease in aggression, off-task behavior, and elopement. It also displayed some benefits on children's motor and social functioning. There is speculation that aerobic exercise physiologically modulates stereotypic behaviours of autism through the release of specific neurotransmitters. To be more specific, they saw a 35% improvement in the ASD symptoms as a result of exercise. They went on to say that it wasn't because the physical activity tired the kids out, but because their on-task behavior, academic responding, and appropriate motor behavior increased after the exercise. Others have suggested that increased amounts of physical exertion and the resulting fatigue lead to decreases in inappropriate stereotypical behaviours which might further contribute to greater participation and skill development, in the classroom or at home.

Good exercises for children with Autism

- Individual exercise programs seem to have a bigger impact than group exercise programs. One study found that children's social skills actually improved more in an individual program, which involves only the child and an adult leader, versus being part of a group. This doesn't mean that group exercise isn't useful. The study simply showed that individual programs proved more beneficial.



- Studies have looked at whether the exercise should be intense or mild. It turns out that mild exercise didn't show much improvement at all on children's autistic behaviors, but intense exercise showed a reduction in stereotypical behaviors. Another study looked at jogging versus mild exercise like walking and found that physical self-stimulation and "out of seat" behavior only improved after jogging. The improved behavior lasted for 40 minutes! That's a solid amount of time of improved behavior for only a short time spent jogging. Watters and Watters 27 examined the effects of 8-10 minutes of jogging, 10-15 minutes of television watching, and varied academic classroom activities on stereotypic behaviours and academic performance. No changes in academic performance were reported following any of these interventions, and stereotypic behaviours decreased only after exercise, suggesting that the exercise intervention alone reduced the frequency of stereotypical behaviours of the study group. So it turns out that jogging could be one of the best and easiest options for your child. Of course, if your child doesn't like to jog, you should let him try other things. After all, the best exercise is the exercise that your child loves and will stick with. It could be running, jumping jacks, or even jumping on a trampoline.

Conclusion

All studies reported beneficial and temporary effects of exercise in decreasing stereotypic behaviours. Effects were greater with more intensive aerobic activity and individual exercise program. However, the heterogeneity of the research designs and interventions makes it difficult to determine appropriate prescription of exercise for children with ASD. Different forms of exercise (e.g., jogging, hydrotherapy-swimming) and varying measures of exertion and intensity (e.g., flushed face, heart rate, appearance, no monitoring) further complicate the process of making precise recommendations regarding exercise prescription to reduce stereotypical behaviours in children with ASD.

Mr. Rojeena Bajracharya
Physiotherapist
AutismCare Nepal Society

AUTISM AND SPEECH THERAPY



Autism is a neuro developmental disability that usually shows up before age 3. Autism is part of a group of neurological disorders that may involve impaired communication as well as impaired social interaction and cognitive skills. Known as autism spectrum disorder or ASD, autism may be linked with a wide range of traits. These include:

- Repetitive activities
 - Extreme resistance to changes in daily routines
 - Unusual responses to things such as touch
 - Inability to interact with environment
- People with ASD may have major problems with both speech and nonverbal communication. They may also find it very hard to interact socially. For these reasons, speech therapy is a central part of treatment for autism. Speech therapy can address a wide range of communication problems for people with autism.

❖ What are the common speech and communication problems with autism?

Autism can affect speech, language development, and social communication in many ways.

Speech problems: A person with autism may:

- Not talk at all
- Utter grunts, cries, shrieks, or throaty, harsh sounds
- Hum or talk in a musical way
- Babble with word-like sounds
- Use foreign-sounding "words" or robotic-like speech
- Parrot or often repeat what another person says (called echolalia)
- Use the right phrases and sentences, but with an unexpressive tone of voice

About one out of three people with autism has trouble producing speech sounds to effectively communicate with others. The person's language, if present, is simply too hard to understand.

Communication problems: A person with autism may have one or more of these communication challenges:

- Trouble with conversational skills, which include eye contact and gestures
- Trouble understanding the meaning of words outside the context where they were learned
- Memorization of things heard without knowing what's been said
- Reliance on echolalia -- the repeating of another's words as they are being said -- as the main way to communicate
- Little understanding of the meaning of words or symbols
- Lack of creative language

Because of these challenges, a child with autism must do more than learn how to speak. The child also has to learn how to use language to communicate. This includes knowing how to hold a conversation. It also includes tuning into both verbal and nonverbal cues from other people -- such as facial expressions, tone of voice, and body language.

❖ What role does speech therapy play in the treatment of autism?

Speech-language pathologists are therapists who specialize in treating language problems and speech disorders. They are a key part of the autism treatment team. With early screening and detection of people at risk, speech therapists often lead the way in helping with the diagnosis of autism and in making referrals to other specialists.

Once autism is diagnosed, speech therapists assess the best ways to improve communication and enhance a person's quality of life. Throughout therapy, the speech-language pathologist also works closely with the family, school, and other professionals. If someone with autism is nonverbal or has major trouble with speech, the speech therapist may introduce alternatives to speech. Speech therapy techniques might include:

- Signing or typing
- Using picture boards with words, known as picture exchange communication systems that start out using pictures instead of words to help a child learn to communicate
- Using sounds to which a person is over- or under-sensitive to expand and compress speech sounds
- Improving articulation of speech by massaging or exercising lips or facial muscles
- Having individuals sing songs composed to match the rhythm, stress, and flow of sentences

❖ What are the benefits of speech therapy for ASD?

Speech therapy can improve overall communication. This makes it possible for people with autism to improve their ability to form relationships and function in day-to-day life.

Specific goals of speech therapy include helping the individual with autism:

- Articulate words well
- Communicate both verbally and nonverbally
- Comprehend verbal and nonverbal communication, understanding others' intentions in a range of settings
- Initiate communication without prompting from others
- Know the appropriate time and place to communicate something; for example, when to say "good morning"
- Develop conversational skills
- Exchange ideas
- Communicate in ways to develop relationships
- Enjoy communicating, playing, and interacting with peers
- Learn self-regulation

❖ When is the best time to start speech therapy for autism?

The earlier, the better. Autism spectrum disorder is usually evident before age 3, and language delays can be recognized as early as 18 months of age. It is very important to start speech therapy as early as possible, when it can have the greatest impact. Intensive, individualized treatment can help lessen the disabling isolation that may result from this social communication disability.

With early identification and intervention, two out of three preschoolers with autism improve communication skills and their grasp of spoken language. Research shows those who improve the most are often those who receive the most speech therapy.

Ms. Neelam Lama
Speech Language Pathologist
AutismCare Nepal Society



VOLUNTEERSHIP

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 Airbnb, 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 and we are expanding in other districts of Nepal too. If there is something you would like to ask that is not featured on the list then please do not hesitate to contact us at autismnepal@gmail.com

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

We are looking forward to hearing from you.

Autism Care Nepal Society



CHARLES STURT UNIVERSITY'S EXPERIENCE AT AUTISM CARE NEPAL



What an incredibly special experience volunteering at ACN has been! I admire the passion, patience and dedication of the staff towards the students and their families. I feel extremely grateful to have been involved in such a valuable and worthwhile program. ACN has taught me so much and has truly made my stay in Nepal memorable, unique and something I will treasure forever.- India



I want to thank AutismCare Nepal Society for having us for our 5 weeks in Nepal. It has been a wonderful experience. I have really enjoyed learning from the teachers, caregivers, children and their parents. The staff and parent's dedication to the children is obvious. I wish ACNS all the best for the future. - Emily



I would like to thank all the staff and students at ACN for the opportunity to learn through my involvement in their Kathmandu centre. The staffs' dedication to their students and their families is clear and the sense of community at the centre is like nothing I've experienced before. With the work being done by ACN, autism will only become more widely recognized and accepted within Nepal. -Amy



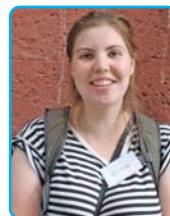
"During my time at AutismCare Nepal, I have grown both professionally and personally. ACN have welcomed CSU into their school, community and their children, that I have been fortunate to work with. I have especially enjoyed working closely with parents involved in the 'Parent-Child Program' in such a collaborative way. I cannot thank ACN and all those involved enough for willingly sharing your knowledge, expertise and snippets of your lives with all of us."- Eleanor



Volunteering at AutismCare Nepal has been an amazing experience. The staff at the centre are so obviously dedicated to helping the children and families, and this can be seen in the children's progress. Working with the vocational program as well as the "parent-child program" has been an honour and seeing the impact this organisation is making in not only the local area but the whole of Nepal has been incredible. I would love to see the organisation grow! It has been such a great learning opportunity from such wonderful and dedicated staff. I cannot thank CAN enough for providing such a wonderful experience. - Rebecca



"I am overwhelmed by the dedication and hard work of all the teachers, caretakers, volunteers and administrative workers at Autism Care Nepal (ACN). Everyone has such a passion to see each child grow! It has been an honour to learn from this amazing organization! I look forward to seeing how this centre continues to develop and support more children with Autism in the future."- Fern



"I would like to thank AutismCare Nepal for giving me the opportunity to learn and grow as an Occupational Therapy student. I have had a great experience learning from the staff and the students at the centre. The staff has welcomed us into their community and I admire the staff for their dedication and commitment to providing the best service for both the students and their families. I am excited to see what the future brings for this organization! Thank you for making my stay in Nepal a truly memorable experience." - Emma)



AutismCare Nepal is an amazing group of staff who have created a close community for students and their families from all over Nepal. Autism Care Nepal is very clearly dedicated to supporting students of all ages and abilities and it is wonderful to see this in all of the classrooms. I have thoroughly enjoyed my time at Autism Care Nepal and cannot thank them enough for the experiences and learning they have provided me. - Keely

Students
Charles Sturt University

AUTISM CARE NEPAL SOCIETY KASKI DISTRICT CHAPTER

AutismCare Nepal Society Kaski (ACNS Kaski) was formed in 21-01-2073 as a parent support network group under Autism Care Nepal Society aiming to unite families living with child/adult with Autism at or around Kaski district, Nepal. With 7 board members and 9 general members, ACNS Kaski officially registered as a branch of ACNS at Central District Office Kaski, Nepal in 12-09-2073 and opened up a contact office at Pokhara, Nepal.

ACNS Kaski started the day care facility program with 5 children with Autism to start with. Total of 10 children with Autism have been benefited with this service as of today with maximum seat of 6 children per enrolment. With daycare facility, ACNS Kaski also established a miniature vocational unit where different varieties of candles are produced and stitching/embroidering are practiced.

Many families are counselled and referred for diagnosis and intervention through this centre. It has started providing Parent Child Training Program targeting families with Autism living at and around Kaski which has graduated the first batch of PCTP on 30th July 2018 with 9 families.

ACNS Kaski has been participating in various Autism Awareness, Autism orientation and Advocacy programs in Province no 4 and nation wise. It also aims to provide as many services as possible in education, intervention/therapies, counselling and conveniences for families with Autism.

Activities and Programs

I. Services/programs

1. Day care program for children with Autism
2. Parent Child Training Program
3. Counselling/referrals
4. Vocational unit for CWA and parents

II. Advocacy and Lobby

III. Awareness programs

IV. Occasions/Celebrations

V. Volunteering

Board Members

Chairperson	Mr. Rajendra Man Udas
V.Chairperson	Mr. Ranta Man Gurung
Treasurer	Mr. Mukunda Lamsal
Secretary	Mr. Dhurba Sharma
Member	Ms. Samjhana Parajuli
Member	Ms. Gayatri Rajbhat
Member	Mr. Krishna K.C.



FRIENDS OF PARENTS OF CHILDREN WITH AUTISM

Friends of Parents of Children with Autism (FPCA) was founded by Mrs. 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 with the following goals and objectives and will work on every possibility to expand beyond the services and support it is providing currently.

Board Members

President	Mrs. Elina Bajracharya
Vice President	Mrs. Jyoti Aryal
Secretary	Dr. Kalpana Rai
Treasurer	Ms. Sajita Karki
Member	Ms. Reena Bajracharya
Member	Dr. Binod Lal Bajracharya



FPCA at Present

Currently; FPCA is operating a day-care center for the children with Autism where the children play, learn and interact with each other, teachers and caretakers, who are in fact either parent (s) or sibling (s) of these Autistic children. At present, we have 1 trained teacher at FPCA, qualified and trained specially for children with Autism and others are the mothers and a sister of a child with Autism working as volunteers in this organization. We all are trained from Autism Care Nepal Society. Individual Education Plan (IEP) is developed for these children. These IEPs are discussed among the teacher and caretakers, and then implemented on these children for their overall development. The IEP differs to every single child depending upon his/her capability. It includes tasks on developing their fine motor skill, gross motor skill, Imitations, identifications, communication skill etc. Role-plays, messy plays, music and dance and turn taking group activities are also included to help children boost their talents and skills. As the number of children with Autism is increasing in Nepal and there is *NO OTHER* such organization that supports these children (except from ACNS) FPCA envisions to take in more children, at least a group of 10 to create a school environment. This will also help the Children with Autism and their family/parents/caretakers, who otherwise, will have great challenge in taking care of their children. In order to run such a school with said number of children, FPCA needs at least 5 trained adults as teachers and 2 helpers (Aayadidis). Depending upon the availability of resources, both financial and human, FPCA plans to extend its services to as many numbers of children with Autism and their family/parents/caretakers as possible in future.

The future plan of FPCA is to develop this learning centre to a full-fledged live-in shelter/hostel for the people/children with Autism.

AUTISM CARE CHITWAN SOCIETY

- AutismCare 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 in the District Administration Office, Chitwan on 27th April, 2018 (Reg No 132) and affiliated with Social Welfare Council (47898).
- ACCS is actively working for awareness, the rights and capacity building of child/person with autism.

Committee Members of ACCS

Chairperson	Ms. Nirmala Dallakoti
V.Chairperson	Ms. Sunita Ranabhat
Treasurer	Ms. Bishnu Dhungana Sigdel
Secretary	Mr. Sunil Chandra Sharma
Member	Ms. Pratima Dhakal
Member	Mr. Bishwo Nath Poudel
Member	Ms. Pramila Neupane

Current Activities

- Conduction of Behaviour modification training to the parents and child with Autism
- Day care services to the child with Autism is on going
- Counselling on caring of child with Autism to the visitors/care takers/parents etc
- Advocacy for right of child/person with Autism

Future Plan

- Establishment of special-school for child with Autism
- Increase life members of ACCS
- Coordination and tie-up with education office
- Coordination with Bharatpur Metropolitan City and Social Development Ministry of Province 3
- Support to enroll child of the behaviour modification class in regular school
- Survey/study on Autism affected population
- Provide opportunity to the medical institutions to study on Autism



AUTISM CARE NEPAL SOCIETY LUMBINI

AutismCare Nepal Society Lumbini (ACSL) was established on 2074/11/23 (Reg.No 2567) to ensure rights of autism effected children. ACSL is a non political and non profitable institute. It was established in leadership of parents of autism affected children from medical governmental level and businessmen etc. It's office is located in Rajmargh Chauraha in a rental home within Shaid Smarakh Boarding School Premises.

Founder members of ACSL

President	Dr. Satish Rupakheti
Vice President	Gita Shrestha
Secretary	Madhu Prasad Aryal
Treasurer	Ramnath Upadhya
Member	Radha Bhandari
Member	Yam Kala Tiwari
Member	D.B Pandeya
Member	Thakur Neupane



Activities of ACSL

- Screening camp 2 times
- Awareness Programs
- Manage the meeting time to time
- Awareness were given to main political leaders and doctor and professionals

Future Plan of ACSL

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



AUTISM CARE NEPAL SOCIETY SURKHET

AutismCare Nepal Society Surkhet (ACNSS) was established on 2073/11/25. It is a district 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:

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

Presently it is situated at Birendra Nagar Nagarpalika Surkhet.

Activities of ACNSS:

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

Future plan of ACNSS:

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



AUTISM PATHASHALA NEPAL GULMI

Autism Pathashala Nepal Gulmi (APNG) was founded on November 13, 2017 with the aim to provide special education, therapeutic and related services for the children with Autism Spectrum Disorder (ASD). It is located at Ruru Kshetra Dhama, a tributary place of Gulmi, Palpa and Syangja districts. It is run by passionate parents who care for children with autism. This is a pioneer organization in rural setting of Nepal working for the children with autism and providing the related services to special need children. This organization presently offices at Ruru Kshetra Dhama, Ridi, Nepal.

Here people do not know what is autism. Due to the lack of understanding and awareness about autism the life of autistic children and their parents is really very miserable. Keeping this bitter fact in mind, we have promised to devote our life for the betterment of children living with autism. We have a dream to teach them life skills and make their life easier and better by providing rehabilitation in local level. In general, we aim to guarantee easy access of people with autism to health, appropriate education, employment or livelihood, empowerment, social participation, use of

facilities, assistance and support, reasonable accommodation including all services, facilities and opportunities connected to their special needs as their rights. Specifically, we dream to:

- Run autism awareness programmes
- Teach life skills through therapies.
- Construct necessary community houses for autistic people.
- Hire skilled human resource for their like skill trainings.
- Manage teaching materials, sports materials, uniform and other necessary items.
- Provide hygienic dinner and lunch on daily basis.
- Rehabilitate autistic people.

Team Members

President	Amrita Kandel
Member	Barsa Gyawali
Member	Jhabindra Gyawali
Member	Laxmi Devi Santa
Member	Ram Lal B.K.
Member	Maniram Kandel
Member	Lilapati Bhandari
Member	Ashmita Gyawali



AUTISM CARE 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 persons with autism. Initially ACNS Jhapa Parent Network Group was formed by ACNS Kathmandu and eventually, it is work as a ACNS Jhapa district chapter. There were total 10 board members. ACNS Jhapa District Chapter also works on protection, promotion of CWAs/PWAs through the secure the right of CWAs/ PWAs. for the development and welfare of CWAS/PWAs.

S.N	Name	Designation
•	Mr. Kumar Chudal	Chairperson
•	Mrs. Puja Shrestha	Vice-Chairperson
•	Mr. Umanath Dhakal	Secretary
•	Mr. Bhola Baral	Joint Secretary
•	Mrs. Balika Bhandari	Treasurer
•	Mr. Sabin Rijal	General Member
•	Mr. Om Raj Rai	General Member
•	Mr. Som Murma	General Member
•	Mrs. Gyanu Ghimire	General Member
•	Mrs. Arati Limbu	General Member

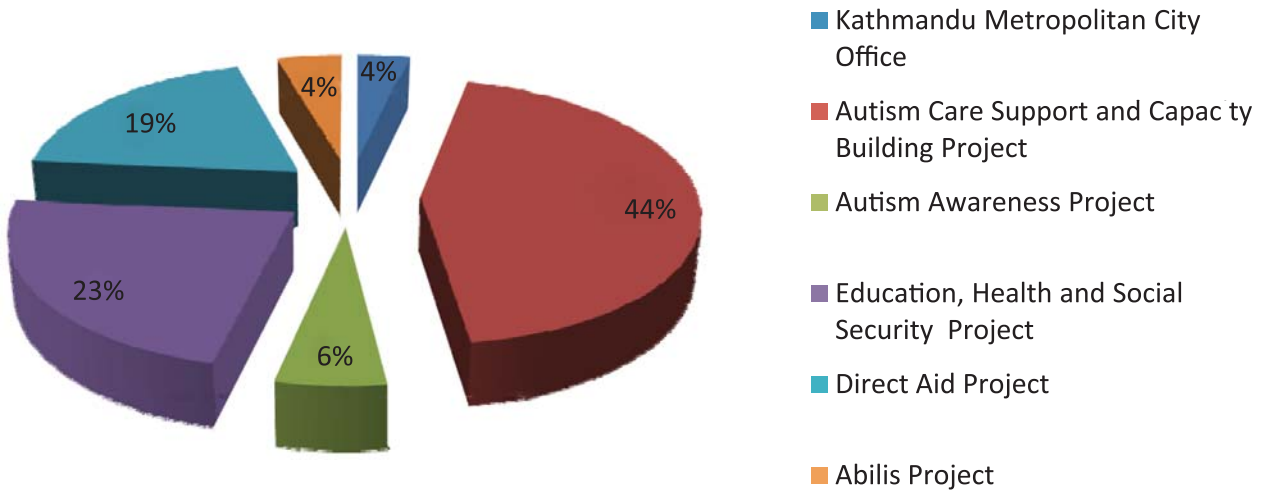
The Future plan of ACNS Jhapa District Chapter is to start Day Care Center for Children with Autism at Jhapa District. We also look forward to initiate Parent and Child Training Program. The District Chapter is looking forward to have support and collaboration from local government for the sustainability.



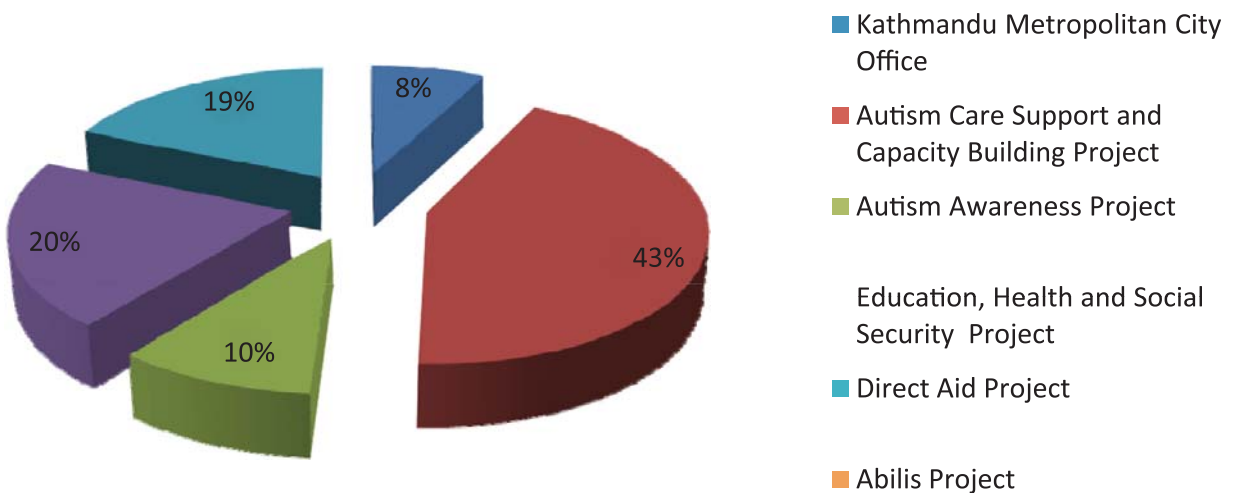


FINANCIAL HIGHLIGHTS

Income %



Expenses %





HOPE FOR MEANINGFUL FUTURE FOR PERSON WITH AUTISM



Autism Spectrum Disorder (ASD) and Neuro developmental disorders (NDDs) manifests early in the development often before child enters school and are characterized by deficit or delays in achieving developmental

milestone. These deficits often impair the individual's ability to adequately achieve social communication, academic and occupational milestone in a similar manner to their same age peers. The range of developmental deficits for NDDs like ASD significantly vary and can differ from very specific limitations of learning or control of Executive Functions to global impairments of social communication. These conditions not only debilitate the life of the affected individual, but also significantly impacts the social, economic and emotional well-being of the family. Children and adolescents with ASDs along with their parents and caregivers face many issues and challenges on a day to day basis. They require a variety of interventions that are transdisciplinary. For many, support services is necessary continuous into later age. In developing country like Nepal particularly where we are economically challenged, the situation is further compounded by poor infrastructure, shortage of trained professionals, lack of evidence-based intervention programs and relevant research and data. Existing services often lack standardization in both management modalities and capacity of professionals and are limited to urban settings and usually beyond the financial reach of most families. Problems are further compounded by the lack of coordination and collaboration between government departments resulting in further marginalization and exclusion of an already vulnerable population.

The overall prevalence of Autism and other NDDs are found to be in increasing trait. In Low middle income countries (LMIC) with decrease in infant mortality rates, morbidities of Neuro developmental disabilities including Autism has significant impose in the lived ones. These group of children will be adults one day. There is estimation from WHO, 80% adults with Autism are unemployed and this is not only the human

rights and health issue, but this too will impact global economic development.

There has been tremendous sensitization in South East Asia Region for the state countries to look into this grave situation along with various Regional Resolutions (WHO Resolution) and Declarations (Dhaka Declaration, Delhi Declaration, Thimpu Declaration). This culminated into the adoption of international resolutions and inclusion of disability in the sustainable Developmental Goal (SDGs).

All of the efforts, research so far has evidence that Early identification, Early diagnosis has significant impact on the later prognosis of that child in the areas of cognition, social aspect etc. We need to ask ourselves what we understand by saying better prognosis. What do we want for these population later be in their lives? What is the value of their independence and functionality? So, how are these all possible to address? These group of disabilities demands for smooth interface between Health Care system, Education system (lifelong education). There must be "Continuum of Education" from Early intervention to Inclusive education to Job skill training moving towards Employment and support living system. In Nepal, we lack effective, adequate Early Intervention Centers. Here parents are the main resource. Research has shown, Parent/Trained paraprofessionals too have found to be very effective in delivering interventions. The power of two: "Parents and paraprofessionals" working as partners for the children to become independent, productive and happy is very crucial Force to uplift these group of children and adults. It is obvious, starting from early intervention to school level education, every aspect must aim at the ultimate functionality of that particular person. Very important landmark regarding success to Education becoming Academic qualification must be debunked. If a person has master's degree and is not able to cross the road or use ATM or cannot manage time to finish work deadline, don't know how to regulate in everyday life, there will be big question mark on his functionality. For this reason, Life cycle has to start from early education IEP along with employment plan. We need to facilitate them to get prepared for all aspects of life. Preparing employment begins from home, at the primary school level not limit it to Transition phase only. Besides, Person with Autism has to have self-understanding, of their condition of Autism which has to be disclosed and well talked about. It is important for them to understand their

difficulty due to Autism for them to become self advocates towards their strength and challenges. Prepare parents to have higher expectation that their children are capable to earn and perform. We can integrate Employment in all aspects of Intervention and Daily life chores. Some tips:

-Focus on child's ability.

-Have them engage with house chores, allow them to solve problems.e.g. asking them to bring object from place which is not available easily; having them take responsibility to set utensils prior meal;prepare Bag and tiffin prior school, have them fold their cloth and put them in drawer etc

-Changes in life are inevitable. Allow them to be in changing situations and facilitate them to deal with.

-Teach social magical words "Thankyou" "please" "excuse me"

-Teach "Private", have them change cloth in closed room and use toilet and bathroom in closed situation.

-Teach" values of time "e.g. Doing things on time.

-Train "Anger management"

-Help them recognize money andat least have them use calculator to do basic math

-Learn to use "ATM"

-Teach them to Groom well, smell good, wear clean, eat and drink appropriately in social gathering



Very importantly, We have to enhance visibility of such disability by doing awareness in places like shopping malls, Bank, airport, Police station , Restaurants , school, Colleges, it is all about sensitizing community for Person with Autism to be well accepted , which will count on to their ultimate functionality. Work place Dynamics are very different.

At present these are few significant challenges recognized in mainstream workplaces at International arena like:

1.Attitude and expectation of Employer
2. Usually having same kind of expectation like about every other citizen

3. Job dropout, Unemployment raises with Poor job match, lack of professional intervention to "find job" and "keep job"

4. Resistance to make accommodation (due to lack of understanding of Autism)

5."Professionals" talking to Employer and work together at the beginning to find out plans, professionals facilitating social inclusion at job station

6. Coworkers being provided with guidance, expertise accommodation

7. Data tracking on what is working and what not

8. Acknowledge Inclusive employer. These all count very much in order for them to be successful in job station.

The awareness campaign with the message "All can contribute" are important to enhance "Employment opportunity "e.g.Market review,Business to Business alignment. Government have topropagate and bring changes in policy, take steps to promote"Non-discrimination program policy". Government should be the "Major Employer" and set example and practice to employment as it will be more validated. If we make things possible for vulnerable, things will be automatically possible for everyone.

For these young adults to be interdependent with dignified and meaningful life "Medical Model" of such disability needs to shift towards Social model and Right based Model. Let's pick the checklist of Abilities rather than the checklist of Problems. In conclusion, every human along with Person with Autism and NDDs on this earth has right to live and enjoy their life with dignity. This could be achieved by making effort in the areas of "continuum Education starting from Early Intervention arching towards Employment". It certainly needs sensitization and acceptance from parents, family member, school system, community, work places and the Government, it demands for a global systematized response in every point of Arch which is coordinated, structured, well planned and feasible also for low resource regions.

Dr. Sunita Maleku Amatya
Chairperson
AutismCare Nepal Society



AUTISM AWARENESS



"I really want to make my child happy always. It feels so disheartened to me, he is screaming most of the time. I don't know what the reason is behind I try hard, but I feel that I don't understand my baby. I feel totally helpless"

sadly share the Mother of Abigyan Nepal. Nepal was diagnosed as Autism Spectrum Disorder (ASD) 2 years ago who is now 10 years old. The father of Nepal expresses his feelings too, "I really want to play with my boy, how far I try he is not interacting with me. He just wants to be alone and he is lost in his own world. You know it really sucks me." The taste of devastating earthquake wasn't been such bitter for the Nepal's Parents than the moment when they knew that their only son has Autism.

This is just an example of one family having Child with Autism. It's the same situation to all parents who have Children with Autism. In context of Nepal, the life of Person with Autism as well as their parents and families are even worse. Parents knock every one's door; Dharmi-Jhakri, Traditional healers, doctors as well as god to heal their child. Everything goes in vain neither they are diagnosed timely nor they get right treatment. Still the awareness level on ASD among society is very minimum. Every Person with Autism have different faces. The faces of innocence, calmness and softness. The difficult and saddest part is these faces are hidden everywhere. They are not recognized timely and they are bonded in four walls and some are chained in remote Nepal. The growing prevalence of Autism Spectrum Disorder (ASD) has been big threat for the whole world. According to latest data published on April 26, 2018 of Center for Disease control and prevention (CDC) shows 1 in 59. The condition is 5 times more prevalent in boys than in girls. Nepal is also badly affected with this condition as diagnosed cases are increasing day by day. As reference to this data, AutismCare Nepal Society (ACNS) estimates that about 0.3 million population may have ASD. According to the data of Tribhuvan University Teaching Hospital (TUTH), 15 cases has been newly diagnosed with autism every month. AutismCare Nepal

Society has data of 10 cases as newly diagnosed per month.

ASD is not a disease, but a condition which affects mainly three core areas namely; Communication, Socialization, and unusual interest and repetitive behavior. This is referred as Triad of Impairment. The major sign and symptoms of ASD are the indicators to identify and diagnose the cases. They are as follows:

1. Aloof in Manner
 2. Inappropriate attachment to objects
 3. Doesn't respond when called
 4. Inappropriate laughing and giggling
 5. Avoids eye contact
 6. Difficulty in Mixing and playing with other Children
 7. Does not point with the index finger to indicate interest
 8. Can do something very well, but not tasks involving social understanding
 9. No understanding of fear and real dangers
 10. Echoes words and phrases
 11. Lack of pretend play or unusual and repetitive pretend play
 12. Enjoys spinning and rotating objects
 13. Indicates needs by leading adults by the hand
 14. Extreme restlessness, hyperactivity or extreme passivity
 15. Crying tantrums, extreme distress for no apparent reason
 16. Apparent insensitivity to pain
 17. Likes sameness in everyday routine, does not enjoy change
 18. Sometimes doesn't like to be hugged or touched
 19. No responsive to normal teaching method
 20. Unusual behavior or body movement such as flapping of hands or rocking and jumping.
- As studies shows probably that there is not just a single cause and more than one gene responsible for its vulnerability. Siblings may have 15- 20% chance of having same condition. With unknown cause and no cure, this lifelong disability has been sensitive issue worldwide. Though we can't do prevention of this condition and cure this condition, it doesn't mean that we are handcuffed. There are various types of therapeutic approaches which can bring positive and better improvements among person with Autism. It is proved that early diagnosis and early intervention is path for better prognosis.

PT. Surendra Bajracharya
Chief Administrator/Project Manager
AutismCare Nepal Society

LOW AROUSAL APPROACH



I'm Kripa Shrestha, Parent-Child Trainer in AutismCare Nepal Society and above all I'm a mother of a teenager boy with Autism. Just before a year he entered his teen world. He has turned 14 now. I had heard a lot about difficulties in managing challenging behaviors in teens with autism but now I'm facing the real

situation. Yes hard days not only for me as well as for him too. He tries to fit-in in this non-autistic world and I try to manage this non-autistic world for him which is very hard for both of us and at the end of the day we both have emotional outburst. A lot of time I've tried to manage his distressed

will stop any unfavorable incidents. Even if we have to back always should do it in an unhurried manner. Also we should try to avoid staring during this difficult time. It's not an appropriate time to touch them when they are aroused. We can touch them when they appear to calm down. Our touch should be perceived as a sign of warmth and friendliness not as a sign of dominance. The surrounding noise can make the situation worst, so we have to think of the environment also like turning off the television or an i-pad.

Always try to listen to what our child is trying to say as they are trying to communicate with us through their behaviors. Speaking softly, calmly and slowly will help to de-escalate the aroused level. Avoid argument when they are upset.

Distracting them from triggering situation will help to minimize the occurrence of distressed behavior. It will be easier to remove other people from their space then removing our children when they are upset. We have to remember that low arousal approach is not



behavior but most of the time I feel helpless. As a result I lost my control sometimes which made me feel guilty for days. What I did or what I didn't do to manage the situation made the situation worst. The reaction which I gave during his distressed behavior was not helping him but was worsening his behavior. I was actually pouring the fuel on fire.

Here, I would like to share some positive approaches to manage any distressing behavior which has helped me a lot.

The first thing to do is to stay calm in tense situation. This will help our children to feel less aggressive. Avoid tensing muscles, folding arms or clenching fist. Breathe slowly and regularly. It takes a lot of practice to appear calm outside when we are scared on the inside. Maintaining a safe distance when they are aroused

just for dealing with a crisis, it needs to be a way of life. This is only a short term option. In the long term we need to look at the strategies for managing distressed behavior like creating autism friendly environment, providing them visual support and structure, teaching them communication skills and coping mechanism. The more we shout at them, show our anger and frustration to them the more worst will be the situation. Just stay relaxed and calm which will be sooner or later reflected on them.

Many thanks to Ms. UrlikaJohannson from Sweden who gave me the book "Managing Family Meltdown" by Linda Woodcock and Andrea Page.

Ms. Kripa Shrestha
Parent and Child Trainer
AutismCare Nepal Society

JOURNEY TO SPECIAL EDUCATION



Everybody has their journey of life, it is not that I have an extraordinary one but it is different one and it is good to be different. I had a very ordinary life of teenage with lots of fun and little ups and down in the western part of the city of Nepal. I was an average student and was really

a shy person. Culturally I was very much influenced so I also got married in early age of twenties. This was my new phase of life with my new family. My married life was going very smoothly. But my life took a turn when I gave birth to my son. This was a very special moment of my life as a mother. But from the beginning I had been experiencing difficulty with my son and one day finally my doubt that something was wrong with my son came to be right after consulting various doctors. He was diagnosed with autism at the age of three. At that time of my life, I didn't even know what autism is. Then slowly I got to know about autism through the net. I was helpless after knowing about autism. Even I had consulted various doctors but they never told me about Autism. The word "Autism" was never heard of before and the disaster was when me along with my husband found out that there was no any treatment or intervention centre for autism in Nepal. Those were the worst time in my life. My nights used to go with tears. I used to get so depressed and hopeless. I felt like I have lost my son. Luckily one of the pediatricians gave me the website of Action for Autism (National centre for autism) New Delhi, India. This was the only hope for me. Then I went for the mother child training (Oct- Dec 2008), where mothers were trained to handle their child with autism at Action for Autism along with my friend whose child also had got diagnosed with autism.

I felt as if I have entered to a different world. Everything was new to me and I tried my best to learn whatever could help my son. There I got to know about the special needs individual and their rights. I definitely got a lot of information and ideas related to autism. I could also see changes in my son during the training and was hopeful now. I was more strong and determined as a mother. I also felt how other parents would be going through when they have a child with special need. As this thought was back in my mind while returning back to Nepal. We found one of the parents had opened a centre for autism named as AutismCare Nepal Society (ACNS) in Kathmandu. Then I, along with other passionate parents replicated the same program in Nepal and share our experience and knowledge with the other parents in order to help



them. We had a lot of parents coming to ACNS. I could give at least some help to the parents and the satisfaction seeing the changes on the child with autism would be so high that no money could buy. Different magazines featured our little effort to the special need people. But sooner we found that it was not enough, the need of a special educator was clear. Then I headed to do the one year course of Diploma in Special Education DSE(ASD)2010/2011 in New Delhi from the same organization where I got the mother child training. It was not easy for me to do the course but my determination took me off. I gained knowledge about how to assess the child with special need and prepare the Individual Education Plan(IEP), learn about the behaviour modification and various different techniques regarding the special needs. Finally I was working in ACNS as a special educator. I have been assessing the children with autism and preparing the IEPs(Individual Education Plan). I have been supervising the teachers with three different classes with 15 students that was started with only 1 class of 6 students initially. I also supervise the parent child training and train teachers of mainstream school about how to practice inclusion. It was an honour to have my journey to special education featured in Autism Spectrum Quarterly, the international magazine of USA.

My son has developed a lot of changes. He can now recognize his family members now. He is using picture exchange communication system to express his basic needs. He enjoys playing with adults and with his cousins.

Working with the children with special need I have developed a lot of patience and also learnt that every day is not the same. It is not that I have a perfect life now but I have learnt to live life. There are lots of ups and down in life but every experience teaches me new things. I have also been fortunate to work with a lot of experts from different countries all over the world. My learning will continue forever as learning never ends. However I will try my best to stand by for the people with special needs and their rights.

Ms. Sijan Shakya
Special Educator
AutismCare Nepal Society



ROLE OF SPECIAL EDUCATOR IN DISABILITY



Individual with disabilities has to face lots of challenges during their day to day life. Those challenges are economic challenges, physical challenges, psychological challenges, education, and health. For providing support in

the field of education, Special Education has been developed. All the individual with autism are unique with each other. They need special care and special teaching methods. So that they can learn in their own ways and could not be apart from their rights. For providing such environment there is a need of special educator.

In Nepal there has been started to study special education but yet to have come in practical field. Special Education is a process and specially designed instruction, support and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The facilitator of special education is called Special Educator.

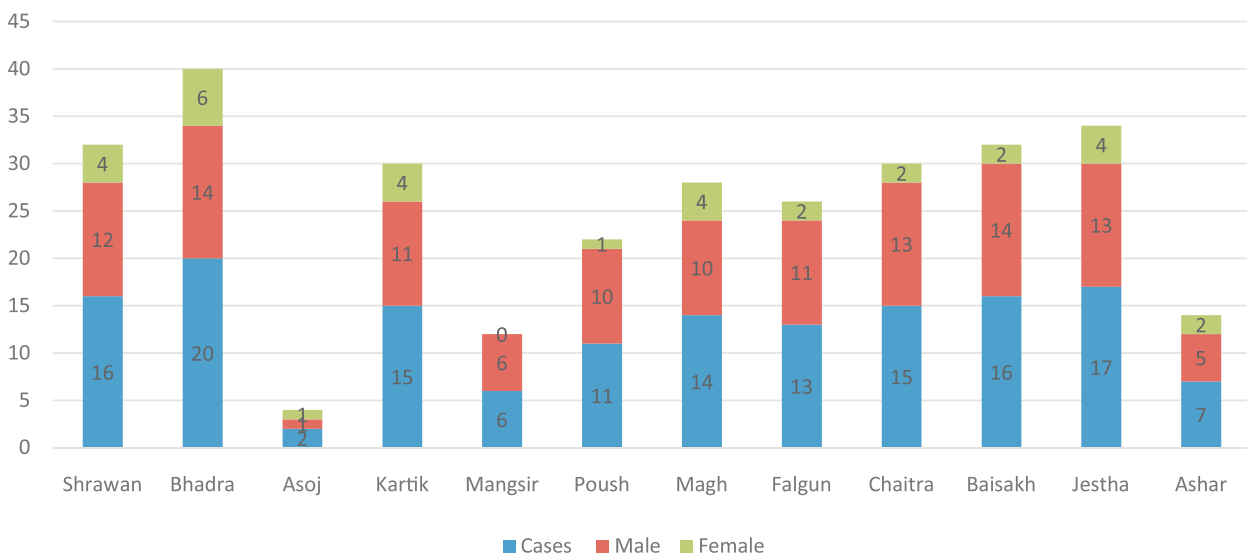
Special educator is responsible for making special educational program of individual with disability. In a co-ordination with different professional like counsellors, speech therapist, occupational therapist, physiotherapist special



educator prepare individual educational plan (IEP). Assessment, preparation of IEP, re-evaluation of IEP and teaching are primary duties of special educator. Special educator often functions as a therapist, counsellor, social worker all rolled into one.

Ms. Manju Maharjan
Special Educator
AutismCare Nepal Society

Detail of Functional Assessment Cases in Fiscal Year 074/075



AUTISM PATHASHALA NEPAL SUSTAINING IN HINTERLAND



In Nepalese scenario, the prevalence of Autism Spectrum Disorder is very high but we don't have the national data so we do follow data given by center for disease control and prevention in the US, they say it has similar pattern worldwide,

one out of hundred and ten, more in boys than in girls. Keeping this fact in mind, we estimate there are many persons living with autism in Nepal. After massive awareness programmes we have been doing, more and more people are going to know autism. There are also more people in this federal state who do not know autism but still they do have autism. The major motive behind opening such center in this locality is to identify children with autism and help them learn life skills through special education and therapies. Poverty and hunger strikes the people here. They have to work hard to earn their livelihood. In Nepal there are many schools for disables. For hearing impaired people there are schools where students are taught using sign language. For eyesight impaired persons there are schools and for intellectually disables there are schools. Even in this state, there are many such schools. But there are no governmental autism related organizations in Nepal and how can it be in this federal state. There are some autism related non governmental and private organizations in Kathmandu. Autism Care Nepal Society is one of the leading autism related organizations located in Kathmandu. It provides trainings to the parents and their kids with Autism Spectrum Disorder (ASD). It also aims to provide special education to autistic children through different kinds of therapies.

Due to economical status the parents cannot attend the trainings in Kathmandu, they do not have time either. People are not aware that autistic children can learn and they do not send their children to school because autistic children do not learn in the speed of normal ones. Here people do not know what is autism. Autistic children are treated as mentally retarded children and without their diagnosis they are sent to special schools and kept with intellectual disables where there is no learning. Due to the lack of understanding and awareness about autism the life of autistic children and their



parents is really very miserable. Keeping this bitter fact in mind, we have promised to devote our life for the betterment of children living with autism. We have a dream to teach them life skills and make their life easier and better by providing rehabilitation in local level.

In general, we aim to guarantee easy access of people with autism to health, appropriate education, employment or livelihood, empowerment, social participation, use of facilities, assistance and support, reasonable accommodation including all services, facilities and opportunities connected to their special needs as their rights. Specifically, we dream to:

- Run autism awareness programmes
- teach life skills through therapies.
- construct necessary community houses for autistic people.
- hire skilled human resource for their like skill trainings.
- manage teaching materials, sports materials, uniform and other necessary items.
- provide hygienic dinner and lunch on daily basis.
- rehabilitate autistic people.

Here at Autism Pathashala Nepal, special children are taught by the Montessori Methods using multiple technologies. We use audio visual aids as per the severity of the disability. We use music, art and different therapies to develop skills. We also dream to provide therapeutic services like physiotherapy, occupational therapy, speech therapy, sensory integration, music therapy, medical massage and regular health checkups. We also plan to provide excellent vocational trainings so that they can be able to live independently.

Ms. Amrita Bhandari
Chairperson
Autism Pathashala Nepal, Gulmi

GLANCE OF AUTISM CARE NEPAL SOCIETY





GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF AUTISM CARE NEPAL SOCIETY



GLANCE OF WORLD AUTISM AWARENESS DAY 2018



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. Saraswati Moktan
Admin Assistant



Ms. Sijan Shakya
School Head



Ms. Ruju Pokharel
Special Educator



Ms. Manju Maharjan
Special Educator



Ms. Kripa Shrestha
Parent Child Trainer Head



Ms. Dhanusta Subba
Parent Child Trainer



Ms. Jyoti Kumari Singh
Vocational Trainer Head



Ms. Nirmala Shrestha
Assistant Vocational Trainer



Ms. Krishna Kumari Wagle
Assistant Vocational Trainer



Ms. Lila Subedi
Assistant Vocational Trainer



Ms. Binita Bhattarai
Teacher Head



Ms. Muna Manandhar
Teacher



Ms. Lalita Manandhar
Teacher



Ms. Alina Riasal
Teacher



Ms. Sangita Bhusal
Asst. Teacher



Ms. Saneema Maharjan
Asst. Teacher



Ms. Prakriti Upadhaya
Asst. Teacher



Ms. Anjushree Nakarmi
Asst. Teacher



Ms. Kamala Gharti
Care Taker Head



Ms. Laxmi Shahi
Care Taker



Ms. Ganga Khadka
Care Taker



Ms. Kalpana Karki
Care Taker



Ms. Niru Bhujel
Care Taker



Ms. Sarmila Tamang
Care Taker



Mr. Raj Kumar Lama
Gaurd

CONSULTANT PROFESSIONALS



Mrs. Rena Shrestha
Clinical Psychologist



Ms. Ajeeta Deuja
Psychologist



Mr. Amrit
Music Therapist



Ms. Neelam Lama
Speech Therapist



Ms. Rajeshree Bajracharya
Physio Therapist

Support to Autism

अटिजमलाई हाम्रो साथ, अब सहयोग तपाईंहरूबाट



अटिजम केयर
नेपाल सोसाईटी
“A National Center for Autism”

गैह्रिधारा, काठमाण्डौं, नेपाल
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