

autism

N E T W O R K

APRIL 2005

V O L X I I N O . 1

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INFORMATION

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YOUR CONTRIBUTIONS

Do you have any comments, suggestions to offer? Information and experience to share? We look forward to our readers' participation. Send letters, articles, illustrations to:

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Cover Illustration

'Fighter Aircraft'
by Jonathan George, ten-and-a-half years old
from New Delhi

WISHLIST !

FOR THE STUDENTS

- o Large magnetic whiteboards
- o Whiteboard markers, felt pens, water colours, acrylic paints
- o Coloured kite, crepe, glazed, chart, cartridge paper
- o Wastebaskets
- o School furniture
- o Shelves
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- o Conveyance for the school / school bus
- o Apartment or house to start a respite care for persons with disabilities

FOR THE OFFICE

- o A Scanner
- o Two fast printers for computers
- o Video Projector

FOR THE NATIONAL CENTRE

- o Support for components of the NC Building

If you want to help, write to AFA or call:

- Priyanka Mazumdar: Tel. 2925 6469/70
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PAGE ONE

2005 started with an event of some significance in terms of social awareness of disability issues. A non-arthouse film 'Black' was released across the country. It was not the first Bollywood film to put disability centre stage. We had 'Koshish' for instance many years ago. But this was the first film that had an actor who holds an iconic status in Indian entertainment along with one of the currently most popular actresses of Bollywood playing the central characters. It was a film that organizations working in disability issues made it a point to all go and watch.

We at AFA too all trooped off to the nearest theatre showing the film. I watched the film with my colleagues as a cinema buff, but also as a mother of an individual with special needs, as well as a special educator. I will not go into my reactions as a cinema buff as they are not relevant to us here. But as a parent as well as a special educator I was enormously disturbed by the film. What was even more disturbing was that apart from my colleagues at AFA, most others I spoke to appeared to be unmoved by and unaware of the issues that seemed to us of such concern.

The issue that we felt as of greatest concern in the film was the violence – of words and acts - that are visited on little Michelle. Here is a little girl who is deaf blind, living with parents who are frustrated by their inability to understand or teach her. In comes this teacher who is considered the best in the field. And what does he do? He yells and screams at the girl; drags and hits her when she does not comply. Does the film show the teacher trying to understand – or demonstrate for the benefit of the audience – the reason behind the child's behaviour? No. Instead, the whole rationale appears to be: "She must do all you want her to do. If she does not, then yell at her, dunk her in the water, slap her around." In short teach her a lesson for being such an 'ill-behaved' child. And you know what? She will change, improve and learn!

The teacher dunks the little girl – with such anger and vehemence – in the fountain. And hallelujah! She starts speaking!

She types real slow on the Braille typewriter and fails her exam. So then does the teacher time her typing speed, push her to increase her speed minute by laborious

minute, reinforce each improvement? No. instead he lets her fail repeatedly, and when she fails the tenth time he gives her a resounding slap and goodness! Her speed is up sixfold!

Gentleness seems to be alien to the way Amitabh Bachhan handles Michelle.

As Indians when we watch this film we are not watching a teacher at work. Its 'Amitabh Bachhan' we watch at teaching. And if Mr Bachhan teaches in this manner, this surely must be the right way to teach.

I am sad that someone of the stature of Amitabh Bachhan should do so little homework for the film. Who did he speak to for his role? Which place did he visit to observe how one works with children with special needs? Surely he could not have learnt this way of teaching through observation at a special needs school. I would shudder to think of the place if he did indeed learn it from one such.

The impact of this film is huge. And yes it has created awareness of disability. But what kind of awareness has it created and reinforced? That individuals with disability are lesser beings who have to be yelled at, screamed at, manhandled, threatened, and appropriately 'disciplined' to bring them into some semblance of acceptability so that they can fit into 'our' society.

For those working with children with autism, this holds greater poignancy. Rather like Bachhan does with Michelle, till recently it was believed children with autism too manifest inappropriate behaviours because they are willful, stubborn, and spoilt. Aversive techniques were quite the norm. It has taken years of effort to change perceptions, though in India they still persist. Will not a film like Black reinforce these perceptions?

A couple of incidents will help illustrate the kind of stereotypes the film reinforces. A colleague at AFA was at a dinner where she met the wife of a senior corporate executive. The lady who is a volunteer teacher at a special needs school for those with mental retardation described the film in superlative terms. Our colleague asked her if hitting Michelle to teach was not perhaps a little inappropriate. The volunteer countered: "We have to slap

(...cont on page 7)

Social and Sexual Behaviour in Autism

Archana Kaur

Archana Kaur was educated in Singapore and Australia. She is currently pursuing her doctorate in clinical psychology at Deakin University, Australia. Her research focus has been autism with a particular interest in developing programs for the benefit of persons with autism. Archana has presented at conferences and has a publication in press in *Autism: The International Journal of Research and Practice*.

Many individuals with autism desire social contact and sexual intimacy. In fact, research has found that levels of sexual desire among those with High Functioning Autism (HFA) or Asperger's syndrome are comparable to those of the general population (Henault and Attwood, 2002). Historically however, attention in the area of sexuality was absent due to several reasons. For instance, persons with autism were seen to be sexually immature at all ages (Konstantareas & Lunsky, 1997). Also, autism was regarded as a syndrome only apparent in childhood (cf. Ousley & Mesibov, 1991). Recently, sexuality has received more attention in the literature and important findings, such as the one mentioned above, have been demonstrated.

DESPITE the desire for social and sexual contact, many individuals with autism find it extremely challenging to develop and maintain these relationships. The social disadvantages experienced by individuals with autism, which are among the most salient aspects of the disorder, mean that they may encounter several difficulties such as participating in casual conversations and using nonverbal communication cues within social interactions (Howlin, 1998; Yirmiya, Sigman, Kasari, & Mundy, 1992). Consequently, the complex social skills required in developing and maintaining meaningful relationships is often entirely lacking (Howlin, 1997). Individuals who function at a higher level generally attempt some form of social contact (Volkmar, 1987) but usually encounter marked problems in developing friendships and relating to others (Volkmar, Carter, Grossman, & Klin, 1997). Even casual interactions are disrupted, and opportunities to experience the joys that come from meaningful social contact are curtailed (Howlin, 1997). Some individuals with autism have themselves related that social relationships are difficult, confusing and ultimately frightening to them (Jones & Meldal, 2001). Due to the lack of social skills which are required to develop

relationships, the finding that they experience loneliness is also not surprising (Bauminger and Kasari, 2000).

IT has been suggested that HFA individuals in particular compensate for their social deficits by using their comparatively high intellectual abilities (Sigman & Ruskin, 1999). These individuals have been found to socially engage with peers more frequently. However, the social performance of HFA individuals is still worse than that of typically developing persons, indicating impaired functioning (Stokes & Kaur, in press).

IN terms of the desire for romantic and sexual relationships, many individuals with autism have expressed an interest in marriage and in having intimate relationships (Newport & Newport, 2002). However, the lack of social competence means that some of them may engage in inappropriate sexualised behaviour. Research has demonstrated their lack of appreciation for social boundaries by revealing that they do not always seek privacy for activities such as masturbating, undressing, using the toilet and bathing (Stokes & Kaur, in press). Individuals with autism are generally less aware than typically developing individuals of privacy-related rules such as knocking on closed doors, not touching private body areas in public, and not letting others touch their private body areas (Stokes & Kaur, in press). Individuals with autism also lack knowledge regarding sexually related issues such as sexual hygiene, physical changes during puberty, sexually related behaviour, the reproductive process, birth control, sexually transmitted diseases, and acceptable behaviour towards a person of romantic interest (Stokes & Kaur, in press). Help and guidance may be required in organising activities to ensure that even HFA individuals cope adequately with tasks related to personal hygiene (Howlin, 1997). Due to their desires and interests, persons with autism generally attempt to develop romantic relationships just as typical

individuals do. However, the lack of sexual knowledge in combination with poor sense of privacy may lead to inappropriate behaviour such as removing clothing inappropriately in public, masturbating in public and touching others or themselves inappropriately.

EXPERTS in the field of autism have made recommendations for helping individuals with autism deal with the problems of social and sexual relationships and increase social awareness (Attwood, 1998; Howlin, 1997). One recommendation is basic sex education. Howlin (1997) describes a practical program of sex education that has been used effectively in the USA. The program focuses on obvious topics such as identification of body parts, dealing with menstruation and masturbation, personal hygiene and appropriate social behaviour, ranging from how to relate to strangers and familiar adults to dressing appropriately.

ANOTHER recommendation is social skills training. Social skills groups provide individuals with autism an opportunity to learn and practise a range of advanced social abilities (Attwood, 1998). A profile of the strengths and weaknesses of each participant is prepared

prior to the commencement of the group sessions (Shaked & Yirmiya, 2003). Skills necessary for successful social functioning are first learned before they are practiced in natural social situations (Mesibov, 1992). Group sessions include various activities; for instance, a discussion of specific behaviours (e.g., communication and body language) or a demonstration of inappropriate behaviours followed by identification of the errors (Shaked & Yirmiya, 2003).

SOME success has been reported for some social skills groups in providing the participants with a better understanding of their social difficulties, fostering more appropriate ways of dealing with these and training in conversational skills (Howlin and Yates, 1999). Unfortunately, social skills programs for adolescents and adults are few and therefore, not always accessible to persons with autism. Furthermore, these programs have not been extensively evaluated and success rates have not been consistently reported. Notwithstanding these shortcomings, social skills groups offer opportunities for social contact and activities (Mesibov, 1992) which facilitate meetings with similar people who share the same experiences (Attwood, 2000).

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Benzy and Her Music

Kavita Kumar

Benzy is our 10 year old special daughter who has shown extraordinary progress with the help of music. Benzy had a lot of problems at birth. Her milestones were delayed and she had babbling speech which could be seldom understood. By the time she was four years old we had tried a variety of therapies which helped to a limited extent. As Benzy was growing older we felt she was losing on the crucial learning years and decided to do something about it using Benzy's strengths.

I was aware that Benzy had a good sense of rhythm and that she learnt anything taught to her with rhythm. In addition Benzy had a very sharp memory. We decided to use music to teach Benzy. First we kept a music tutor at the age of five. Benzy did not respond to him but we did not give up. We asked the tutor to sing a particular raga during each session. After two years Benzy started responding to all ragas and music. Indian classical music has magical powers. Sangeet Samrat Tansen knew it: his ragas were so powerful that it attracted the clouds when 'Megh' rag was sung. Western science shows that even trees and plants respond to music by growing faster.

WE found that by singing Indian Classical music Benzy's voice became clearer and louder without any trace of babbling. Next we made use of her sharp rhythmic memory. Result is that today she can sing all the ragas taught to her. Though she needs a guru for riaz to mature her voice and sing in a pattern in which her vocal chord is not damaged, she needs comparatively less riaz than others. She learns a song simply by listening to it and can immediately recognize the original on which a popular tune is based.

WE recently discovered that Benzy has taught herself to play the harmonium without ever being taught. She can play any song, any jingle on the harmonium simply by listening to it. By the age of nine she had given several stage shows and she released an audiocassette named 'Basic Raagas' in which she has sung ten ragas. She had recorded the raagas in one go. She did the recording so perfectly that it left the recording technician amazed. Subsequently Benzy has had a second cassette released.

BEFORE going in for recording, Benzy was not comfortable wearing headphones or singing along in

chorus. So we bought a set of headphones and had her practice at home, singing with the headphones on for 20 minutes every day. We also took her to groups for practice in singing in chorus till she was ready to sing in the studio with headphones on.

IN addition to her singing Benzy has a large vocabulary of English and Hindi words, knows math tables up to 20; but if asked to apply the same in real life situation, she fails.

OUR message to parents of special children is to not lose the crucial years of learning. Every child has some positive quality that one can build on and nobody knows this better than the parents. Our children are a rare gift from the Almighty, which no one asks for, but if trained properly they show better results in particular fields than 'normal' children. Finally, if music is used to teach at a tender age then it is bound to show results.





LETTERS

I was truly impressed with all the wonderful work you have achieved and are achieving when we came to visit you while we were in India. I read with tremendous interest The Autism Network magazines and will pass on to my colleague at work. She said she has already heard about you through her training in ABA therapy and her psychology degree work. We had a great discussion about all I had observed while with you.

I told the boy with Autism I teach about my visit to India and he was charmed to hear how many animals I had seen wandering the streets. He asked if I had seen a (Bengal) tiger and was disappointed that I had not but was amazed that elephants, snakes, camels etc were around! He reads about animals avidly and knows all the names of penguins for which he has a fascination. He often goes to London Zoo. When I asked if he wanted to be a zoo keeper he said no because he does not like the idea of clearing up their mess!

He is such fun to talk to and has made such strides over the past seven to eight years and I shall miss working with him when he goes to secondary school in September. I think Patrick McGreevy has been to see him a couple of times at home in the past so as to be able to consult to his family.

I am telling everyone at school about your centre and hope that your new building is built quickly so as to improve your work.

NATALIE CARR
Westminster Abbey
London

I cannot thank you enough for bringing out such a useful periodical. Autism Network has helped me in bringing up my son who has autism. Helpline is full of useful tips given so well that parents have no difficulty in understanding or following it. Please continue bringing out Autism Network

A DAS
Kolkata

AFA is functioning very hard towards its aim and objectives. May God help in every respect. It is my desire

to join hands with your forthcoming plans. If you require some help it will be a pleasure for me.

SA HUSSAIN
Mumbai

I am a life member of Action For Autism. I find your Autism Network informative and helpful.

DR T MATHUR
Chandigarh

There is no issue of Autism Network that has been devoted to adults with autism. What happens to adults when their parents die? Please have one issue of Autism Network about adults very soon.

PROF A SINGH
Delhi

We have a three and a half year old daughter with autism. We hail from Kerala and although we are both doctors, my wife has not worked for a while. We have a younger son who is normal. I am currently working in the UK and although there are excellent schools here (but only in some areas), the nature of my job means working at places where there aren't such facilities. My wife finds it increasingly difficult to cope. Financially also we hardly make a saving with only me working. For all these reasons we want to return home but are worried that there might not be the support our daughter needs in Kerala.

G CHERIAN
UK

Lighthouse is a Parent Child Guidance Centre run by Zill Botadkar. I am the resource person in India for Fragile X Syndrome. Zill and I have come together to share our experiences and create awareness for Fragile X Syndrome, and help and guide parents with children having this syndrome. On 14 April, 2005 we are conducting the first ever workshop on Fragile X Syndrome in Mumbai. We will have speakers from all fields including doctors, educators and therapists. We look forward to having professionals, therapists and parents attend this workshop.

SHALINI
Mumbai

For registrations and details please contact:
Zill: 9819064508 or Shalini: 9820199092
Email: rainbow1481@hotmail.com

A Different Kind of Hero

Janine Langella

(First circulated in the Schafer Autism Report, 26 January, 2005)

My daughter wrote this essay about her brother for the annual PTA sponsored Reflections contest. She was selected as a finalist from her school, and her piece was submitted to the district level. She is 12 years old, and I think she has a better understanding of what is going on in this world than most adults do.

Everyday he gets up. He has to be helped in the bathroom. He needs to be cleaned and eating his breakfast is really hard. He hates to eat; sometimes just smelling food makes him gag. He smells everything. He gets dressed with help, and then they come to our house or he gets on a bus and he goes to them. They teach him how to walk, how to use a fork and spoon, how to speak and how to look at you when you call his name. He has no friends, but he is always busy. He hardly talks, but most of the time when the phone rings it is for him. I am talking about my baby brother.

HE is three years old, I am 12. Even though I am older, I look up to him now, and I probably always will. He is my different kind of hero. He has Autism.

EVERYDAY is a struggle for him to learn how to do the things we do. Like going to the bathroom. Putting on your clothes, eating a bowl of cereal, or just saying good morning. Instead of getting to play with a bunch of little kids like other three year olds, he is busy inside classrooms learning how to be a person. Some people think that a kid with autism has no feelings, not true. I say they have too many feelings.

WITH my brother in my life I can now see kids who have the same disability. I see how it is for them. I think about when my brother gets older, and I know he will always be different. I know that he will get laughed at, and I know he will not have many friends. All I can say is I feel sorry for the people who will never give him a chance to shine. They will be missing out on the greatest thing in the whole world and that is simply...him, my brother with Autism.

HE is my different kind of hero plain and simple. He has made me see that not everyone is perfect. He has taught me without even having to speak a word that life is what

you make of it. Either you get up every day and do your best, or you get up and give up. Like I said, he is only three years old, but he is so smart. He will probably never realize just how much he has taught me. Just how much he means to me, and just how much I will continue to learn from him and use in my life. I am a better person for knowing him, and having him.

HE inspires me, and he is such a great teacher, He will always have me, and I will always have him. I hope that through him I can help other people out there understand what it is like for a kid like my brother. I am a better person because of him, and to me there is no greater hero than one who can teach you how to be human, and humble.

WANTED

Teacher

Enthusiastic, patient teacher required for an affectionate and cooperative 9 year old boy, for after school hours. Knowledge of computers necessary.

Contact: Tel: 9810782993, 9811200161

Special Educator

Special educator to stay with family at Kota and teach their 5 year old autistic daughter, for one month during the summer vacations (April – June 2005).

Contact:

Mr C P Sharma, Type IV/33B Anukiran Colony
P O Bhabha Dagar, Via Kota, Rajasthan
Tel: 01475-235220,233175,242093
Email: cpsharma@npcilnaps.com

Special Educator

Wanted a special educator for a 14 year old boy.

Contact:

Jerome & Julie Fernandez, P O Box 673
Dar es Salaam, Tanzania, East Africa

Tel: 255-22-2112986, (M) 255745290517
Email: julie@karimjeetz.com

Diploma in Special Education (Autistic Spectrum Disorder)

Training Course 2005-2006

Action for Autism, a premier organization training therapists and teachers to work with individuals with autism and communication handicaps, offers training in one of the most challenging and exciting areas of Special Education. AFA has pioneered teaching strategies based on extensive practical experience and internationally used sound behavioural principles, adapted to the Indian condition. Admissions now open for our RCI recognised course in Autism starting July 2005. *Limited seats.*

Qualifications

Energetic and enthusiastic candidates who are creative, logical, intelligent, and willing to work hard are invited to apply. Graduates in Psychology, Education, Child Development preferred, though 10+2 pass with 50% may also apply.

Prospectus and application forms available from Action for Autism for Rs. 100/- (payable by cash DD) starting March 2005. *Last date for submission of application with bio-data 31 May 2005.* Please send completed forms to:

Action For Autism
T370F Chiragh Dilli Gaon
New Delhi 110017
Please mark envelopes 'DSE (ASD) 2005-06'

WANTED

~ **Speech Language Pathologist**
~ **Occupational Therapist**

Experience with children with autism preferred but not essential. Graduates or post graduates with relevant training, an open mind, and willingness to learn, please send your particulars to:

Action For Autism
T 370 F Chiragh Dilli
New Delhi 110017

(...cont from page one)

them sometimes. I slap my child if she does not listen. So how will you teach these children if you don't hit them?" When the colleague tried to discuss this further she was told that, "The director has consulted with well known professionals. Surely they know better?"

Two days later I was at a lunch at a friend's place where we too had a discussion on 'Black' with some educated, sensitive senior professionals. The consensus to my dismay was that hitting is allowed: else how do you teach? I turned to a guest who was emphatic that yes hitting is necessary to teach and asked, "Sir, do you have children?" "Yes"

"Do you slap them to 'discipline' them?" I asked.

He replied, "Certainly not."

"Why not?" I wanted to know.

"Because they are normal."

What the film has reinforced is the belief is that if a child is 'not normal' things we would not normally do with regular kids, would be completely acceptable with someone with a disability!

We teach with understanding, compassion, and patience. We shape behaviours into place. We reinforce every effort. That's how we teach. Not through retribution or retaliation.

There were other issues in the film that bothered me:

~ Like Amitabh saying, "She's deaf and blind, not retarded" as a reason why Michelle should not be in a mental institution!

~ That other than the teacher there appears to be not a soul who plays a part in Michelle's development: not her parents, no extended family, no neighbours, no family friends, no friends of hers even in college.

Yes this is a period film and such teaching methods were perhaps common in earlier days. But the film appears to condone these methods. It does not even carry a line at the end that says: Things have changed. Methodologies have changed. That you teach not through retaliation and punishment but through positive reinforcement.

Over the last couple of weeks much to my relief I have come across a few others whose reactions matched ours. Most I realized are in the silent minority, but thank goodness they are there. Perhaps more of us need to speak out so that well meaning Bollywood directors who have the powers to do so much good do not instead do unintentional damage to the cause of disability.

ढाँचा (स्ट्रक्चर – Structure)

इन्दु चसवाल

(continued from December 2004 Autism Network)

हमारे दिसम्बर के अंक में हमने बच्चे के भौतिक वातावरण में दार्षिक स्पष्टता अथवा ढाँचे की महत्त्वता के बारे में वर्णन किया था। इस अंक में हम चर्चा करेंगे समय में स्ट्रक्चर दार्षिक स्पष्टता की महत्त्वता व विधी के विशय में।

समय के ढाँचे का अर्थ है, समय को एक कार्यक्रम में इस तरह व्यवस्थित करना, जिस से बच्चों को इस कार्यक्रम की दार्षिक सूचना मिले। सरल शब्दों में यह कहा जा सकता है कि दिन के घण्टों को छोटे-छोटे कार्यात्मक इकाइयों में विभजित करना। प्रत्येक इकाई को किसी विशेष चित्र या वस्तु से सूचित या दर्शाया जाता है।

इस ढाँचे को दिखाने के लिये बच्चे के लिये स्केडयूलज (Schedules) तैयार किये जाते हैं।

स्केडयूलज या “कार्य कर्म सूची” की आवश्यकता क्यों है?

ऑटिज़्म होने के कारण व्यक्ति का जीवन अव्यवस्थित रहता है। वह स्वयं अपनी दैनिक जीवन की गतिविधियों को सही तरह से व्यवस्थित नहीं कर पाता। खास तौर पर जब उसकी दिनचर्या में कोई बदलाव आता है। यँ तो हमसे सब ही अपनी दिनचर्या में एक अनुकूलता की इच्छा रखते हैं। इस से हममें एक एहसास रहता है जिसके द्वारा हम अपनी जिन्दगी और दुनिया पर एक तरह का नियंत्रण रख सकते हैं। परन्तु हम स्वयं अपनी इच्छा से या मजबूरी में अपने रूटीन में होने वाले बदलाव के साथ समझौता कर लेते हैं और अपनी गतिविधियों की सूची में भी ऐसे बदलाव से समझौता कर लेते हैं। ऑटिज़्म से प्रभावित व्यक्ति इस तरह के परिवर्तन से परेशान हो जाते हैं। ना ही वह सम्पर्क बनाकर पूछ पाते हैं कि “उसे क्या करना है” या “अगली क्रिया क्या होगी ?” अधिकतर उस पर स्थितियाँ लाद दी जाती हैं।

इन परेशानियों से राहत के लिये हम बच्चे के लिए “कार्य क्रम सूची” तैयार करते हैं। आम बच्चों के स्कूलों में भी ऐसी सूची

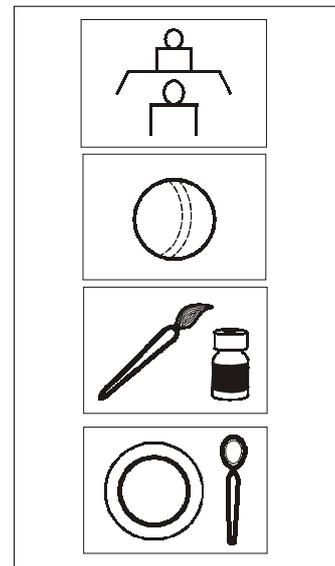
बनाई जाती है। हम में से बहुत से लोग अपनी डायरी में विशेष काम जो करने हों, उन्हें लिखते हैं या खरीददारी के समय भी सूची बनाते हैं। ठीक उसी तरह हम ऑटिस्टिक व्यक्ति के लिए भी कार्य क्रम सूची तैयार करते हैं। परन्तु ध्यान में रखने वाली बात है कि यह सूची दार्षिक रूप से बहुत स्पष्ट होनी चाहिए और इसे देखकर बच्चे को समझ में आना चाहिए कि “कब क्या करना है।”

कार्य क्रम सूची (जिसे हम स्केडयूल भी कहते हैं) इसका पालन करना बहुत धीमी गति में सिखाया जाता है। इसे पालन करने या इसका अनुसरण करने के लिए हमें बच्चों को निम्नलिखित चरणों को सिखाना होगा :

1. हम प्रत्येक कार्य या गतिविधी के लिए किसी एक विशेष चित्र का कार्ड (पत्ते) बनाते हैं।

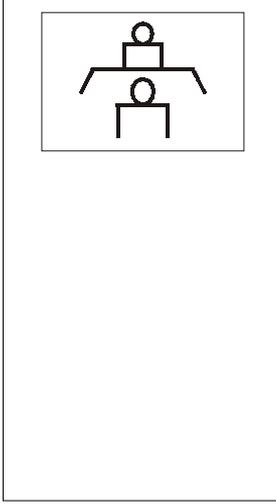
इस प्रकार एक स्केडयूल पर “उपर से नीचे की ओर” या “बांये से दाएं ओर” एक मूल (base) बोर्ड या पुट्टे लगा सकते हैं। प्रत्येक कार्ड दर्शाता है एक कार्य को। इस प्रकार बच्चा देखकर जान लेता है कि कौन सी गतिविधी (activity) क्रम अनुसार कब होगी।

उदाहरण



उपर दिये गए स्केडयूल को देखकर बच्चे को स्पष्ट रूप से पता चलता है कि पहले टीचर के साथ काम, उसके बाद गेंद से खेलना, फिर पेंट करना और उसके पश्चात भोजन का समय।

2. आरम्भ में जब हम बच्चे को इस स्केडयूल का पालन करना सिखाते हैं, तब हम बोर्ड पर केवल एक ही चित्र लगाते हैं।



बच्चे का स्केडयूल हम ऐसी जगह लगाते हैं, जहाँ पर बच्चा इसे देख सके और आसानी से कार्ड को पकड़ सके। दीवार, अलमारी या अन्य किसी स्थान पर इसे टाँग दिया जाता है।

बच्चे को स्पष्ट आदेश दिया जाता है :

“राजू (मान लें यही बच्चे का नाम है)

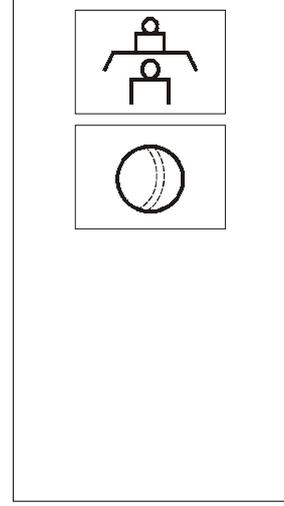
स्केडयूल चैक करो”

(स्केडयूल जाँच लो)

बच्चे को प्यार से हाथ पकड़ कर स्केडयूल की तरफ ले जाए और उसे प्रेरित करे की वह स्केडयूल को देखे और जाँचे। जाँचने का अर्थ है “टीचर के साथ काम” दर्शाते हुए कार्ड को बोर्ड से निकालना और इस कार्ड को ले जाकर “काम के स्थान” पर एक निर्धारित क्षेत्र में डाल देना (यह एक बॉक्स, या लिफाफा हो सकता है जो टीचर के साथ काम करने वाले स्थान पर रखा जाता है।)

जब बच्चा स्वयं (बिना किसी दूसरे व्यक्ति के ले जाने पर) कार्ड जाँचने, फिर सही स्थान में उसे डालकर, टीचर के साथ काम करना सीख लेता है, तब हम बोर्ड पर दूसरा कार्ड लगा सकते हैं। इसमें एक सप्ताह, एक महीना लग सकता है, यह बच्चे पर निर्भर होगा और उसे किस तरह सिखाया जा रहा है, इस पर भी।

3.



इस दो कार्ड वाले स्केडयूल पर बच्चा पहला कार्ड ठीक उसी तरह जाँचेगा जैसे पहले और दूसरे चरण में लिखा है।

इसके पश्चात जब वही टीचर के साथ काम पूरा कर लेता है, तब उसे टीचर फिर कहती है “स्केडयूल जाँचो।” इस आदेश का पालन बच्चा फिर बोर्ड पर जाकर “गेंद” का चित्र निकालकर करता है। खिलौने के स्थान पर जाकर “गेंद” के चित्र को विशेष क्षेत्र (बॉक्स या लिफाफे) में डालकर गेंद उठा लेता है और खेलता है।

इस तरह आहिस्ता . आहिस्ता बच्चा बड़े स्केडयूल का पालन सीख लेता है।

4. कुछ बच्चे पढ़ सकते हैं। उनके लिए लिखित स्केडयूल का प्रयोग किया जा सकता है :

टीचर के साथ
खेल
आर्ट वृ क्राफ्ट
संगीत
टिफिन

समय में स्ट्रकचर या ढाँचा प्रदान करने से ऑटिस्टिक व्यक्ति को ज्ञात होता है. “कब क्या करना है” ठीक उसी तरह जैसे दिसम्बर अंक में हमने वर्णन किया था भौतिक वातावरण में स्ट्रकचर द्वारा ऑटिस्टिक बच्चे को मालूम चलता है “कहाँ क्या करना है।”

हमारे अगले अंक में हम चर्चा करेंगे “ढाँचा – काम करने के तरीके में।”

ओपन डोर स्कूल प्रोग्राम (कार्यक्रम)

1. विस्तृत कार्यक्रम (Out Reach Program)

ऑटिज्म में अधिकतर अटपटे और जटिल व्यवहार प्रायः जाते हैं। इन व्यवहारों के कारण माता पिता को प्रायः चुनौती का सामना करना पड़ता है। अपने बच्चों के साथ कुछ काम करना जैसे कि सफर करना कठिन होता है। सार्वजनिक वाहन द्वारा लम्बे रास्ते पर सफर करना मुश्किल होता है। कुछ माता पिता के लिए हर रोज बच्चे के साथ स्कूल या सहायता केंद्र पर आना एक निरूत्साहित अनुभव होता है। ओपन डोर के कार्यक्रम इन्हीं चुनौतियों और परेशानियों के कारण अभिकल्प किए गये हैं। इन प्रोग्रामों में माता पिता को साप्ताहिक या प्रतिमास आना होता है। दिल्ली के बाहर रहने वाले ऐसे परिवार जो बच्चे के लिए या माँ बाप अपने लिए प्रशिक्षण चाहते हैं, वह भी हमारे कुछ विशेष कार्यक्रमों द्वारा लाभ उठा सकते हैं।

प्रत्येक प्रोग्राम के आरम्भ में बच्चे का स्तर एवं उसके कौशल का मूल्यांकन या निर्धारण किया जाता है। इसके आधार पर बच्चे के लिए विषिष्ट शैक्षिक योजना (Individualised Education Plan) बनाई जाती है और इसी के आधार पर काम किया जाता है।

क. गृह प्रशिक्षण प्रोग्राम (केंद्र आधारित (Home Training Program – Centre Based)

इस प्रोग्राम में बच्चों की जरूरत के अनुसार माता पिता और एक्शन फॉर ऑटिज्म थेरेपिस्ट मिलकर बच्चे की रोजाना की क्रियाओं के लिए एक कार्यक्रम बनाते हैं। यह प्रोग्राम घर पर चलाया जाता है और एक समान अंतराल पर परिवार वाले बच्चे की प्रगति के बारे में बताते हैं और आगे का प्रोग्राम बनाया जाता है।

ख. दूर-दराज के परिवार के लिए तीन दिन का गृह प्रशिक्षण प्रोग्राम (Three day extended Home Program for out station families)

दूर-दराज के परिवार अक्सर एक्शन फॉर ऑटिज्म आते हैं और तीन दिन के गृह कार्यक्रम में बच्चे के कार्य सत्र के अलावा निरीक्षण, सलाह, पुनर्निर्देशन और विचार विमर्श करते हैं।

ग. साप्ताहिक प्रशिक्षण कार्यक्रम (The Hourly Intervention Program)

यह कार्यक्रम की एक श्रृंखला है जिसमें एक थेरेपिस्ट एक बच्चे के साथ कार्य करते हैं। माता पिता बच्चे को कार्य करते हुए देखते हैं और बाद में थेरेपिस्ट से कार्य सत्र, बच्चे की प्रगति के बारे में विचार

विमर्श करते हैं। यह कार्यक्रम एक सप्ताह में एक घण्टे का होता है और सप्ताह में पाँच दिन सोमवार से बुधवार तक किसी एक दिन उपलब्ध हो सकता है। कुछ विशेष स्थितियों में हफ्ते दो दिन भी यह प्रोग्राम चलाया जाता है।

2. दैनिक कार्यक्रम (The Day Program)

दैनिक कार्यक्रम आत्मविमोह और संप्रेक्षण अव्यवस्थित बच्चों के लिए पथप्रदर्शक साबित हुआ है। परिवार का उच्च स्तर पर सम्मिलित होने से घर और परिवार के बीच संतुलन बना रहता है।

वर्तमान में इस कार्यक्रम के 5 विभाग हैं जिसमें बच्चों की जरूरतों और योग्यता के हिसाब से उन्हें विभिन्न विभागों (कक्षा) में बाँटा जाता है। अवर प्रभाग में बच्चे की बुनियादी पारस्परिक कुशलता, शुरुआती पढ़ने और लिखने और अवधारण वृद्धि पर जोर दिया जाता है। विभिन्न धारणाएँ प्रत्येक बच्चे को अलग सिखाई जाती हैं जबकि विभिन्न क्रियाएँ समूह में की जाती हैं ताकि उसमें सामाजिक कुशलता बढ़े। इसके साथ – साथ बच्चे को स्वतंत्र रूप से और समझें हुए आदर्शों के आधार पर कार्य करना सिखाया जाता है। धीरे – धीरे जब बच्चा व्यवहार पर काबू पा लेता है तब वह व्यवसायिक प्रशिक्षण पा सकता है 'आधार' एक कार्य प्रशिक्षण संस्थान है जहाँ पर बच्चों में वर्तमान विषयों, सजीव क्रियाओं जैसे खरीददारी, खाना पकाना आदि व्यवसायिक क्षेत्र जैसे बुनाई, चित्रकारी और बुनियादी कार्यलय कुशलता जैसे पत्र व्यवहार पर जोर दिया जाता है। स्कूल में समूह क्रिया, व्यक्तिगत प्रशिक्षण, संगीत चिकित्सा, कम्प्यूटर और संवेदिक प्रशिक्षण का एकीकरण है।

इस दैनिक कार्यक्रम ने सफलतापूर्वक कई बच्चों को मुख्यधारा और अधःमुख्यधारा के स्कूलों में एकीकृत किया है।

3. माता और शिशु कार्यक्रम (Mother Child Program)

AFA में माता और शिशु का कार्यक्रम एक दैनिक कार्यक्रम है जो लगभग 3 से 6 महीने तक चलता है। इस कार्यक्रम के अंतर्गत 10 माताओं को उनके बच्चों सहित प्रशिक्षण दिया जाता है। इस कार्यक्रम का उद्देश्य उस समय का लाभ उठाना है जो कि एक माता अपने शिशु के साथ बिताती है। इस कार्यक्रम में बच्चे की व्यक्तिगत जरूरतों, उसकी ताकत, उभरती कलाओं और कमजोर क्षेत्रों पर ध्यान दिया जाता है। एक अच्छे वातावरण में व्यक्तिगत प्रशिक्षण आत्मविमोह बच्चे को अपनी कमियों से उभरने में मदद करती है।

यह कार्यक्रम एक ऐसा वातावरण प्रदान करता है जिससे माता अपने बच्चे के साथ एक अनुभवी और प्रशिक्षित थेरेपिस्ट के निर्देशन में काम करती हैं। माताओं को एक विस्तृत पुनर्निर्देशन और विचार विमर्श किया जाता है ताकि वे अपने कार्य की दूसरे से तुलना कर सकें और अपने आप को दूसरे ऐसे बच्चों के माता पिता से जोड़ सकें।

(The Brick Ad
Please take it from the CD)

The Specialists!

Employing persons with Autistic Spectrum Disorders

Corporate houses and industries that employ persons with disabilities in India usually limit their recruitment to persons with physical disabilities. There are exceptions where a company employs persons with mental disabilities, in particular one in Pune which employs large numbers of individuals with mental retardation. However organizations willing to employ individuals with autism are nearly non-existent. Of course there are those individuals with autism who are at the extreme able end of the spectrum, who often do not receive a diagnosis till in their late adult years, and who are of course in mainstream employment.

BUT what about those who might be Aspergers but have more pervasive social skills deficits. Individuals who do not have an intellectual impairment but have significant difficulties with social interaction. Many of whom may not even have had the benefit of mainstream education. Employment remains a major issue for all such individuals. Autism throws up challenges that most employers feel not up to tackling. Even society at large is more willing to make allowances for slowness or obvious physical difficulties: Autism is too uncomfortably like 'wilfulness' and 'bad behaviour.' Which is what makes Specialisterne such a unique company.

SPECIALISTERNE is a company in Denmark whose employees are all individuals on the autistic spectrum. Specialisterne which means 'the Specialists,' is a company started by Thorkil Sonne, a Dane in his early forties. Sonne is father to a eight-year-old Lars who received a diagnosis of autism when he turned three. Most of us when we are handed a diagnosis for our child are unable to see beyond the here and the now. When his son received a diagnosis, Sonne who was then the technical director in an IT company, decided that 'someone had to do something.' With exceptional foresight he looked to the future and right away decided to do something about employment for individuals with autistic spectrum disorders.

SONNE studied job possibilities in the IT sector for persons on the spectrum. He then gave up his job, took a mortgage on his home, and set up a small company called Specialisterne. Specialisterne makes use of the characteristics of autism to service IT needs in the corporate sector; needs which require the unique abilities

that persons on the spectrum have. Specialisterne asks no favours of the corporate sector, and instead works on normal job market terms.

SPECIALISTERNE believes that all IT companies have tasks which can be solved as well if not better, by people with autism. For example, in the area of testing software where fresh 'outsider eyes' can improve test results, Specialisterne offers to solve tasks which people with Autistic Spectrum Disorders can solve better than others, because of their autism! It offers to solve test and documentation tasks where the employees can use the special gifts of autism: extraordinary sense of detail, good memory, persistence, precision and regularity.

SONNE makes it advantageous for IT companies to outsource tasks to Specialisterne: show social responsibility by giving people with ASD a chance to contribute to society without any risk to your company! It also provides the option to companies to in-source the tasks: companies are welcome to extend a job offer to one of the Specialisterne employees. In such a scenario Specialisterne offers regular supervision to ensure the company the best possible utilization of their new employee's unique competences.

SPECIALISTERNE started with one office and now has two branches, one in Arhus and one outside Copenhagen. Except for the manager in each branch who is neurotypical, all the other 22 employees are persons with an Autistic Spectrum Disorder. What makes the company unique is that *one*, it was started with the intention of only employing persons with ASD, and *two*, it must not only provide all its workers with a livelihood, it must also support Sonne and his family who have sunk their all into the venture. Suffice to note that Specialisterne has completed a very successful first year of operation, financially and otherwise.

THORKIL Sonne is a quiet person with great conviction. He is determined to show the world that the Specialisterne concept is a winning one for all parties. His venture has been covered extensively in the Danish media and on BBC TV since this is a hugely pioneering venture by any standards! Currently Sonne is working on a business plan and manual for further roll-out in Denmark and internationally. And he hopes one day to be able to help with a Specialisterne-like concept in India.

HELP LINE



Q I am a physiotherapist working for UNICEF in Maldives. I need information regarding the management of my client having autism with attention deficit hyperactive disorder. The child is seven years old and has some behavioral problems such as poor eye to eye contact, refusal to participate in regular activities at home or for school work, and breaking rules. But he is very interested in operating the computer and plays for nearly three to four hours on it. I would be very thankful if you give us information on any place where we can get CDs through which he can learn to improve his academic skills, communication skills and social skills..

A From what you mention it appears that the child's family and therapists would need to apply consistent behavioural techniques and initially work towards compliance training. Along with this, one would need to make the child's daily routine (or other activities that he resists) more motivating. One would need to understand the principles of behaviour modification, particularly that of reinforcement (rewarding appropriate behaviour) and incorporate these methods into his everyday life. You may also like to try structuring his everyday routine and make what you expect of him, in terms of activities, visually clear. It is also essential that you use simple, clear instructions or language when talking to the child.

It is unusual for a child to get a clinical diagnosis of both Autism and ADHD, you may like to revisit this diagnosis. You do not mention whether the child is on any medication at all for the ADHD. If the hyperactivity and inattention is simply due to the Autism, there are ways to teach the child through small achievable steps, and motivate the child to attend.

You are absolutely right to try and use things that the child already finds interesting, such as the computer. While there are a number of CDs available to teach pre-academic and academic skills, there are none that we know of that can teach children social or communicative skills directly. You might find it useful to teach the child alternative and augmentative methods of communication (you do not mention whether the child uses any words meaningfully), and other techniques to teach social skills (eg social stories, depending on what the child needs). There are a number of kinds of therapies for children on

the Autism Spectrum; one would need to choose those that would benefit your child most. Aside from this, you would want to build on the child's strengths – you mention that he enjoys play. Perhaps this could be extended to more meaningful, functional or make-belief play.

We hold and organize a number of workshops through the year that might interest you or your client's family.

Q Our five year old son has been diagnosed as mild to moderate autism and we have been working with him since last one and half years. We had been to your workshop in Mumbai and we have benefitted from the same. During this summer vacation we want to organize some sort of a playschool with such children between the age group five to eight and restricting the group to four or five children only. I would request you to give your valuable inputs as regards how we should proceed and what are the things we should do, our primary focus being improving socialization in our children and making them more self-reliant in day to day activities.

A It is a great idea to run a summer play group. First and foremost you will want to identify families that are genuinely interested in such a play group and not merely look on it as a place to leave their child somewhere for a few hours. Decide how many hours you would be able to comfortably run it every day or how many days in a week. Depending on this you can plan group activities involving music, art and craft, pretend play and drama, picnics and outings to parks, restaurants etc. Since many of our kids love watching television you can have video shows for them in a group. The program could include the following:

- Sit down group activity including painting, music, pasting, colouring, story telling, pretend play
- Relaxing time with massages, music, and other sensory input like trampoline, therapy ball, water play
- Physical group activities involving throwing ball at a target, walking on elevated path, climbing and reaching at targets, pulling, pushing weighted baskets or cartons across a demarcated area
- Snack time involving opportunities to communicate for desired food items
- Free play time on a mat or a carpet with freedom to choose a desired toy or object.

- Class time if the children in the group are going to a school. In this session you can revise previously acquired concepts.

These are just a few of the things you could do.

Other suggestions

- Perhaps have a therapist observe the group and suggest additional activities.
- If possible get an Occupational Therapist, a Music Therapist, an Art and Craft Teacher to visit for short periods.
- Mothers can (in most cases will have to!) be the main teachers.
- Mothers can take a break once a week or however it suits the group.
- Include Siblings, kids from neighborhood.
- Look for young people to work as volunteers as many of them are keen on such summer holiday projects. Chose friendly and active people.

Since Social Interaction is your focus turn taking activities, going to a shop, visiting one child's house once every week for a small well planned party and organizing a cultural program such as a dance, play, fancy dress, on a terrace or veranda or a living room. All these could be done with your kids together with the regular kids. Use a lot of visuals such as pictures, objects, visual time table with pictures denoting activities to take place that day, in all activities.

Remember the 3E's Enthusiasm, Energy, Excitement!
And of course Fathers to join on holidays and stay cool!
Best of Luck

Q I got this information from your web site autism-india.org regarding Income Tax Relief U/S 80DD for Parents/ Guardians of Persons with Disabilities. Kindly let me know if the disability certificate has to be specifically got from government hospitals only or can the certificate can be got from private hospital doctors.

A We understand that the disability certificate can be had only from government clinics and hospitals.

Q My three and half year old son has a diagnosis of autism. He has little eye contact, and does not respond to his name. He is able to speak only a few words, otherwise he is a little hyperactive. He listens to music and sometimes likes to play with his elder brother. I would

like to get the details of how to train my child. It would be of great help if you could send me the books on how to train my child, teach him to speak books on how to teach him to speak, and books on neuro development therapy.

Since we are in Coonoor, a place far away from the city, we do not have any special schools run for autistic children. So it would be of great help to us if you could keep me informed of the latest developments, and help us to train our child at home.

A Regarding your concerns about your son, now is the time to provide him with the best possible intervention as an Early Intervention can show very good results.

An appropriate program for the child would be the one that addresses his specific needs and it can be best planned after doing a detailed Functional Assessment of the child. Nevertheless, we can suggest reading material that will help you to be more aware of his present needs. As he is speaking a few words and has little eye contact it will be beneficial to focus on his communication, activities of daily living (toilet training, dressing, eating etc.) and play skills. We know that many families have worked successfully with their children at home due to dearth of services and surely you must be doing the same. It shall be important for you to receive the right guidance as to 'how to teach' because this is more important versus 'what to teach.' You can get in touch with a suitable center and maybe visit them periodically for a continuous program. We could provide the same if you could visit us once. Thereafter we could correspond over the mail.

In starting to work with your son in a planned manner we would suggest that initially you have lot of fun with the child, join him in things he likes to do. This will help in bonding with him. We always want to remember that with an autistic child it is important to go with his interest versus forcing him to take interest in what we think is important. Therefore, in the beginning play and interact with him using his own likes and strengths and slowly put simple demands on him. For every little compliance that he shows reinforce by giving him things he really likes and gradually he learns that doing things on other people's request is followed by reinforcement.

For example, we ask a child to put a block or a bead in a container by modeling it for him and saying "do this". The moment he does it we give him whatever he likes most. It could be a favorite food item, toy, any other favorite item. If he does not follow the request we can gently assist him by holding his hand and helping him to

pick the bead and put it in the container and then give him the reinforcer and let him enjoy it. The child will soon learn that when he imitates your simple actions on the verbal command "do this", it is followed by something nice. It would be great if you can observe such sessions of work taking place with other children.

The names of some the books that you can benefit from are:

- *The Me Book* – O Ivar Lovaas
- *Behavioral Intervention for Children with Autism* – Catherine Maurice
- *Pre school Activities* – Toni Flowers
- *Teaching Activities to Children with Autism* – Eric Schopler
- *Autism – Explaining the Enigma* – Uta Frith
- *A Compilation of Reading Material by Action for Autism* – Action For Autism

The first four books help in planning an individualized program for the child. The fifth book deals with understanding autism and the last one of this list is our own compilation of useful reading material for understanding and teaching persons with autism spectrum disorders. You can also visit our site at <http://www.autism-india.org>

Q My son P is 5 years old with mild traces of autism. He holds something or other in his hands most of the time which he flips. His teacher for special needs says it is due to sensory needs particularly in the palms and his feet. When we go to park he likes to wear others slippers and sandals. Can you please give some suggestions?

A The behaviours you have described may be for tactile as well as visual stimulation. Telling him to stop the behaviours would not be very helpful. Rather providing him with the stimulation he requires as a part of his daily activities will actually help decrease self stimulatory behaviours.

Rub his hands and soles of his feet with different and alternating textures like plastic scrubbers, silk fabric, scotchbrite, velvet, fine sandpaper, cotton wool. Do this with firm and deep strokes. You can make a mat from squares of different textures like sponge, small pebbles, bubble wrap, scotchbrite, sand, for him to walk on or feel with his hands. Toys which have give off flashing or

blinking lights at the press of a button could provide visual stimulation.

When he is otherwise unoccupied or has not been taught to occupy himself, and everyone else is busy, he can flip objects if that is the only way he can occupy himself. Regarding wearing other people's slippers, what we do will depend on why he wears others slippers. One reason could be that he has difficulty distinguishing his own slippers then he could be taught to distinguish them with some identifying mark on his own slippers. When he puts on other's footwear he could be told "These are XYZ's slippers. P will wear his own slippers." Encourage him to wear his own slippers at own as well.

Q My grand daughter aged 4 years is autistic. I read that milk may be one of the causes for autism. I have three questions.

- Is it only milk or the entire range of milk products like chhena, cheese, butter, curd or yoghurt that have to be stopped?
- If milk is stopped what replacement can be thought of to ensure proper nutrition? She does not like chicken soup or egg.
- How long should milk be stopped to determine whether milk is a culprit or not in her case and whether she is benefiting from withdrawal of milk.

A If you are going in for a casein free (dairy free) diet you want to remove all milk products including cheese, butter, curd. You can give 'ghee' as 'ghee' does not have casein.

You can use soya products such as soya milk, soya curd or 'tofu', nutria nuggets. However before you put your child on a casein free diet you want to discuss with her padiiatrician as well as a nutritionist to ensure that your grand daughter is on a balanced diet.

Whether you put her on a casein free diet (or a gluten free diet), you want to record her behaviors before starting. When you start the diet ensure you are not starting any other therapy or intervention around the same time. Once she is on the diet continue to record her behaviours. After three months of the diet you should see some significant improvements / changes. Remember, your grand daughter will show some improvements anyway as she grows. There has to be very significant improvements for it to be credited to the diet.

See also Autism Network Vol VII No 3 issue of December 2000 for more information on the subject.

Workshop Announcement!

TEACCH and An International Consensus Approach

December 2, 3, & 4 2005, New Delhi

TEACCH has been the origin and the source of inspiration for many educational strategies that are now accepted at an international level, especially those strategies that ‘try to understand autism from within.’ TEACCH gains particular relevance for the growing child and the need to impart prevocational skills. The workshop will cover the principles and influences of TEACCH, predictability, collaboration with parents, assessments, communication etc. The workshop will be open to: Professionals who have a working knowledge of autism and experience of working with children with autism; Parents who have undergone some previous training.

with Asperger Syndrome, and parent-professional collaboration. Hilde has authored books, and serves on the editorial board of Good Autism Practice

RESOURCE PERSONS:

Hilde De Clercq

Hilde is a parent professional with a background in linguistics. Initially she worked as a trainer of parents and later joined the Centre for Training on Autism as a trainer of professionals. Her background as a parent has been particularly helpful in training professionals who work in the home situation. She works both nationally and internationally as a trainer, gives workshops on subjects such as communication, the cognitive style of people with autism, high functioning persons with autism and people

Theo Peeters

One of the best known names in the field of autism training in Europe and a leading authority on TEACCH, Peeters had his education at the Universities of Brussels, London and North Carolina, with a background in Neurolinguistics and Human Communication, and Psychoeducational Therapy. Theo has published articles in scientific journals, authored a number of books, serves on the Editorial Board of the Autism Journal of Research and Practice, NSAC, and Good Autism Practice, University of Birmingham.

Theo set up the Centre for Training on Autism in 1981. He has since then been involved in hundreds of conferences, workshops, and seminars on autism. His centre runs Long Term Courses with full diplomas in autism. Theo trained all the teachers and paramedical professionals when the first Autism Experiment in Special Education was started in 1985. He later started projects on autism in Russia, Hungary, South Africa, and Poland among others.

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PRE-REGISTRATION FORM

Fill this form in BLOCK LETTERS and mail, with a self-addressed stamped envelope to:

Action for Autism, T 370 F Chirag Dilli Gaon, New Delhi 110 017

Name _____ (Tick relevant box) Parent Professional

Address _____

Tel _____ Email: _____

If parent, name of child _____ Child’s DOB _____

If professional, name of organisation _____

Do you require accommodation YES/ NO

Do you require childcare YES/ NO

Annual Training Workshop for Parents & Professionals

INDIAN SOCIAL INSTITUTE, LODI INSTITUTIONAL AREA, NEW DELHI

October 1,2,3 & 4 2005

AFA's annual workshops are an eagerly awaited event each year. The workshops build on an understanding of ASD and work through teaching various cognitive, communication, and daily living skills. The workshops are free of jargon, and illustrated with practical examples based on AFA's hands-on experience and exposure to children with autism of varying ages and across the spectrum and follow a format of lectures, a demonstration class, video clips, question and answer sessions and discussions.

Individual consultations on the last day of the workshop will be available at no extra charge to those families who book in advance.

Childcare will be available during workshop hours for families who find it difficult to leave their children at home. Please register in advance. Information about your child's special needs will have to be given at the time of booking so that adequate arrangements can be made. *Childcare will not be available to on-the-spot registrants.*

Daycare Charges
Rs 200 per child, per day

Registration Costs

PARENTS

Rs 1750 per parent attendee (Rs 1400 for members)

Rs 3000 per parent couple (Rs 2500 for members)

NON-PARENTS

Rs 2500 per non-parent attendee (Rs 2200 for members)

Rs 2300 for each attendee from an organization that has taken membership if more than one person attends

All registrations after 15 September 2005: Parent: Rs 2500 and Non-Parent: Rs 3000.

Accommodation: Limited number of rooms from noon of 13 October to noon of 17 October at the ISI at Rs 1500 per bed (twin sharing) and Rs 3000 (double room) for a four night stay with breakfast. Last date for booking accommodation 15 September 2005.

For more details fill in the form below and mail with a self addressed stamped envelope to:

Action For Autism
T370F Chirag Dilli
New Delhi 110017

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PRE REGISTRATION FORM

Fill this form in BLOCK LETTERS and mail, with a self-addressed stamped envelope to:

Action for Autism, T 370 F Chirag Dilli Gaon, New Delhi 110 017

Name _____ (Tick relevant box) Parent Professional

Address _____

Tel _____ Email: _____

If parent, name of child _____ Child's DOB _____

If professional, name of organisation _____

Do you require accommodation YES/ NO

Do you require childcare YES/ NO

MEMBERSHIP TO AFA

To continue to receive 'Autism Network' please complete the application below, cut or photocopy, and return it to us as soon as possible.

MEMBERSHIP DETAILS

Parents: Associate Member – Annual: Rs 150/-, Full Member – Annual: Rs 500/-, Life Member: Rs 5000/-

Professionals: Associate Member – Annual: Rs 150/-, Full Member – Annual: Rs 1000/-, Institutional Member – Annual: Rs 2000/-, Overseas Membership – Parents \$ 30, Professionals \$ 50

Associate Members receive copies of Autism Network and information on all upcoming events and activities. In addition, Full Members, Life Members, Overseas Members and Institutional Members are entitled to concessionary rates for AFA events and workshops.

New Renewal Date _____

Name _____

Address _____

State _____ Pin/Zip _____

Phone _____ Email _____

I am a: (tick all that apply)

Parent Relative _____

Professional _____

Other _____

If you are a parent of a person with autism, please answer:

Child's name _____ Sex _____

Date of birth _____

Diagnosis (if known) _____

• I wish to become a member of AFA and enclose:

Rs 150/- Rs 500/- Rs 1000/- Rs 2000/-

Rs 5000/-

(Send Demand Drafts Only) Draft No: _____

Dated _____ On Bank _____

Amount in words _____

• I wish to give a contribution to AFA _____

Amount in words _____

Mail demand draft payable to:

Action for Autism

T 370 F Chiragh Dilli, 3rd Floor, New Delhi - 110

Contributions are tax exempt under Section 80 G of Income Tax Act.

BOOK POST



If undelivered please return to:

The Editor, Autism Network,
T 370 F Chiragh Gaon, 3rd Floor, New Delhi - 110017

Do visit us at The AFA National Centre!

Action for Autism will be moving to its own premises: The AFA National Centre at Jasola by July 2005, so the best way to contact us is to call Annie at 9899150180, through email, or visit us at our new premises:

The AFA National Centre
Pocket 7 & 8 Jasola, Near Sarita Vihar
New Delhi - 110044

Email: autism@vsnl.com
AFA Homepage: <http://www.autism-india.org>