

autism network

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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: The Editor, Autism Network at the above given address or E-mail: actionforautism@gmail.com

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In referring to the child with autism, Autism Network often uses 'he', 'him' and 'his', not as a prejudice against the girl child with autism, but for reasons of simplicity and because the vast majority of children with autism are male. However, many articles also use 'she', 'her', and 'hers'.

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Cover Illustration

'Giraffe & Rabbit' The Art of Tearing Paper
by Abhishek Sarkar student
of Dikshan, Autism Society, W. Bengal, Kolkata

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PAGE ONE

2008 has been an eventful year at the National Centre for Autism. The year began with the first international conference *Building Bridges* organized by Action For Autism (AFA). Despite a first effort, the degree of professionalism that went into the organizing, conduct and execution of the conference, and the high standard of the presentations, drew compliments from participants across the board. The conference also witnessed the release and signing of the *Charter of Rights of Persons with Autism*. Earlier this year the *United Nations Convention for Rights of Persons with Disabilities* (UNCRPD) was also ratified. With efforts of all concerned, we hope all legislation and policies related to disabilities will be aligned with the UNCRPD.

In 2000 Action For Autism had initiated the observance of December as Autism Awareness Month in India. Networking had ensured that organisations across India observe December with activities aimed at creating awareness of autism. Then in December 2007 the United Nations officially designated April as the month for autism awareness. And so in **April 2008**, the *World Autism Awareness Day* was observed across the world for the first time. Organisations across the country made a tremendous effort to mark the day. From Vadodra to Goa, Mumbai, to Chennai and Bangalore, to Bhuvaneshwar, Kolkata and Bhopal to Ludhiana and Delhi, and elsewhere, organisations marched, walked, painted, danced, sang, spoke out, and much else in solidarity and the power of networking.

Awareness is certainly greater than ever before. But it is not enough!

AFA has for years been working with medical professionals to bring about awareness, and help lower the age for diagnosis. We now find that the mean age of children being referred to the Centre for diagnosis and / or intervention is getting lower. Children as young as two, and sometimes younger, 'at-risk' for a diagnosis of autism walk through our doors. They present with immense possibilities. With early and appropriate teaching many of these little ones can be readied for mainstreaming.

We also have older, more functionally able children who are attending mainstream schools coming in for a

diagnosis; parents are coming in themselves after reading about autism in newspapers, magazines and the internet.

However despite growing awareness there are just a handful of children with autism who are being truly successfully mainstreamed. Successful educational inclusion requires a well thought out strategy that involves preparing the children with communication skills, social understanding, and independent work behaviours; and simultaneously preparing schools with the right attitudes and the physical setup and personnel.

Interestingly more and more schools now want to be inclusive. Of course a few pay more lip service than take real action, with talk of inclusion being a mere facade. However, for each such school there are several others who are open to suggestions, advice, partnering, and so on.

The biggest hurdle here is the paucity of a body of professionals who have the smarts and the skills to understand autism, understand children, and understand the spirit of inclusion, and know how to teach accordingly. Professionals who are able to think on their feet, and think out of the box. The lack of such professionals is as much if not more in special needs schools where the little ones can receive the early intensive intervention so essential for inclusion.

After years of lobbying Action for Autism single handedly got the Rehabilitation Council of India (RCI) to start a diploma training for teachers. This is an undergraduate training for those who have passed +12. But with the changing scenario and the urgent need for greater numbers, what we need now are individuals who can take leadership positions, and in turn become trainers. Obviously for this at least a graduate level training is imperative.

Only then will we be able to optimize the growing inclination in schools to include children who were earlier routinely turned away. Otherwise despite the UNCRPD, the WAAD, early diagnosis, and great good intentions, the situation for individuals with autism will change at a snail's pace.

Supporting a Shared Understanding of Other People

Dave Sherrat

Children on the autism spectrum have difficulties in sharing thoughts, feelings, meanings, intentions and other mental experiences of living in the world. Although they find others intrinsically significant, they do not easily key in to normal social interactive behaviour. This results in the neglect of vital social and communicative information in normal everyday interactions, and sometimes in odd or even bizarre behaviour. Consequently, as the child grows and learns about the world, they may miss out on huge chunks of important information about how other people love, hate, fear and desire. They do not pick up on how others respond to similar experiences and then picture them in their minds.

BECAUSE they do not fully understand the shared nature of thinking and feeling, they may become somewhat detached from the social world. This

detachment may take many forms, including aloofness, remoteness, a rigid intransigence, a distant or sometimes dreamy passivity, an array of social behaviours that other people find strange. This lack of connectedness underlies the autistic condition.

A child unable to learn through a shared understanding will have an over-reliance on rational thinking, which leads to an unbalanced view of the world. By learning to share thoughts, feelings and experience, children on the autism spectrum can gain intellectual and emotional balance.

THIS chapter looks at how this imbalance can be addressed by helping to use their innate potential to learn with other people. In this way they will gain a better understanding of others and of a world that is socially organised.

THIS shared understanding relies on some key social skills:

- using eyes;
- sharing attention;
- feeling what other people feel and understanding emotions;
- making friends
- proximity
- taking turns and understandings groups
- maintaining relationships ;
- understanding what other people think;
- sharing interesting information;
- understanding facial expressions and body language.

BRIEF descriptions of these skills appear below , and these are followed by suggestions for strategies and activities to help develop the skills in different situations:

- playground and free-play time;
- one- to- one work;
- group-based sessions;
- in class.

Social skills for understanding others

Using eyes

Children with autism typically make less eye contact than normally developing children and may not use their eyes

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Gareth hated windows being open and could not understand why other people not only tolerated this but voluntarily opened windows on hot days. What was important to Gareth seemed odd to the people around him

For William, the sensory qualities of the plastic were the only thing that he wanted to talk about in the Design and Technology lesson. Whilst the other children were cutting, warming, bending, bonding and shaping it into animal forms, William simply wanted to stroke his cheek repeatedly with the plastic and to smell it. William failed to understand that the other children did not find the same satisfaction in the material . Although he clearly understood the design task, he found great difficulty in getting started and needed repeated reminders to progress with the task. In his mind, the salient qualities of the plastic were stronger than the desire for him to do the design task.

Both William and Gareth experienced thoughts and feeling related to their own experience, but lacked the feelings and thoughts that were equivalent to the other children around them.

to attract attention, to direct other people's attention or to check that they have (or do not have) the attention of someone else. Some of these children over-use their eyes in communication: they will stare at the person they are talking to and do not know when to avert their gaze. Others will not look at the person they are talking to at all. Some may feel uneasy about the way an adult uses eye contact towards them. A more comfortable and normal use of gaze can be developed through the child's relationship with the teacher or other adult.

CHILDREN on the autism spectrum may need to be taught use of eyes, but it is important to avoid training them to make eye contact. If, for example, you gave them a reward only when they made eye contact, the action could become ritualized so that the child used gaze as a meaningless gesture when they wanted a reward. Instead, gaze should be used when the child implicitly understands that they are interacting with a person who has independent thoughts and intentions.

FOR children with autism to use natural eye contact and gaze, they need to have a strong reason to communicate, such as when they feel excited, angry, silly or frustrated. Spontaneous behaviour should therefore be encouraged. Where possible, find natural opportunities to develop this behaviour into a fluent and intuitive way of monitoring and directing attention.

Sharing attention

The ability to share attention with others and consequently to learn with them is a central difficulty experienced by the children with autism. This might be manifested through averting the gaze, not attending to where someone else is looking or not following another person's train of thought – and consequently becoming confused by their language.

SIMILARLY, to encourage the sharing of attention, the emphasis should be not on training and instruction, but on creating real reasons for attending to a shared focus. Make activities exciting; make the focus of group attention big and bright and the most interesting thing the children have seen that day

Feeling what other people feel and understanding emotions

Children with autism often have difficulty in tuning into the feelings of others, and consequently in adapting their behaviour accordingly. There is some value in highlighting the facial expressions that are associated

with various feelings but without an empathetic understanding of emotions, the child with autism will find great difficulties in using this information. The strategies that follow promote an empathetic understanding of how other people feel; others build on this to help children and reflect about people do what they do.

Making friends

Many children with autism do have the same desire to share experience through friendship as normally developing children. Others, in particular those children with Aspergers syndrome, often have the desire but lack the skills to make and maintain friendships. The following strategies are designed to structure the early development of this social orientation through the child sharing time and experience with others.

Proximity

Children with autism sometimes have difficulty in accepting people sitting or standing close to them. For others, the kind and reassuring touch that is often used to help children feel comfortable in their work and play can be deeply uncomfortable. These difficulties may be owing to particular sensory sensitivities, but many children are simply concerned about what the other person's intentions are. This can be resolved by careful and patient clarification. Some of the strategies that follow may help to reduce these sensitivities and clarify confusions about proximity.

Taking turns and understanding groups

Participating in groups can present problems for children on the autism spectrum. This is rarely because of difficulty in understanding the sequence involved in turn-taking activities; more usually it is because they find it hard to see the intentions of others as being real and equivalent. Consequently, they develop strategies to cope with taking turns, rather than working from an understanding of the social processes involved. The best way to help these children participate is therefore to help

~ ~ ~
Food for Thought

Interestingly, some parents see other people's children on the autism spectrum as being more emotionally detached than their own. This is because over time they have successfully established a meaningful and communicative relationship with their own child but still find other children distant and difficult to reach.

them acquire a better understanding of other people's perspective.

Maintaining relations

The issue of relationship breakdown is, of course, not exclusive to autism, but children on the autism spectrum have particular difficulties in this area. They lack many of the skills necessary to maintain relationships, and this often leads to misunderstanding and confusion. Young children and those with the greatest global learning difficulties can make huge demands of their parents, carers, teachers and therapists, and people often find it takes a long time to develop a meaningful relationship with them

FOR older and more able children on the autism spectrum, relationship difficulties can be more subtle but just as pernicious. Conversation skills include listening, knowing what other people are interested in, taking turns in conversation, reading facial expressions and interpreting body language. Where these skills are lacking, the result is conversational breakdown or speech in monologue. The responsibility for the maintenance and repair of relationships clearly rests on those most able to cope with it, but this does not remove the responsibility of the child with autism to work towards effective and meaningful relationships.

Understanding what other people think

Children on the autism spectrum have difficulty in understanding that other people have thoughts that are independent of their own. More able children on the spectrum may show some ability to differentiate their thoughts from those of others, but even then they often lack an empathetic perspective. Recognising the thoughts of others is an advanced skill, but children on the autism spectrum generally lack fundamental building blocks of the skill that would be found in a normally developing child. Even very able adults on the spectrum may lack rudiments and have to rely on constructing a logical method of establishing people's thoughts and feelings, based on deduction and previous experience. The strategies that follow are aimed at developing the beginnings of an empathetic understanding of what other people think.

Sharing interesting information

Effective relationships and a sense of connectedness can be developed and built on by sharing information that is of interest. When the child with autism approaches an adult or another child to share some information because

they have a common interest in the subject, this is a landmark in the development of that child.

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Lloyd was talking about wireless technology in computer networks and hacking strategies to access the security codes for major corporations. The teacher attempted to share this interest with Lloyd, although it stretched her understanding of computers to the limit. Through this, however, she was able to begin exploring how she and Lloyd both thought about things. They were able to compare each other's likes and dislikes about a range of subjects, and this eventually developed into discussions about bigger questions of morality and religion.

IT is sometimes difficult to get a child to move beyond the stage of interacting with others to request something. Teaching plans should be designed to share information with others. Interactions can be structured so that the child is more disposed to engage someone else in their thoughts and interests.

THE strategies and activities below are designed to spur children on the autism spectrum into shared experience using their natural (but neglected) disposition towards interacting with other people.

Understanding facial expression and body language

Children with autism often find difficulty in understanding the thoughts, intentions and feelings of others through their use of body posture and facial expression. A similar difficulty in understanding the subtleties of this type of communication underlies the exaggerated or understated facial expressions sometimes seen in these children.

Strategies and activities for developing social skills

The following strategies and activities are grouped according to whether they develop skills normally acquired at an early or later stage of social development. In the early stage, children are encouraged to develop their understanding of other people and the basic skills of social communication. These skills include using and interpreting eye direction and facial expressions meaningfully, initiating communicative requests and comments, using imitation and developing simple expectations of other people. In the later stage, the children are encouraged to develop a sophisticated understanding of other people and the skills associated

with co-operating and collaborating , such as seeing others' point of view and making predictions about other people's actions in the past or future. In both stages, the teacher is aiming to use the child's inherent social capabilities so that their social skills become intuitive and automatic.

THE early development strategies will be appropriate for some older and more able children who have not developed these skills at an intuitive level. It should be borne in mind that although some people with autism develop remarkable social skills – speaking articulately and interacting effectively with others in their social and business lives – sometimes these skills mask the difficulties they have in understanding subtle meanings and social timing. Most of the activities can be modified to suit needs of children across the autism spectrum

Play ground or free-play time

Early development

- Play a peek –a- boo game by placing a cloth over your face When the child looks towards you, remove the cloth with a joyful cheer or a surprise 'Boo!'
- While the child is playing, sit near them with an identical set of play materials and imitate the child's actions. If the child removes your play materials, start to play with their original materials
- While the child is playing, introduce some complementary play and invite the child to play with

~ ~ ~

Marianne liked to record the football results every Saturday in her diary. She memorized many of the results each week and could answer questions about how many goals teams scored .The teacher introduced a fantasy football game in which Marianne chose her own players for a fantasy team. Marianne was able to discuss who had scored which goals and who had saved goals in the league games. This was used by the teacher to talk about how people work together in a team and how the personalities of players were similar to the personality dynamics of her class.

This became the focus that Marianne and the teacher shared for a few weeks and one that Marianne remembered for much longer.

you or adopt some of your ideas. For example , If the child is playing with a doll and pram , you might give the child a bottle and say, 'Baby ...drink.'

- When the child requests something to play with, look in another direction until they manage to catch your eye. (This strategy can be used only when the child expects their other communicative attempts to be successful)
- Play games that require a focus of attention. Activities that often work well with younger children includes marbles running through pipes, water and sand play , blowing bubbles and playing with a jack-in-the-box. Older children are likely to have particularly interests that should be incorporated into their games.
- Use interactive play – such as tickle games, rough – and – tumble play and chasing games. Introduce exaggerated facial expressions and dramatic tension to make them exciting and engaging. Repeat these often , developing new variations on previous games to maintain interest.

Later development

- Allow plenty of opportunity for children with autism to play with toys and activities that other children also find attractive. The task is for the children to negotiate the use of these toys and activities, based on a shared understanding. This encourages them to focus on what the other child is thinking or feeling - which might be for example, 'I want what you have', 'I'm looking at it', 'I will wait until you look elsewhere', or 'If you do it again I will be angry.' Some times this interaction will be tolerant and cooperative, with each child taking notice of how others differ in their use of objects; sometimes it will be noisy and confrontational. Remember that confrontation is as useful for a child learning about the thoughts, feelings and desire of others as are tolerance and cooperation. Just how confrontational it is allowed to become will be a matter for your own judgment
- Provide activities that require two or more children to work together to complete a task. For example, do a jigsaw, giving each child some pieces which they have to put in; play with a marble run, taking turns to place balls at the top; throw and catch or roll a ball to each other; or throw a paper aeroplane to each other.

Supporting a Shared Understanding of Other People has been excerpted from 'How to support & teach children on the AUTISM SPECTRUM' by Dave Sherratt, and has been printed with kind permission of the author.

Cutting the Umbilicus

Shubhangi Vaidya

I am a mother of two young boys, one of whom has autism. Quite predictably, my life revolves around them and particularly around the special needs of the Autistic one. Putting food on the table, getting them dressed, dropping and picking them up from school, supervising homework, arranging leisure activities...and all this, when one is not at the office 10 to 6!!

WHERE does this leave time for self development? For that wonderful new Rushdie one is dying to read? That brilliant movie playing at a theatre near you? That girlie gossip session with college pals? That long overdue facial?

AS mothers and particularly mothers of children with special needs, we are socialised for 'self-sacrifice'; to put the needs of others, particularly our children above our own, to toil on unremittingly day after day, and derive self-righteous pleasure from our own martyrdom!

OF course, it scarcely needs to be said that a tired, depressed run down mother can scarcely do her child much good. Mums like us need to 'get a life'; do the things we want to do, nurture our ambitions, have fun and unashamedly seek help from wherever we can; be it family, friends, the child's school, the local community.

BEING in a full time job, I feel bad that I cannot devote much quality time to my sons; however, sheer pragmatism wins the day over guilt feelings. I work because I have to; I have no other means of support. There is simply no choice.

IT'S when there is a choice that the problem arises. Recently, I got a wonderful opportunity to travel abroad for a conference. My first reaction was, "What a pity! I'll never be able to go. Who will take care of the kids?" When a dear friend actually offered to take care of them, the question changed. "How can I just abandon them for my own pleasure?" "Am I a bad mother to think of my own goals?"

MY hyperactive mind played out all the terrible scenarios: The plane crashes, the poor kids are left orphaned. My autistic son is so traumatised by my

going that he falls violently sick and perishes calling out my name. His brother meets with a fatal accident crossing the road, and I cannot even attend to him. My beautiful family is wiped off the face of the earth...and all because of my selfish insistence to go for this trip!!

LUCKILY, my friend gave me a thorough dressing down. She said I was a fool to even consider giving up such a golden opportunity. I would curse myself for the rest of my life, and the resentment and frustration was bound to affect the kids. For the kids, it was a great learning opportunity; they would have to do without me sooner or later, they needed new experiences, they needed to learn how to adjust to new situations. Disasters could happen anytime, anywhere. Even in one's 'safe' home.

I began to realise how my attachment to the kids, especially the autistic one, was becoming obsessive, unhealthy, controlling. I needed a break. And so did they.

OF course, the story has a happy ending; I had a lovely trip, made useful contacts which might open up exciting future opportunities; the kids learnt how to look after themselves and each other in another household; and, of course, reuniting with them upon my safe return was a truly joyous and tender experience.

AS a mother, it was important for me to learn to let go. With a regularly developing child, one has to do so, as he or she starts school, makes friends, becomes autonomous.

WITH an autistic child, it is the parents, particularly the mother who is the carer, playmate, teacher, constant companion. We therefore come to believe that we are indispensable, and we very probably are. But there does come a time when we might no longer be there, and all of us know that it will be terrible for the child.

WE must, therefore, prepare the child in advance to learn to spend time without us, to make new bonds, to have more 'significant others'. We owe it to them, and to ourselves.

LETTERS



My name is DJ Svoboda and I am an Autistic Artist. I have created the Imagifriends based on difficult situations I have faced growing up with Autism.

My journey with autism began when I was diagnosed at the age of three with autism spectrum disorder with Psychomotor Retardation.

Growing up with autism has presented me with many challenges. Some of the most difficult times were during my school age years; I was often picked on by other people and made fun of.

It was from these very difficult experiences that The Imagifriends were born. The Imagifriends are brightly colored characters who help and support one another. The Imagifriends live in a place called 'Imagiville.' In this imaginary place, no one is ever picked on or mistreated in any way. They are loved and accepted for who they are.

Everyone in Imagiville helps and cares for one another. Imagiville is a wonderful place where everyone is accepted 'just the way they are'.

I want to use my art to help encourage others with Autism and to let them know that they too can help make the world a better place. I have just had my first book published about acceptance for those with Autism.

You can learn more about me, my book, and my mission by visiting my website at www.myimagiville.com. I am also interested in sharing my faith in the Lord and my testimony and my story. I attend Hope Community Church and portions of what I make go to the church and to The Autism Help Network in Pennsylvania.

Have a very wonderful day, everyday!
God Bless.

DJ Svoboda
www.myimagiville.com

POEMS

Neena Wagh,
Mother of eight-year-old Ammogh

My Beautiful Child

He opened his eyes and looked straight into my soul...
a bundle of joy! he made my world whole..
so vulnerable and fragile, can't speak...
but communicates a thousand words
with his beautiful smile...

Laughing and crying, living in his own world,
will he learn to play, ride or speak?
Oh! sometimes everything looks so bleak,
but then I just have to look into his eyes..
and my belief in miracle arise...

my heart is filled with strange emotions
switching between hope and despair
but I know God is just and fair..
I know it is an uphill task,
but divine help is just there if I ask..

Life is like a jungle, mystic and wild
but what will take me through it is
my beautiful child...my beautiful child

~ ~ ~

I Feel Therefore I Am

Soft sounds are loud disturbing noises,
the touches are like thorns,
sunlight teases me in different forms

I run and walk on my toes
I mumble and fumble with words,
but cannot express my woes...

My body is sore, my hands tingle,
am unable to mingle and do chore...
I feel the bliss and gloom together,
oblivious to the ordinariness of life,

I don't care about the moon
as long as I have my spoon!
Do not fret or feel sad for me,

I may not be there with you all the time
but taking me for less sure feels like a crime
Go figure what I cannot do or what I can
But I know one thing,
I feel therefore therefore I am

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r j h d s ; k m f p r 0; o g k j u g h a l e > i k r a n i l j s ' k o n k a e a d g k
t k l d r k g s f d l k e k t h d j . k d h b P N k j [k u s o k y s ; g
v k m / f l v d 0; f D r] l k e l f t d : i l s v ; k ; ; k e f l z j g r s g a

m n k j . k & c g r l s v k m / f l v d c p p s n i l j s c p p k a d s l k f k
[k s y u k p k g r s g a m u d s l k f k j g u k p k g r s g a i j l r q o g v u f i p r
0; o g k j } k j k , d k d j r s g a e k j u k j / k D d k n s i k j N B t e k b r ; k f n
d l n , d s v u f i p r l k e l f t d 0; o g k j g a t k s o k l r o e a l k e l f t d
l e i d z c u k u s d s i z R u g k r s g a

d b z c k j i k ; k t k r k g s f d v k m / t e l s i h k f o r d l n 0; f D r
v v i v h h k k ' k ; k o k r k z y k i } k j k l k e l f t d l e c l w l f k k f i r
d j r s g a v p k u d g h ^ r i g k j k u k e D ; k g s ^ r i g k j k t l e f n u
d c g l s k g s ' D ; k r e p u s [k k u k [k k ; k g s b r ; k f n d l n , d s
l o k y v k s j o d r 0; } k j k o k r k z y k i ' k q d j r s g a

4- l k e l f t d : i l s v f r l f Ø ; 0; f D r
, d s v k m / t e 0; f D r v r ; f / k d v k s p k f j d h k k ' k v k s j 0; o g k j
f n [k r s g a v f / k d r j ; g y l s v k m / t e l i d v e d s m p p r j
f Ø ; k r e d l r j i j j g r s g a b l g a ^ g k ; j Q a d f ' u a x * 0; f D r h h
d g k t k r k g a ; g y l s l k e l f t d f u ; e d k s j v d j m u d k
: f < o k n h r j h d s l s i k y u d j r s g a , d c g r v k s p k f j d ; k
n f r j h < a l s i s k v k r s g a

{ k e k d f j , * } ^ v k i d k s f m l v c z d j u s d s f y , [k n g s ^ d i ; k j
' k u ; o k n] b r ; k f n d k i z l s x ; g c k j & c k j d j l d r s g a
v k i l s v k k k y r s l e ; ^ u e l d k j * ^ c k b & c k b z j ' f o j f e y a s j
b r ; k f n , d l k f k g h c k y l d r s g a

**vllv/te ea vie lhbz tius okyh l keltidj.k l EclvH
dfBukbz la**

1- lfer vlg fol kelli; vllktir l Eclv

vius ge mez cPpla dh txg vius l s cM; ; k Nk/s cPpla ds l kfk vf/kd vkjke egl v djrs gA ; fn vU; cPpla ds l kfk [kyuk pka Hh rks mfpr < a l s isk ugha vk ikra [ky vius fodkl kRed Lrj l scgr de jgrk gA

2- lfer Lolx jfpr] vllEclj] vllku; iulz [ky

lfer dkyifud 'kDr gkus ds dkj.k ; g f[kykika l s vViVs < a l s [kyrs gA , d gh rjg dk [ky ckj&ckj jprs gA vlg ml ea jpukRed fofokrk dh deh jgrh gA xkMh ds pDds l s [kyrs jguk] oLrvka dks ?kpkuk ; k fxjkuk ; k fd l h , d ; k dN fxuh pth oLrvka vlg f[kykika l s yxko j [kuk] dN vke vllv/lVd 0; ogkj gA

3- fe=rk l e>us ea dfBukbz

, d vllv/lVd 0; fDr dks fe=rk ; k nkrh ds iR; ; ; k /kj.kk dks l e>uk dfBu gkrk gA bl fy, fe= cukus ds xqk Hh vfr lfer jg tkrs gA mudsnf'Vdsk ea dkbz Hh nll jk 0; fDr ft l sog tkurs gA ; k igyh ckj gh feys gA mudk fe= gA og vukj pkfjd ; k /ku'Brk ds l kfk gj fd l h l s feys gA fe=rk l s tMh rky&cky vlg l e>ks tks HkroukRed vlg 0; kogkfjd Lrj ij vko' ; d gkrk gA og vllv/te jgus ij lfer gkrk gA



4- vius vullko nll jka ds l kfk clv/us ea l eflrk dh deh

5- l keltid l a s tks cgr gh l k/kj.k vlg l jy : i ds gkrk gA og Hh l e>us ea vl eFlA baxr 0; ogkj tS s vka kka ds Hko] nll jka }kj k 'kjhfd funzku dk ikyu djuk bR; kfn , d s 0; ogkj gA ftlga l e>us ea vlg Lo; a budk iz, kx djus ea dfBukbz jgrh gA

6- vll; l keltid dksy tks lfer ik; s tkrs gA og gA d & irh[kk djus ea dfBukbz

[k & ysuy f0; k ; k VuZ Vfdax dfBukbz x & nll jka ds 0; ogkj dk vuclj.k djus ds xqk lfer ?k & l uk o /; ku yxkuk dfBu M & futh 0; ogkj dh l e> 1/4 kbbs 1/2 dh deh

mfpr l keltid 0; ogkj dk if'k(k.k

geus vius fi Nys vlla ea eukko] [ky vlg y[ku f0; k 1/4 uZ Vfdax 1/2 tS sfo'k; ka ij y[k fn; s gA bl vad ea ge buds vykok nll js igy vka ij dN if'k(k.k l pko ns jgs gA

1- vllktir l EclvH dk fodkl ki; j fjysuf'ki 1/2

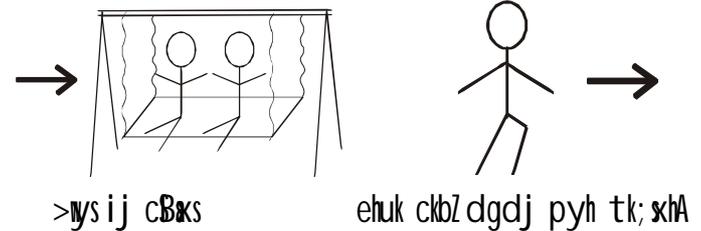
vius ge mez cPpla ds l kfk ikj lifjd [ky l fkrir djuk vlg mlga cuk; s j [kuk vllv/te l s iHkfor cPpla ds fy, pqlsh gkrh gA bu xqka dks fl [kus ds fy, gea cgr gh flfkj vlg fu; fer ; kstuk ds l kfk pyuk gskA l cl sigys , d cPpk pju, tksfd vllv/te l s iHkfor cPps ds l kfk [kyuk pks A ; g vki ds fj'krnkjh] iMkl ; k fd l h xg l od dk gks l drk gA vkt tkudkjh yafd og cPpk D; k i l m djrk gS vlg ml dh D; k : fp gA nskaga gh cPpla dks vyx&vyx rS kj dja vllv/lVd cPps dh rS kjh bl izkj dj&

d & fp= cukdj l e>k; A

[k & dks vk jgk gS \

x & nskaga cPps D; k f0; k, a djaks \

?k & vkus okyk cPpk dc olfil tk; sk \



cPps ds vuclj ge r; djaks fd j[kfp= ; k Qk/kskQ yxkus gA vkjEHk ea , d sesy tky dh vof/k Nk/h j [ka vlg /khj&/khjs c<k; A igy&igys vki dh miflFkr vfuok; Z gkschA tks f0; k cPps djaks og bl izkj gksfd nskaga dks vkulh feya /khj&/khjs ckjh ysus okys [ky] fey&tydj jax Hkjuk ; k Cykkl }kj k bekjr cukus tS s [ky fl [k; A tc vki dk cPpk nll js cPps ds l kfk vkjke egl v djus yxs rks rhl js cPps dks l feefyr dja

2- vultko ,oa l puk dls nlt jla ds l kfk clvus ds xqlta dk fodkl

vke cPps gj l e; nlt jla ds l kfk vki chrh ?Kvukvka ds fo'k; ea ckr djrs ik; s tkrsga NKsh&NKsh l; kjh ckrj f'kd; nlt vpEcs bR; kfn dN , d s fo'k; ga tks og nlt jla ds l kfk clvrs ga vltvte jgus l s ; g xqk fl [kks iMfs ga ge cPpla dls izu iNdj vls fot; py vnf'kd 1/2 ; k ekf[kd fodvi , oa puko 1/2 nltj ?Kvukvka dls Lej.k djuk fl [kk l drs ga

mnlkj.k & jktw 1/2 vltvte l s iHkfor cPpk 1/2 jfookj dls vius ekek ds ?kj x; kA ogka og vius ekek ds cPpka 1/2 uq vls veu 1/2 ds l kfk [kysA ekek us ml s , d f[kylkuk 1/2 dkj 1/2 Hh nhA oki l yk/dj cPps ds l kfk vki bl foftV 1/2 ekek ds ?kj tkus dh ?Kvuk 1/2 ds ckjs ea l puk ys &

- 1- ge fdl ds ?kj x; s \
- 2- ogka fdl ds l kfk [kys \
- 3- ekek us D; k fn; k \
- 4- pyis ge nlnh dls dkj fn [kk; A

ekek] pkpk
 ruq; k jkgy
 dkj ; k cklj
 cPps ds iHns jgdj nknh
 dls dkj fn [kok; A nknh
 Hh l gh ifrf0; k na &
 okg dkj nlt

Åij fn; s x; s mnlkj.k ea ge Qk/ks fn [kdj cPps l s ckrphr dj l drs ga ; fn cPpk cky ugha l drk rls ml s fp= ; k Qk/ks dls mBkdj ; k gkfk yxkdj mRrj nsuk fl [kk; A bl izdkj vlt; flEkr; ka ds fo'k; ea ?Kvuk Lej.k , fDVfoVh dja ifjokj dk tks l nL; ?Kvuk ds l e; vuq flEkr Fk] ml ds fy, ; g , fDVfoVh djok; A

Hh] ijl dkj vls vlt; miyfo'k; ka tS sfd fp= cukuk fy [kko] jax Hkjuk bR; kfn Hh nlt jla dls fn [kks dk vH; kl na cPpk l h [kck fd ; g l c nlt jla dls fn [kks ga tc ; g l c gks jgk gks rls l Hh yskla dls ijh : fp fn [kkuh gskh vls ^okg] ^kck'k] ^ogh xlti] tS h vltvte; fDr dk iz, kx djuk gskka

?kj vls Ldny ea gks okyh eq; vls fo'kck xrfrof/k; ka dh l puk ; fn Vhpj vls ekrk&irk ds chp clv h tk; s rks og

cPps ds l kfk ckrphr dj l drs ga Ldny ea , d fnu , d k j [kk tk; s tc cPps ?kj l s , d & , d f[kylkuk yk; a nlt jla ds l kfk 'ksj djus ds fy, A , d & , d dj cPps viuk f[kylkuk l keus vldj l cdk fn [kk; A tks cky l drs ga og dga vld yk; k gll ^ejk vld] ; k dny vld'A tks ugha cky l drs og f[kylkuk l keus [Mfgkclj Åij mBkdj fn [kk; A

3- fe= cukus ds ey xqlta dk fodkl

tS sfd igys crk; k x; k gS fe= cukus ds xqk cgr gh l ffer gks ga vltvte l s iHkfor 0; fDr dls fe= cukus ea l gh vltvte vls l gks dh vko'; drk gskh ga l kelftd l drs ka dls l e>us dh v{kerk] l ond dfBukbz kj eukkkoka dls l e>us ea delj pldys o eglojka dh de l e> vls : <hoknh 0; ogkj dN dkj.k gSfd og fe=rk dls l e> ugha ikrA fe= cukus ds xqk fl [kks ds fy, gea fuEufyf[kr igy vka ij dke djuk gskk &

d & nlt js 0; fDr ds l kfk Hkrd fudVrk dk f'k(k.ka bl vltvte ea mfpr njih ds ckjs ea /; ku j [kk tk; s kA vR; f/kd Hkrd fudVrk ; k vR; f/kd njih ij dke djuk iM+l drk ga dN 0; fDr; ka dls fu; e nltj fl [kk; k tk l drk ga **mnlkj.k &** ; fn 0; fDr cgr djhc vldj ckr djrk gS rks fu; e cuk; & ^, d ckg dh njih' 1/2 vkeZ fMl Vd 1/2 tks 0; fDr fcYdy Hh utnhdh dls l g ugha ikrk ml dh ijskkuh dls l e> vltvte [kj D; k ijskkuh gskh gS \ 1/2 ofu] xlvk Li'kz bR; kfn 1/2 fQj dkj.k ds vltvte ij l ek/kku <ka

[k & ^eukko* dk Kku na 1/2 vltvte usodZ vxLr 20 dk vad n[ka

x & l kelftd dgkfu; ka }kjk fe=ka ds l kfk mfpr 0; ogkj fl [kk; s tk l drs ga

mnlkj.k & jktw 1/2 vltvte cPpk 1/2 [ky ds eku ij tkdj cPpla dls /kdck nsk ga cPps ml l s njh Hkxrs ga

l kelftd dgluh

es l yskmUM ea [kys tkrk ga ogka cgr l s cPps gks ga Vhuk fiadh jkgy Hh [kysrs ga Vhuk fiadh QM ga

og plgrs gāfd eā muds l kfk ckw ds l kfk [kym eEeh Hh
 gš h gkrh gš ; fn eā pīpki [kym eā dks'k'k d: ak fd Vhuk]
 fiādh jkgy ds l kfk gkfk feykāa vlg ckw ds l kfk [kym
 dN cPps ejs l kfk ugha [kyuk plgāā ; g ^vk&dš gā

*I kekftd dgkfu; ka ds fo'k; ea vfi/ka tkudkjh ds fy, nška
 vll/te usodZ vad višy&2001*

?k & vll; Lohkrod 0; ogkj ftuds fy, l jy l pko bl
 izkj g &

0; ogkj

1- futh ; k 'kjh ds xki uh;

2- yTtk dh deh gkus ds
 dkj .k 0; ogkj

3- fookj tlefnu esykj ; k=kj
 i v k ; k fd l h vll; l emu a
 es Hkxrs jguk ; k nī jka dh
 'kfuR Hkx djuka

l pko

1- , d s 0; ogkj Lohkrod
 gā vaka dks l cds l keus
 Nuk dōy bl ckr dh
 tkudkjh nsh gšfd blga
 , dkr eāfd; k tk l drk
 gā , dkr dk l gh vfkz
 ckjLe] viuk dejk
 bR; kfn

2- ; fn ugha ds ckn fcuk
 di Ms-igus fudy vk; a
 rks mlga vll; kl feyuk
 plfg, fd di Ms-dgka j [ks
 tk; ks , oa igudj ckj
 vkuk gā njoktk cln
 djds gh vll/yv' tkukj
 ughukj di Ms-igus tkus
 dh i dVI nā

3- igys l s gh ?kvuk ds
 fy, rš kjhds fy, rš kjh
 djā l jy Hk'k vlg
 fp=ka }kj k crk; ā

 d & dgka tkuk gš ogka
 dka yks gkāā

 [k & dc ykVx & vius
 l kfk dN , d h oLrqaj [ka
 tš s E; ft d] fdrkc]

4- vfrffk vkus ij cPps
 dk vViVk 0; ogkj

f[kyl&š bR; kfn½ ftuds
 l kfk cPpk ifjpr gš vlg
 0; Dr dj l drk gā
 cPpk ftrus l e; [kqth l s
 , oa 'kfuR l s : d l drk
 gš ml l s nl feuV igys
 ykV tk; ā
 4- d & ; fn cPpk rš kj
 gš rks l kekftd dgkuh
 dk iz ks djā
 [k & vfrffk vkus l s igys
 gh cPps dks Li "V fu; e nā
 egeku vk; ks rks vki
 mlga ueLrs ¼ k gkfk
 feyuk½ dj l drs gā
 x & egeku vkus ij vki
 ikp feuV ds fy,
 l cds l kfk cBāā fQj
 vius dejs eā tkdj Vhoh
 ; k tks Hh cPps dh : fp
 gš nš k l drs gā
 ?k & eEeh vki dks uk'rk
 vki ds dejs eā nshā
 M& egekuka dks i kuh nš k
 bR; kfn cPpk dj l drk gā

WAAD

WORLD AUTISM AWARENESS DAY

2 April 2008 will be the next
World Autism Awareness Day.

As during the first WAAD, organisations
across South Asia will have to plan
a range of events to raise awareness
and bring autism
into the public consciousness.

Let us mark our calendars and start planning
so that WAAD is bigger and better in 2009.

D; k v k i d k c P p k c k s y r k g S

blnq pl oky

D; k v k i d k c P p k c k s y r k g S \ ; g l o k y c k j & c k j
 v k m v l v d c P p s d s e k r k & f i r k d s l k e u s v k r k g A ; g
 l o k y m B u k y k t e h H k h g S D ; k i d v k m v t e e a l c l s T ; k n k
 i H k o c P p s d h c k s y u s d h ' k f D r i j i M r k g A e k r k & f i r k
 c P p s d s c k s y u s c k r p h r d j u s d s r j h d s d k s y d j d k Q h
 f p l u r r j g r s g A d i n v k f v l v d c P p s t k s c k s y u g h a i k r s
 m u c P P k a d s e k r k & f i r k d k Q h f u j k ' k j g r s g A f d l u r q f l O z
 c k s y u k g h d E ; f i u d s k u u g h a g A v i u h c k r n i j s d k s
 l e > k u k v l s j n i j k a d h c k r l e > u k g h d E ; f i u d s k u g S f Q j
 e k / ; e p k g s d k b z H k h g k A

d E ; f i u d s k u d s d b z e k / ; e g S t S s & c k s y u k j b ' k j k a l s
 f i D p j , D p a t f l l v e j v k m t d v , D l p a t f l l v e j f Q a j
 P o k b l] d E ; f i u d s k u c k m z f y [k d j b r ; k f n c k s y d j v i u h
 c k r l e > k u k d k Q h v P N k e k / ; e g A ; g v k e y k s k a d h
 c k r p h r d j u s d k r j h d k g A i j l u r q v k f v t e e a b l e k / ; e
 e a d i n d e h g k s d s d k j . k d b z c P p s c k s y u g h a i k r A b l
 c k r d k s y d j e k r k & f i r k d k s f u j k ' k g k s d h v k o ' ; d r k
 u g h a g A e k r k & f i r k c k s y u s d s v y k o k n i j s e k / ; e d k
 b l r e k y d j d s c P p s d k s d E ; f i u d s v d j u k f l [k k l d r s g A
 b u e k / ; e k a d k s g e , - , l h d s u k e l s t k u r s g A , - , l h
 d k r k r i ; z g & v v v j u s v o , . M v k k ; e b v s v o d E ; f i u d s k u A
 e k r k & f i r k , - , l h d k b l r e k y d j u s l s ? k c j k r s g A m l g a
 y x r k g S f d ; f n m l g k a u s b u e k / ; e k a d k b l r e k y f d ; k r k s
 m u d k c P p k m u e k / ; e k a e a v k f J r g k d j j g t k ; s k v l s j
 d H k h c k s y u g h a i k , x k A ; g c k r f c y d y f u j k e k j g A f j l p z
 u s ; g l k f c r d j f n ; k g S f d b u e k / ; e k a d k b l r e k y
 d j u s l s c P p s d h c k s y u s d h ' k f D r i j d k b z c j k i H k o u g h a
 i M r k A

, - , l h d s e k / ; e l s f l [k k u s d s f y , ' k q v k r e a g e c P p s
 d h i l u n d h o l r q d k s y d j p y r s g A t k s m l d s d k e d j u s

d s f y , j h b u Q k l j d h r j g d k e d j A o g o l r q d k b z H k h g k s
 d k b z f [k y k k i k g k s / k k x k g k s b r ; k f n A o l r q c P p s d h i l u n d h
 g k s l s c P p s e a m l s y u s d h b P N k j g r h g A

j h b u Q k l j i r k p y u s d s c k n c P p s d s f g l k c l s d k b z , d
 e k / ; e p q l d r s g A

1- b'kija l s ckyuk

f l [k k u s d s n k s k u c P p k i l u n d h o l r q y s u k p k g r s g A g e
 m l s d i n b ' k j k d j o k d j 3 & 4 c k j [k m m l o l r q d k u k e
 y d j m l s o g o l r q n r s g A , d l e ; e a f Q a j P o k b l &
 , - , l h d s b l e k / ; e e a g e c P p k a l s m l d h i l u n d h o l r q
 d k p a k o m a x f y ; k a d s e k e ; e l s i n r s g A i j l u r q v k m d h u g h a
 r k s , d g k f k d h m a x y h l s g e v k m d h d k s i r h d c u k ; a s v l s j
 n i j s g k f k d h m a x y h d k s f p l l l s v l s j c P p s l s p a k o
 d j k ; a A b l e k / ; e d h d e h ; g h g S f d g e f l O z n k s o l r q
 g h p a k o d s f y , n s l d r s g A

2- fy[kdj dE; fudv djuk

m u c P p k a d s f y , c g r v P N k e k / ; e g S t k s f y [k u k t k u r s
 g A o g c P p s p k g s r k s i j i b l y ; k d E l ; w j d k b l r e k y
 d j d s v i u h c k r c r k l d r s g A d E ; f i u d s k u c k m z l s g e
 c P p s d k s d b z c k r k a d s f y , d E ; f i u d s v d j u k f l [k k l d r s g A

t S s & g e u s c P p k a l s i n k m l s D ; k p k f g , r k s o g v i u h
 i l u n d h f i D p j ; k o l r q f n [k d j c r k l d r k g A f d l h
 f i D p j d k s f n [k d j g e m l l s i n l d r s g A f d m l u s D ; k
 n s [k k A b l i z d k j d E ; f i u d s k u l s g e c P p k a l s d b z i z d k j d h
 c k r k a d k v k n k u & i n k u d j r s g A

g e f l O z n k s o l r q d s b ' k j k s n r s g A ; g c g r g h v P N k
 e k / ; e g A c P p s d k s c k s y u k f l [k k u s d k A b ' k j k a l s l h [k u s d s

nk\$ku ftu cPpka ea {kerk gksh gSog /khj&/khjs cksyuk
'kq dj nrs gA

fjI pZ l sHh ;g I kfc r gq/k gSfd ftu cPPka ds I kfk ;g
ek/; e bLrky fd;k x;k gSmuea l sT; knkrj cPpka us
cksyuk 'kq fd;k gA

3 oLrq;k vWtDV ,DI pt

bl dk iz, kx djrs oDr ge cPps dks ml dh i l Un dh oLrq
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*Action for Autism & Language Development Services
Present*

**>>> Muscles to Minds <<<
A Parent & Educator Workshop**

By Sara Ann Schuchert

Date: Friday 9 January 2009, **Time:** 7:00 pm
Venue: Gulmohar Hall, India Habitat Center, New Delhi

SARA ANN SCHUCHERT, founder Language Development Services, takes participants through a lively workshop and discussion of the brain, language learning and kinesthetic development.

Admission free courtesy of the India Habitat Centre.

For more information contact:
Tel: 9971855885, 65347422

The workshop begins with a clear, succinct overview of neurological, motor and linguistic development. Then, as we discuss the underpinnings of the learning process, participants are encouraged to join in rhyming, games, and dances that exemplify how movement and communication open the doors of learning. Come join us and open the doors of learning through music, dance, and discovery!

Email:
languagedevelopment@gmail.com
actionforautism@gmail.com

Website:
www.languagedevelopmentonline.com
www.autism-india.org

HELPLINE



Q I am a member of AFA. I found the August issue of Autism Network valuable, as I have got a lot of information related to Autism. Please let me know:

1. Whether the restriction of taking some vegetables like cabbage, radishes (mula), lady finger, will be helpful for an autistic child?
2. Is swimming helpful to develop an autistic child? My grand daughter is four years old; will she be able to swim at this age.

A We are glad that you found the August issue of Autism Network helpful. It reinforces our efforts to provide an informative medium for parents and professionals to share and learn from each other. Regarding your question on vegetables, there are various diets that are now being propagated that suggest the elimination or addition of various vegetables and other food items. Having said that however, we do not have any information on the negative effects of vegetables like the ones you have referred to, or of any other vegetables.

As for swimming, yes it is a wonderful activity for children. It can help in a number of diverse ways. Children with autism as you may be aware often do not have a very clear sense of their own bodies. This affects many areas of learning not least of which is the carrying out of daily living skills such as dressing, bathing, brushing hair, and so on. Swimming helps develop their proprioceptive skills. In addition, being in the pool can be hugely relaxing. So swimming is an activity that can act as a stress buster. Finally, one can swim in a group yet on ones own. One does not require great use of social skills, and yet can perform the activity in a social environment. For the individual with autism therefore swimming can also act as a social activity.

Finally, to learn swimming the earlier one starts the better. Therefore, if you want your granddaughter to learn swimming, then do start her right away.

Q I am writing on behalf of a group of mothers of autistic children from Pune Maharashtra. We came to know about 'Nirmaya', The Health Insurance Plan for the welfare of persons with Autism. We have a profound

interest in knowing the details of the insurance plan. The latest link says that the insurance facility is not yet open for the children in Maharashtra. Could you please throw light on the following queries?

- 1) When will the plan be activated in Maharashtra?
- 2) What are the monetary details involved i. e. Initial payments, premium etc?
- 3) What would be the facilities available for a child from that plan?

I would be obliged to get the information so that I can pass it on to the other mothers eager to have the plan.

A The Nirmaya Scheme launched by the National Trust is an exceptional scheme created to benefit our children. It is one of the few schemes that families of children with autism can avail of.

Regarding your queries:

1) The scheme is now open to families all across India so you should be able to access it in Maharashtra.

2) Regarding the monetary details, families of individuals having family income of up to Rs. 15,000/- per month are covered free under the scheme. For families of those with family income exceeding Rs. 15,000/- have to pay a processing fee of Rs.250/- This money has to be deposited in savings Account No. 30396764585 in any State Bank of India in favour of 'National Trust (Niramaya)'. The bank deposit receipt has to be affixed to the application as proof of payment along with the enrolment form.

The enrolment form has to be submitted to the nearest NGO that is registered with the National Trust, or to the NGO member of the district LLC. For those living in Chennai the forms may also be submitted to ALEGION Insurance Broking Ltd., 117, St.Ebba's Avenue, P.S. Sivasami Salai, Mylapore, Chennai 600 004.

3) Under the Nirmaya scheme, the insured individual will be covered for regular medical check, hospitalisation, therapy, pathology, radiology, dentistry, corrective surgery, pre and post hospitalisation expenses, as well as transportation.

We would encourage all parents of children with autism, cerebral palsy, mental retardation, and multiple disabilities to register under the scheme.

Q I am based in Panchkula. My nephew is autistic. I am a house wife and have enough time to spare. Is there any way I can help besides just contributing money?

A You can provide support to the Autism community by providing information on, and sensitizing others about, the condition. You could provide breaks to your nephew's family by offering to spend time with him. Panchkula has a number of families with children who have Autism and so does Chandigarh and Mohali. You could help the parents in setting up a strong Support Group in the area. In addition you could get in touch with families and schools to find out what kind of support would be useful and volunteer your time and skills for that.

Q My sister's daughter is an autistic child. She is now five years old. Upto two years of age she was speaking normally. Afterwards she would cry whenever she wanted something. We have taken her to hospitals and done all the tests suggested by the doctors, including AIIMS in New Delhi. Her MRI, CT scan, EEG, are all normal. Now we are giving speech therapy. Doctors have advised behavioural therapy. We live in Palakkad, Kerala. In this regard we request you to give your valuable opinions and suggestions at the earliest.

A Autism can be a confusing disorder and it may take some time for the family to begin to understand the condition. The more we understand autism, the better we will begin to understand the child and the more we will be able to help her.

You mention that your niece spoke till the age of two after which she stopped doing so. This occurs with quite a few children who have autism. It has been noted that there seems to be a period of near normal development, till the age of 18 months to about 2 years after which they seem to lose some skills, specifically in the areas of language and social connection. This is referred to as 'autistic regression'.

The diagnosis of autism is usually based on behavioural symptoms shown by the child. Medical tests are used to rule out other conditions. It is often seen that the results of diagnostic tests like EEG, MRI, CT scans for children with autism do not show any abnormalities as is in the case with your niece.

Autism is a disorder in which the child attains milestones in a somewhat irregular fashion as compared to children who do not have autism. The areas that are most affected are the ability to communicate, connect with other people, and play. These areas are often late to develop, but more importantly, they develop in unusual ways. Many also have different ways of 'sensing' their world. Some may not like being touched gently but prefer a firm hold. Others may have difficulty in brushing their teeth or having a hair cut. Some will have extreme likes and dislikes in their diet. Many will have difficulty in tolerating some everyday sounds. These are just a few examples.

They may have difficulties in understanding what people mean when they speak, and in understanding how they are supposed to react and behave, as is the case with your niece, and because of this children with autism often have behaviours that are very unusual.

However, ALL children with autism can learn and show progress.

Any work with your niece will have to focus on helping her enjoy social interaction and understand social rules, and on teaching communication. Along with this, activities of daily living, like eating, bathing, toileting, dressing, etc will also have to be taught. Children who do not have autism learn by observing others and by imitating what others do. Most children with autism have some difficulty in imitating others and in learning in this way. So we cannot expect them to learn by watching us do something for them, though some of course may also learn through imitation.

Children with autism are often not consciously aware that they can get things done by speaking; that they can get your attention, or a toy, or food, by speaking. To help them understand that, we have to model speech in a very concrete fashion. So when a child takes an adult's hand and places it on a bottle of water, when thirsty, the adult will have to say "Water" before handing the child the glass of water. The child then makes the connection, that when the sound 'water' happens, I then get a drink. Similarly, when an instruction or request is made of a child, like "Sit", it is essential that the child sits. Many children with autism will of course not sit when instructed. For them, the instruction "Sit" will have to be followed by physically helping the child to sit. The child

(cont on page 16...)

Books Available

1. **Autism Ulla Kuznanthaigal Matrum Ilagayarkallukana Kalvi Murai**

The Tamil translation of 'Education of Children and Young People with Autism' By Rita Jordan.

Rs 90/- per copy (including postage and packing)

2 **Autistic Shishu O Tarunder Shikkha**

The Bengali translation of 'Education of Children and Young People with Autism' By Rita Jordan.

Translated by Prof. Shirshendu Chakrabarti

Rs 75/- per copy (including postage and packing)

NOTE: *Books 1 and 2 are intended for parents, teachers, professionals, and community workers, with the aim of deepening the knowledge and understanding of aspects of Autism in areas such as developing social skills, communication, encouraging flexibility in thinking and managing behaviour, managing emotions and developing life and leisure skills and experiences. This manual also covers organizational aspects, which develop insight about the development of educational services for children with autism.*

3. **Samajik Galpo**

Handbook in Bengali on Social Stories

Rs 35/- only per copy (including postage and packing)

*To order your copy please send a Demand Draft to:
AAHAN Publications, The National Centre for Autism
Pocket 7 & 8 Jasola Vihar, New Delhi 110025*

(...cont from page 15)

then slowly begins to make a connection: the word 'sit' means the lowering of myself on a seat! Most early learners with autism learn through this cause and effect manner. It is very important that the language used is very simple, precise, and concrete. So you will probably notice that the focus would need to be on teaching the child to 'communicate', and not just speak.

Teaching them to take turns, to share, will have to all be taught through such concrete literal ways. The person helping the child has to use a lot of energetic and exaggerated gestures, making the learning process fun and enjoyable for the child; a process which the child will begin to enjoy and look forward to. For instance, if we want the child to look at us more frequently, we have

Teaching Positions at AFA

Action For Autism invites energetic and enthusiastic individuals who are creative, logical, intelligent, and willing to work hard, to apply for various teaching positions at Open Door School. The positions offer exciting opportunities to therapists and teachers to work with individuals with autism and communication differences, in what is one of the most challenging and exciting areas of special needs education.

Action For Autism is a premier organisation that has pioneered teaching strategies based on extensive practical experience and internationally validated teaching principles, adapted to the Indian situation. We offer an enriching work experience in a positive environment, where work days are exciting and something to look forward to on a daily basis; with many opportunities for continuing training.

Applications are invited from those who have experience in teaching mainstream classrooms, those who have completed DSE(ASD) / BEd / DSE(MR), graduates in Psychology, Education, Child Development or those interested in working with individuals with autism.

Interested candidates should send their CV to:

Teaching Positions At AFA

Ms Reeta Sabharwal, Director , HR

The National Centre for Autism

Sector 7 & 8 Jasola Vihar, New Delhi 110025

to make our faces and bodies exaggerated and alive whenever the child looks. This will encourage the child to look more. Or, playing a simple game of rolling a ball to each other will have to be taught with hand on hand prompts as referred to earlier, with exaggerated fun to keep the child involved, and using very simple instructions like "Roll" before every roll, and followed by very big praise.

Consistency in teaching, and clarity and clear structure help all children to learn well. In addition, keeping the methods of teaching concrete and literal ensure that children with autism learn well. As they pass through the early learning stages, they eventually 'learn how to learn' like those without autism. Once they reach this stage, then teaching can become more complex. But the fun, energy, and excitement have to be maintained: these help all children learn better.

UPCOMING TRAININGS at

The National Centre for Autism, Pocket 7 & 8 Jasola Vihar, New Delhi

Behaviour Modification

Thursday 26 February 2009 10:00am to 4:00pm

Behaviour modification is used in teaching all children, and in changing behaviours in adults as well. However, it plays a particularly significant role in the management of children with various developmental differences. Behaviour modification is used in teaching children to 'attend', develop communication, learn cognitive skills, control 'temper tantrums', and for helping the child learn appropriate and socially accepted behaviours.

The workshop will cover the following aspects:

- an understanding of the reasons behind behaviours
- functional assessment of behaviours, and
- management procedures

Though the workshop will focus on autism spectrum disorders, the methods to be covered are equally effective with all children with developmental delays.

The workshop will incorporate question answer sessions where participants will be encouraged to problem solve. The workshop is open, but not limited, to anyone who works with children with developmental disabilities on a day-to-day basis; and may include parents and teachers of both children with and without specific needs.

~ ~

Enabling Communication

Friday 27 February 2009 10:00am to 4:00pm

Language and communication take completely different developmental paths in autism unlike in other developmental disabilities. In autism, speech does not equate communication. Language may develop with the child having little idea how to use it for communication or even to understand how others use language for communication. Much of the inappropriate behaviours in autism have their root in these difficulties. Children with autism are often therefore mistakenly perceived to be 'stubborn' or 'wilful'.

The workshop will cover the following aspects:

- an understanding of differences in the development of communication in autism
- ways to teach communicative function
- development of communication using both speech as well as assistive and augmentative modes of communication
- overview of different AACs

The workshop will incorporate question answer sessions and interactive demonstrations.

Open to parents, professionals and anyone who works with children with developmental disabilities on a day-to-day basis.

~ ~

AUTISM IN THE CLASSROOM: Workshop for Professionals

Monday 13 April to Thursday 16 April 2009

Every classroom, whether in the mainstream or in special needs setups, have students with autism. With increasing awareness professionals cannot do justice to their wards without adequate understanding of Autism Spectrum Conditions (ASC). The workshop will build on an understanding of ASC and work through teaching various cognitive skills, communication, and social understanding.

The workshop will be illustrated with practical examples, a demonstration classroom, exercises, video clips, question and answer sessions and discussions in which specific situations will be addressed.

There will be books for sale on understanding autism, interventions, and personal accounts by persons with Autism.

For more information on the Trainings please check the AFA website: www.autism-india.org

Or contact AFA at:

Tel: 40540991/ 2, 65347422

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. Full Members, Life Members, Overseas Members and Institutional Members are in addition, 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: _____

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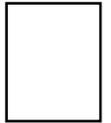
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