9. Co-curricular activities conducted by the institution

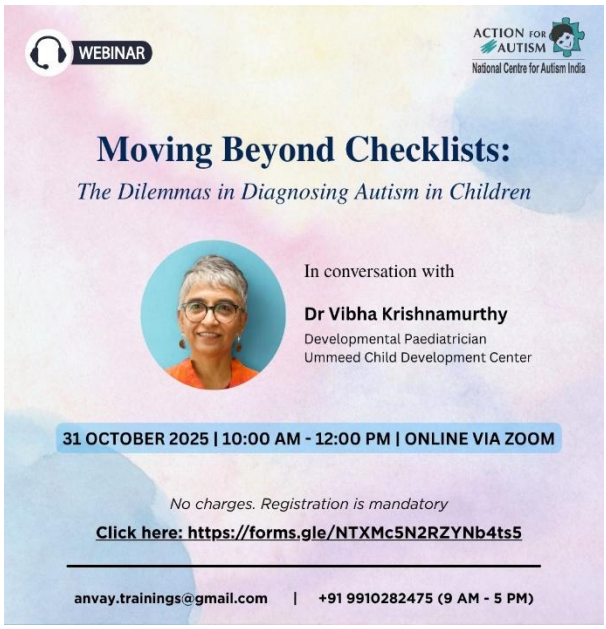
9 (a) Conference organized			
S.No	**Details**	**Resource Person**	**Dates**
1	How the Mind makes meaning: Practical Implication for communication, education	Dr Peter Vermeulen	11-12 July 2026
9 (b) Seminar Organized			
1	Autism: A CRE Seminar	Divya Shikha Verma, Amrita Barua, Urmila Taneja	22-24 Dec 2026
9 (c) Faculty Development Program			
1	Faculty Management Program on Autism	Prashasti Srivastava, Indrani Basu, Rakhshanda Khan, Nafeesa Imam, Shubhoneet Chatterjee	8-13 February 2026
2	Faculty Management Program	Merry Barua, Dr Nidhi Singhal	1-14 June 2026
9 (d) Workshops			
1	Hands on cross disability training for special educators	AFA Team	24 Feb-3 March 2026
2	The Power of Roles: A Foundation For Inclusive Practices	Shabina Bano; Raaj Mondol; Prashansa Pandey	23-24 April 2026
3	Prevention of Children from sexual offences (POCSO)	Avaantika Chawla	18 May 2026
4	Understanding Sensory Processing Differences in children with ASD	Anjali Joshi	14-15 July 2026
5	Mental Health Workshop	B K Neha	30 Sept 2026
9 (e) Short term/value added program			
1	Through the Autistic Lens	Rakshita Shekhar	Nov-Dec 2025
2	Diagnosing Adults in Adulthood	Dr Nidhi Singhal; Sudhanshu Grover	Feb-Mar 2026
3	Interactive talk with Stephen Shore	Stephen Shore	31 July 2026
4	Adults in Adulthood	Dr Nidhi Singhal; Sudhanshu Grover	June-Aug 2026
9 (f) Webinar/online extension lectures			
1	Navigating the workplace	Aditi and Aalap Deboor	12 Jul 2025
2	Neuro queer confessions	Paras Arora	23 Aug 2025
3	Medications and More in Children	Dr Koyeli Sengupta	13 Sept 2025
4	Supporting Neurodiverse Learners thrive in Classrooms	Sudhanshu Grover	11 Oct 2025
5	Moving Beyond Checklists: The Dilemmas in Diagnosing Autism in Children	Dr Vibha Krishnamurthy	31 oct 2025
6	Online Session on AAC	Dr Shobha S Meera	22 May 2026

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Director, Research & Trainings









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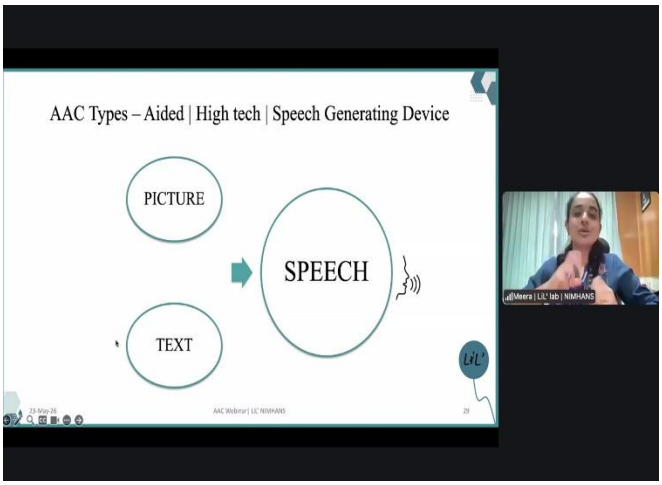


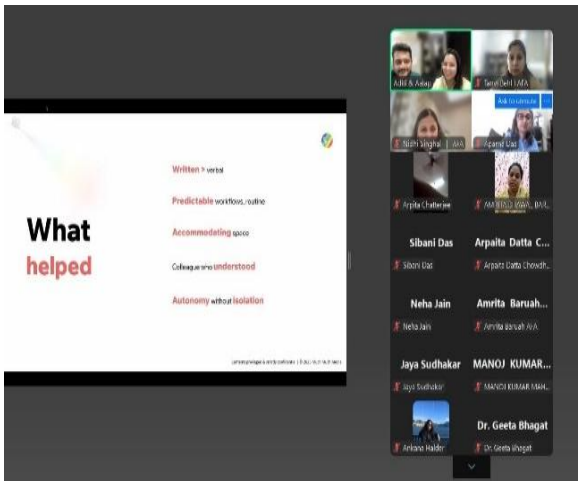


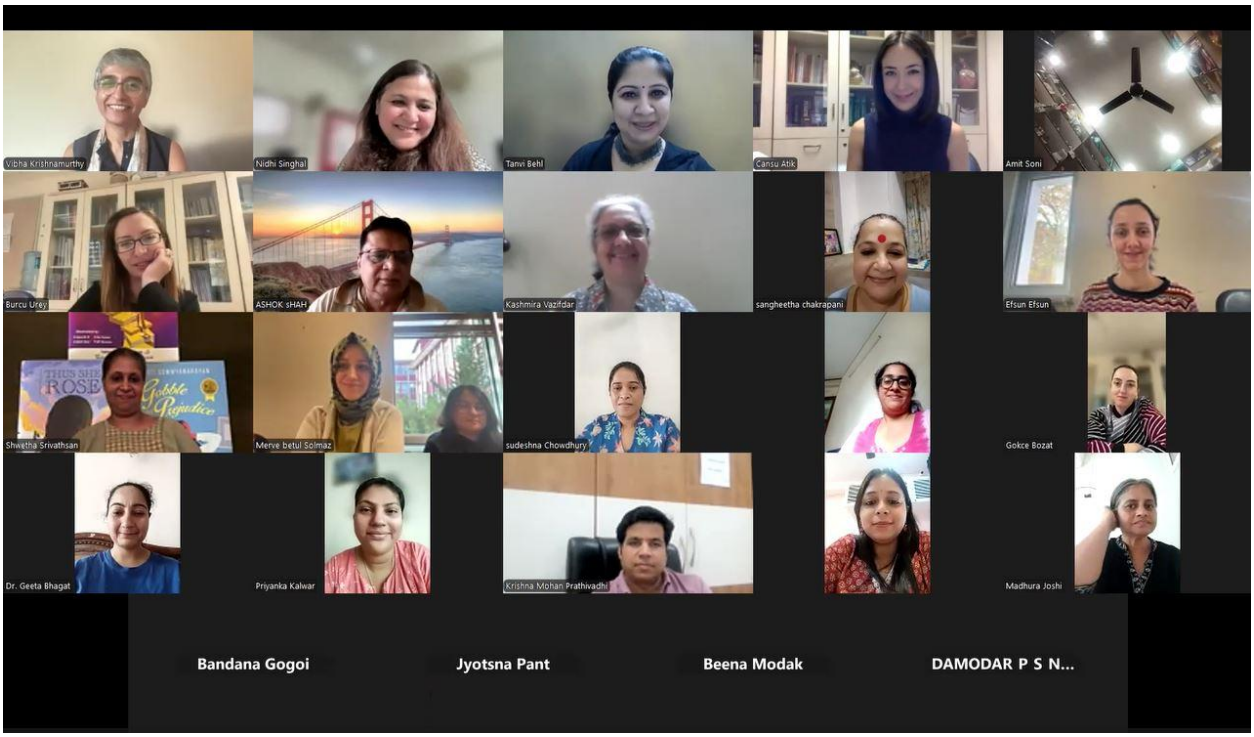


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Report on Continuous Rehabilitation Education (CRE-25112112574817)
Autism: A CRE Seminar
22-24 December 2025

1.Context:

Autism, a neurodevelopmental condition, affects individuals' social interactions, communication, and behavior. It can also impact their ability to learn and process information. Understanding the specific characteristics of autism can help educators tailor their teaching approaches.

It is important to understand their unique learning characteristics and the challenges they may face. By recognizing these factors, educators can implement effective strategies to support their journey.

To further support the continuous professional development, Action For Autism organized a Zonal Level Online CRE Seminar held from 22–24 December 2025, 9:30 a.m. to 4:30 p.m., awarding a total of 18 CRE points to the participants.

2. Aim:

To equip participants with practical, evidence-based knowledge and strategies to better understand autistic individuals, promote positive behavior support, and enhance overall well-being.

3. Objectives:

I. Provide an understanding of autism spectrum disorder and dispel common misconceptions about autism.
II. Provide an understanding of teaching strategies that work with autistic learners.
III. Identify proactive strategies to support positive behavior, including structured routines, visual supports, and clear communication.
IV. Equip participants with information on assessment and individualized educational planning.

4. Brief about Organization

Action For Autism (AFA; www.autism-india.org) is a not-for-profit organisation that has pioneered the autism movement in South Asia. Our work is based on the premise that autism is a different and valid way of being, often difficult and challenging, but nonetheless, as valid as the non-autistic. Instead of viewing autism as a terrible or tragic condition, we view it as a different way of being. Hence, the objective of all our efforts is towards informing and changing society to adapt to autistic individuals as much as they have to learn skills to negotiate the social world. Therefore, all our efforts are directed towards creating an environment that respects diversity, views the

interdependence of people of every ability as valuable and enriching, seeks to provide equal opportunities for all, and enables everyone to live as fully participating members of the community.

5. Program Details

The program was conducted by 10 resource persons and was attended by 48 CRR professionals including Special Educators from mainstream schools and special needs schools, Rehabilitation Psychologists and Clinical Psychologists.

DAY ONE: Monday, 22 Dec

9:30-10:30 am	Understanding Autism	Amrita Buzar Baruah
10:30-10:45 am	**Tea Break**	
10:45-11:45 am	Understanding Autism	Amrita Buzar Baruah
11:45-12:45 pm	Understanding Autism	Amrita Buzar Baruah
12:45-1:30 pm	**Lunch Break**	
1:30- 2:30 pm	Autism & Sensory Differences	Nupur Niharika
2:30-3:30 pm	Autism & Sensory Differences	Nupur Niharika
3:30-4:30 pm	Autism & Sensory Differences	Rakhshanda Khan

DAY TWO: Tuesday, 23 Dec

9:30-10:30 am	Visual & Structure	Sheeba Naqvi
10:30-10:45 am	**Tea Break**	
10:45-11:45 am	Visual & Structure	Deepa Rawat
11:45-12:45 pm	Visual & Structure	Deepa Rawat
12:45-1:30 pm	**Lunch Break**	
1:30- 2:30 pm	Assessment & IEP	Ayesha Bibi
2:30-3:30 pm	Assessment & IEP	Ayesha Bibi
3:30-4:30 pm	Assessment & IEP	Urmila Taneja

DAY THREE : Wednesday, 24 Dec

9:30-10:30 am	Enhancing Communication	Sujata Banerjee
10:30-10:45 am	**Tea Break**	
10:45-11:45 am	Enhancing Communication	Sujata Banerjee
11:45-12:45 pm	Enhancing Communication	Sheeba Naqvi
12:45-1:30 pm	**Lunch Break**	
1:30-2:30 pm	Understanding Behaviours	Urmila Taneja
2:30-3:30 pm	Understanding Behaviours	Urmila Taneja
3:30-4:30 pm	Understanding Behaviours	Divya Shikha Verma

6. Methodology

The CRE program was conducted in-person through hands-on learning methods, including:

- Presentations
- Demonstrations
- Videos
- Interactive sessions
- Discussions
- Q&A sessions

All participants were pre-registered for the workshop.
A set of multiple-choice questions (MCQs), organized topic-wise and prepared by the respective resource persons (approximately 4 questions per hour), was shared with participants via a google form. Participants who achieve an overall score of 60% or higher will be eligible to earn 18 CRE points.

7. ICT requirements

All ICT requirements specified on the RCI website for the CRE program were fully met. ISL interpreters were arranged by AFA; however, since this workshop focused on autism, none of the participants required sign language interpretation.

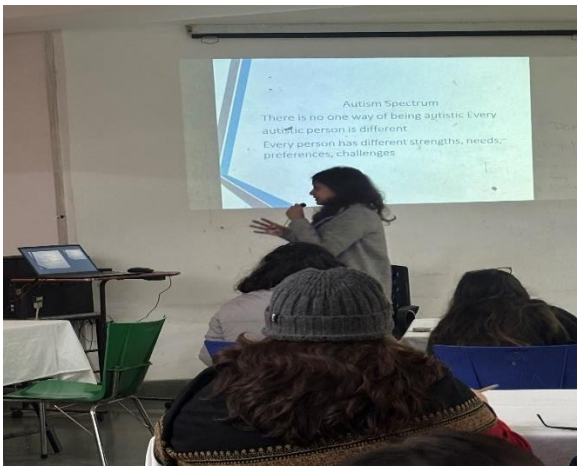
Name: Manisha Sharma
CRR No: B67288
Email: manisha.sharma3615@gmail.com
Phone No: 9582125754

8. Session Details

Session I: Understanding Autism

The first session was conducted on understanding autism. The resource person explained how autism is a different neurobiology which affects how individuals perceive, understand, communicate and experience the world. The session provided a deeper understanding to the participants on Sensory Processing, Motor Processing, Communication- Receptive and Expressive, Interests: Play and Academics and Social Relationships. The interactive presentation was followed by question answer session.













Session II: Autism and Sensory Differences

Occupational Therapists Nupur Niharika and Rakhshanda Khan conducted a comprehensive training session that combined both theoretical knowledge and hands-on activities to help participants better understand the needs of individuals with autism. The session focused on building awareness of sensory processing and its impact on daily functioning. The therapists explained all eight sensory systems in detail and demonstrated practical sensory strategies that can be effectively used to support autistic individuals in various environments. The interactive nature of the session enabled participants to gain deeper insight, empathy, and practical skills for creating more inclusive and supportive spaces.













Session III: Teaching Approaches

Sheeba Naqvi and Deepa Bisht explained various teaching approaches for individuals with autism, highlighting the importance of structure and the effective use of visual supports in learning. They also discussed the role of social stories in helping autistic individuals understand routines, expectations, and social situations. The session included hands-on practical activities, which were actively carried out and presented by the participants. This interactive approach enhanced participants' understanding and enabled them to apply the strategies in real-life educational and therapeutic settings.













Session IV: Assessment & IEP

Ayesha Bibi and Urmila Taneja provided an in-depth overview of the various tools used for conducting functional assessments and developing Individualized Education Programs (IEPs). The session combined theory with practice, offering participants hands-on learning through carefully selected video demonstrations and interactive activities. These practical components enabled attendees to better understand assessment processes, interpret functional data, and translate findings into meaningful, goal-oriented IEPs. The approach strengthened participants' confidence in applying these tools effectively in real-world educational and clinical settings.











Session V: Enhancing Communication

Sujata Banerjee and Sheeba Naqvi highlighted the importance of effective communication techniques for individuals with autism, explaining strategies to enhance understanding, expression, and social interaction. They also emphasized the role of Augmentative and Alternative Communication (AAC) tools in supporting individuals who have limited verbal skills, enabling them to communicate effectively and participate more fully in daily activities.

Participants questions were answered throughout the session.

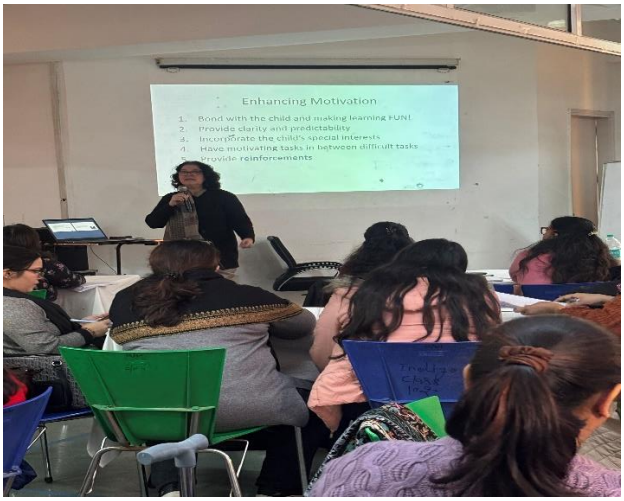








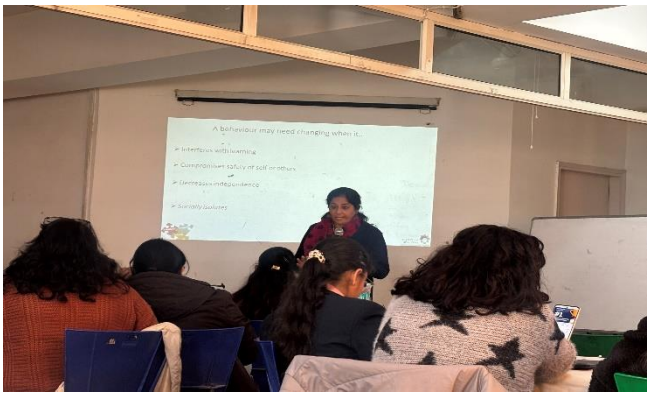




Session VI: Positive Behaviour Support

Understanding behavior is essential for supporting individuals with autism. It involves identifying the reasons behind specific behaviors, distinguishing which behaviors may need to be changed, and recognizing their underlying functions. Positive Behavior Support (PBS) is a proactive, evidence-based approach that focuses on teaching alternative, appropriate behaviors rather than simply punishing challenging ones. Urmila Taneja and Divya Shikha Verma emphasizes on the individualized strategies, environmental modifications, and skill-building interventions to promote positive outcomes, improve quality of life, and reduce behaviors that may interfere with learning or social participation.















9. Conclusion

The CRE session concluded with the evaluation of participants and feedback.

The CRE programme came to an end with a heartfelt vote of thanks to RCI for continuous guidance and support and all the resource persons and participants who joined the session.