



Kshitij

प्रेरणादायक माइल्ड ऑटिज्म सपोर्ट सर्विसेज

समझना • सहयोग • सशक्त बनाना



हर बच्चा
अलग है
हर बच्चा
खास है

एक ऑटिस्टिक बच्चे की सामान्य समस्याएँ और उनके समाधान

सामान्य समस्याएँ

संचार में कठिनाई

- बोलने में देरी
- अपनी बात व्यक्त करने में कठिनाई
- सीमित सामाजिक संवाद

सामाजिक सहभागिता की चुनौतियाँ

- दोस्त बनाने में कठिनाई
- ऑखों से संपर्क कम रखना
- सामाजिक संकेतों को न समझना

दोहराव वाले व्यवहार

- बार-बार एक ही हरकतें
- नियत दिनचर्या की ज़िद
- सीमित रुचियाँ

संवेदी (सेंसरी) संबंधी समस्याएँ

- ध्वनि, रोशनी, स्पर्श से अधिक संवेदनशीलता
- तेज़ आवाज़, तेज़ रोशनी, कुछ टेक्सचर से परेशानी
- विशिष्ट कपड़ों/खाने की पसंद

भावनात्मक नियंत्रण में कठिनाई

- अचानक मूड बदलना
- चिंता और तनाव
- तनाव के समय गुस्सा/टट्टलना

सीखने और ध्यान में कठिनाई

- ध्यान अवधि कम होना
- नई चीज़ें सीखने में कठिनाई
- अलग-अलग सीखने की गति

व्यावहारिक समाधान

संचार को बेहतर बनाना

- सरल और स्पष्ट भाषा का उपयोग
- दृश्य सहायक सामग्री (चित्र कार्ड)
- भाषण और भाषा चिकित्सा

सामाजिक कौशल विकसित करना

- संरचित सामाजिक गतिविधियाँ
- समूह में खेल सत्र
- सकारात्मक सामाजिक सहभागिता को प्रोत्साहित करना

दोहराव वाले व्यवहार का प्रबंधन

- दिनचर्या को व्यवस्थित करना
- पसंदीदा गतिविधियों को शामिल करना
- धीरे-धीरे बदलाव के लिए मार्गदर्शन

संवेदी आवश्यकताओं का समर्थन

- शांत वातावरण बनाना
- संवेदी उपकरणों का उपयोग (ईयरप्लग, फिजेट टॉयज़)
- संवेदनशीलता का सम्मान करना

भावनात्मक नियंत्रण में सहायता

- शांत करने की तकनीकें सिखाना
- भावनात्मक अभिव्यक्ति के तरीके
- सुरक्षित और सहयोगी वातावरण देना

सीखने और ध्यान को बढ़ावा देना

- दृश्य समय सारणी का उपयोग
- छोटे-छोटे चरणों में कार्य देना
- छोटी उपलब्धियों का उत्सव मनाना

आज समझ, धैर्य और सहयोग से, कल एक उज्ज्वल भविष्य बनता है

सही समझ, धैर्य, सहयोग और सकारात्मक वातावरण से ऑटिस्टिक बच्चे अपनी पूरी संभावना तक पहुँच सकते हैं!



समावेशन (इंक्लूजन)



आत्मविश्वास (कोन्फिडेंस)



स्वतंत्रता (इंडिपेंडेंस)



खुशहाल जीवन (हैप्पी प्रफ़्यूचर)

GENERAL CHALLENGES OF AUTISTIC CHILDREN AND PRACTICAL SUPPORT

Understand • Accept • Support • Empower

A presentation for parents, teachers, and caregivers

Kshitij Motivational Mild Autism Support Services

1. Understanding Autism

- Autism is a neurodevelopmental condition, and every child's experience is different.
- Children may have differences in communication, social interaction, interests, and behaviour.
- Some children need additional support with sensory experiences, changes, or daily activities.
- Understanding each child's strengths and individual needs is the starting point for support.

EXAMPLE / ACTIVITY If a child cannot express a need using speech, offer choices using pictures, gestures, or a communication board.

2. Communication and Language

- A child may find it difficult to express needs, feelings, or preferences.
- Some children may communicate through gestures, pictures, or devices rather than speech.
- Long or multi-step instructions may be difficult to understand.
- Value every communication attempt; speech is not the only way to communicate.

EXAMPLE / ACTIVITY Say, “First shoes, then outside,” while showing a picture of shoes and a picture of going outside.

3. Social Interaction Challenges

- Starting play or maintaining a conversation with other children may be difficult.
- Understanding social cues and facial expressions can vary from child to child.
- Some children may prefer playing alone or feel uncomfortable in groups.
- Do not force eye contact; focus on comfortable, respectful communication.

EXAMPLE / ACTIVITY Use a favourite toy to practise turn-taking: “My turn, then your turn.” Gradually invite another child to join.

4. Repetitive Behaviours and Routines

- A child may show strong interests in particular activities, objects, or topics.
- Repetitive movements can sometimes help a child regulate or manage sensory experiences.
- Unexpected changes may cause distress or anxiety.
- Understand the purpose of harmless behaviours; seek professional advice if safety is a concern.

EXAMPLE / ACTIVITY Use a visual sequence: breakfast → shoes → bag → leave home. Give advance notice when the routine will change.

5. Sensory Needs

- Some children are sensitive to loud sounds, bright lights, smells, clothing textures, or crowds.
- Others may seek additional movement or sensory input.
- Sensory discomfort may lead a child to leave an area or become distressed.
- Respect the child's preferences and discomfort; avoid forcing exposure.

EXAMPLE / ACTIVITY If noise is distressing, offer a quieter space. Consider ear defenders when appropriate, safe, and acceptable to the child.

6. Emotional Regulation and Meltdowns

- A child may find it difficult to identify or communicate strong emotions.
- Fatigue, sensory overload, communication barriers, or sudden changes can increase distress.
- A meltdown may be a response to overwhelming stress, not deliberate misbehaviour.
- Stay calm, ensure safety, reduce demands, use few words, and allow time to recover.

EXAMPLE / ACTIVITY Reduce noise and crowding, offer a safe quiet space, and say calmly: “I’m here. You are safe.”

7. Learning and Attention Support

- Learning pace, interests, and attention span can differ from one child to another.
- Breaking new tasks into small steps can make them more manageable.
- Pictures, demonstrations, objects, and repeated practice may support learning.
- Focus on the child's individual progress rather than comparing them with others.

EXAMPLE / ACTIVITY Instead of “Organise your whole bag,” give one step at a time: put in the book, then the notebook, then the pencil case.

8. Support at Home and School

- Consistent routines and clear expectations can support continuity between home and school.
- Parents and teachers can share observations and agree on practical supports.
- Notice and encourage effort and positive behaviours.
- Offer the child opportunities to make choices and express preferences.

EXAMPLE / ACTIVITY Use a similar visual schedule at home and school. Explain changes in advance and allow time to adjust.

9. Role of Parents and Caregivers

- Accept the child and respect their dignity.
- Use the child's interests as a bridge to learning and connection.
- Recognise effort and celebrate small achievements.
- Consult qualified professionals when needed, such as speech-language or occupational therapists.
- Caregivers also need time for rest and support.

EXAMPLE / ACTIVITY If a child enjoys pictures, use them to teach everyday words, choices, and the sequence of daily activities.

10. A Simple Support Plan

- **OBSERVE:** Notice when the child feels comfortable or distressed.
- **UNDERSTAND:** Consider communication, sensory, or other needs behind the behaviour.
- **SUPPORT:** Use clear language, visual cues, routines, and a calm environment.
- **REVIEW:** Notice what helped and adjust the plan to the child's response.

EXAMPLE / ACTIVITY For one week, record the situation, what the child did, and which support helped. Share these observations when planning support.

Key Messages and Discussion

Every child can learn—in their own way and at their own pace

Remember:

- Every child is different; one strategy will not work for everyone.
- Look for the need behind a behaviour rather than focusing only on stopping it.
- Prioritise communication, safety, dignity, and the child's preferences.
- Small, consistent, positive steps can support progress.

Acceptance + Patience + Support = A Brighter Future