

KEY ISSUES & SOLUTION

1. WE REQUEST THE PARLIAMENT TO IMMEDIATELY RELEASE THE NEWLY DRAFTED PWD (Persons With Disability) ACT, WHICH INCLUDES AUTISM AS A DIFFERENT ABILITY.
 2. EXAM ACCOMMODATIONS FOR STUDENTS WITH AUTISM SHOULD BE PROVIDED BASED UPON **THEIR** NEEDS, (LANGUAGE & SOCIAL DELAYS) – THEY SHOULDN'T BE FORCED TO FOLLOW THE SUPPORT SYSTEM DESIGNED FOR KIDS WITH DYSLEXIA, AS THEIR NEEDS ARE TOTALLY DIFFERENT!
-

VISUALLY CHALLENGED STUDENTS NEED BRAILLE!

STUDENTS WITH AUTISM NEED NON-DESCRIPTIVE, MODIFIED QUESTION PAPERS!

EDUCATIONAL BOARDS SHOULD TEST THE SUBJECT KNOWLEDGE OF STUDENTS
WITH AUTISM, BUT NOT THEIR DEFICITS

TRYING TO TEST THEM WITH DESCRIPTIVE QUESTION PAPER IS AN ABUSE!!

THE NEEDS OF STUDENTS WITH DYSLEXIA DON'T MATCH THE NEEDS OF
STUDENTS WITH AUTISM

AUTISM IS A NEUROLOGICAL, DEVELOPMENTAL DIFFERENT ABILITY THAT SEVERELY IMPACTS A CHILD'S LANGUAGE & SOCIAL SKILLS

AUTISM IS NOT AN UNIQUE CASE, ONE IN 88 KIDS GET THE DIAGNOSIS

30 – 40% OF KIDS WITH AUTISM HAVE AVERAGE IQ OR ABOVE AND 20% OF THEM ARE SAVANTS (GENIUS)

GIVEN THE RIGHT SUPPORT SYSTEM, THEY CAN SHINE IN EDUCATION

AUTISM	DYSLEXIA
1. SEVERE SPEECH AND LANGUAGE DELAY IS OBSERVED FOR MOST OF THE KIDS IN THE SPECTRUM	NO SPEECH DELAY IS OBSERVED
2. SOCIAL DELAYS ARE OBSERVED – USUALLY DON'T MINGLE MUCH WITH PEERS	NO SOCIAL DELAYS OBSERVED
3. MOST OF THEM CAN READ, THOUGH THEY MAY HAVE PROBLEM WITH COMPREHENSION	THEY MAY HAVE TROUBLE READING
4. IF THEY CAN SAY SOMETHING, THEY CAN WRITE THOSE WORDS ON THEIR OWN	THOUGH THEY CAN SAY EVERYTHING, THEY MAY HAVE TROUBLE WRITING WITH CORRECT SPELLING
5. SENSORY ISSUES / ATTENTION ISSUES OBSERVED MOSTLY	NOT OBSERVED TO THAT EXTENT, UNLESS ONE HAS ADHD TOO.
6. AS PER STATISTICS, UPTO 48% OF KIDS WITH AUTISM MAY HAVE EPILEPSY. SO, STRESS LEVEL MATTERS.	EPILEPSY IS NOT OBSERVED USUALLY

BASED UPON ABOVE TABLE, RECOMMENDED CRUCIAL ACCOMMODATIONS FOR STUDENTS WITH AUTISM ARE:

1. FOR ALL SUBJECTS, MODIFIED / NON-DESCRIPTIVE QUESTION PAPERS SHOULD BE USED WITH A COMBINATION OF MCQ, MATCH THE FOLLOWING, FILL UP THE BLANKS FROM THE LIST OF OPTIONS, MAP LOCATIONS, LABELING DIAGRAMS, EX. CIRCLING ALL THE 5 RIGHT SET OF OPTIONS FROM 10 RANDOM OPTIONS LISTED (CAN BE USED FOR 3 OR 5 MARK QUESTIONS)
2. FOR MATH, DESPITE MORE DIRECT QUESTIONS / LENGTHY WORD PROBLEMS SHOULD BE BROKEN DOWN TO SMALLER ONES WITH VISUALS. THE NUMBER OF PROBLEMS NEEDS TO BE REDUCED TO 3/4TH OF THE REGULAR PAPER SO IT WON'T BE TOO STRESSFUL FOR THEM, DUE TO THE EXTRA TIME NEEDED FOR THEIR PROCESSING

3. 1:1 ADULT PROMPTER (SPECIAL EDUCATOR) IS NEEDED, TO READ WITH INTONATION, REINFORCE & MOTIVATE TO FINISH THE TASK, INSTEAD OF A JUNIOR SCRIBE STUDENT – AS ADULTS HAVE MORE RECIPROCATION, PATIENCE & PASSION TO DO THE SAME
4. USAGE OF CALCULATOR / EXTRA 1 HOUR TIME / QUICK BREAKS TO REDUCE STRESS SHOULD BE ALLOWED



SUPPORTERS

CARE4AUTISM

HYDERABAD ASSOCIATION OF PARENTS OF AUTISTIC CHILDREN (HAPAC)

AARAMBH

SPECIAL-KIDS-INDIA

Sincere thanks to all the supporters & others who attended the campaign!

