



TRANSFORMING LIVES

Highlights for "HOPE for Autism" (Workshop) on 22nd April 2006 at Regaalis.

Special children are special not because they cannot do things the way other children do but because they do it like no one else does. Fifty years back the awareness about special children was very limited. All children with mental disabilities were bracketed under the category "Mentally unsound". Many of these children were incarcerated life long and even if they were normal, many of them became unsound as a result of the confinement.

Today, awareness about these problems has increased. Special branches of science have evolved to tackle the various types of mental disabilities. However despite the spread of awareness and the increase in scientific knowledge, treating mental disabilities still remains more an art than a science. Treatment not only involves the child, but also the parents, the school and the teachers. The exact classifications of disabilities are still unavailable, people do not understand the exact manifestations and are not very clear about the exact tools and techniques required to help these children yet.

The problem is compounded because these children are very different from normal children. Parents cannot apply the yardsticks and expectations that they apply to a normal child. Also there is a plethora of information available. This can be helpful, but also confuses the parents by giving them conflicting instructions and ideas.

As a result of the recent government regulation on inclusive education, schools are facing an uphill task in training the special children. Schools do not have adequate resources to deal with them. The task is compounded because the battle they have to wage with existing notions of teachers and the normal children.

Special children need special guidance. The guidance that they need is interdisciplinary and has to be holistic. Unfortunately, developments have pushed adoption of specific techniques. Techniques that work in other fields are not incorporated into the overall plan for development of a child. This results in compartmentalized treatment structures that translate into ineffective treatment.

Teachers are overburdened with the additional attention that they have to shower on the special child. Not only do they have to deal with existing children, they have to learn how to treat a special child, devote extra attention and energy and ensure that he/she is integrated into the mainstream.

The ignorance of parents of normal child can be detrimental to the growth of a special child. Many parents are worried about the impact of the special child on a normal child. Though various studies have emphatically rejected the notion that a special child may affect a normal child adversely, it is still a challenge to battle the strong biases held by parents.

The inadequacy of science in this regard has left parents helpless. They become over anxious to bring their child to "Normalcy". With all their good intentions to help the child, they unwittingly push the child deeper into the abyss.



Special Children and Ashwasan

Ashwasan has studied the current situation in great detail and has evolved a holistic method of dealing with the problem. Currently Ashwasan deals with children with Autism, Asperger disease, Cerebral Palsy etc. These categories should not be considered as strict classification, as there still does not exist a universal acceptance of the category into which a child falls.

Ashwasan works within a framework called HOPE

- **H**olistic
- **O**ne size does not fit all
- **sP**iritual
- **E**ncompass All

Holistic: Any approach should involve multiple disciplines to be effective. Every ARC project draws upon the expertise of:

- AURA experts*
- ESP experts**
- Special educators
- Counselors
- Dieticians
- Doctors
- Innovative therapists***

*The Aura Reading experts get into the child's psyche, read their aura pattern and help in understanding the current situation and problems from the child's point of view. Aura reading can also help in finding out deficiencies in the diet, impact of specific interventions on the child among other factors.

**ESP helps in determining the potential of the child and the optimum path for the child. It gives a glimpse into the future of the child. Special abilities in the child are unearthed using ESP among other factors.

**Innovative therapists EXPLAIN

One size does not fit all: One technique, one set of interventions will not fit all the children. Every child is unique. What works for one child will not work for another. Bracketing a child under one classification though helpful can also be damaging since the treatment for a child becomes general purpose. In the HOPE framework, classification is only used as an indication and as a general purpose guidance. The exact nature of a child, their potential and the set of interventions are unique for a child.

sPiritual: Spiritual Sciences is at the core of our framework and is one of the main differentiators of our techniques. We assume that there is a purpose for existence for every child and every child can reach the purpose if only we can identify them. Using Spiritual sciences we can touch all aspects- Physiological, psychological and Spiritual aspects of the child. The effects are more long lasting since we touch at the very core of the being. Spiritual Sciences establishes with precision the problems, the potential and the talents of the child very uniquely. It is the usage of this aspect of the framework that allows us to coin customized and unique methods for every child.

Encompass All: Though getting to the root of a problem is essential, it is also important that all stakeholders of a child are considered while working out the optimal path. Our framework works at all levels and also works with all the stakeholders of a child – the parents, the teachers, the environment, the special schools/main schools and the primary and the secondary caregivers of the child.

On the 22nd of April 2006, a conglomerate of professionals and parents closely associated with Autism came together to discuss the essence of transformation for Autism. The program aptly named "HOPE for Autism" (workshop) was a panel discussion aimed at bringing together resources and ideas.

HOPE was the theme of the evening. All the renowned speakers present talked about how hope for children with Autism was possible. The pace was set by Guest Speaker Dr. Ali Khwaja, chairman Banjara Academy who shared that hope is the primary element of life. In essence Dr. Khwaja said that if there is hope the possibilities are endless.

Ravi Ramamurthy President of Epiance Inc, ambassador for the ARC project and the designated Moderator of the afternoon paced the entire discussion by introducing the HOPE framework of ARC project (meant for special children). He followed this by introducing panel speakers and moved on to initiating the discussion on what transformation meant for children with Autism.

Panel speakers - Rashmi Aiyappa Founder, chairman and CEO: Aashwasan Life Enhancement services, Jayashree Ramesh, Director : ASHA, Indira Swaminathan, Director: Akshayam and Ajai Vadakkath, parent through discussion came to the conclusion that the inner core of the child is the most important aspect. With disciplines such as spiritual science it is possible for the child to be brought out and the interventions synergized in a way to bring about a holistic development of the child.

The discussion was concluded with a question and answer session. It was apparent in the half an hour of networking after discussion that the audience was exited about new possibilities for their children.

The event was testimonial of the fact that like minds have a tendency to come together and if there are questions there are also answers. People came together to make the event happen as did Mr. Rajendra Singh Bhati the General Manager of Regaalis who made it possible for the venue to be partially sponsored.

For more information and consultations :

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