



# Autism Awareness

**Newsletter of Autism Asperger ACT Inc.**  
Helping people with ASD, their families and their carers

August 2010

[www.autismaspergeract.com.au](http://www.autismaspergeract.com.au)

## From the President....

As we are in campaign mode for a new federal government now is the time to contact your local candidates to register your concerns and ask them what they are doing for people with disabilities and in particular for those with Autism Spectrum Disorder. Bob Buckley has kindly contributed a list of questions that you can use as the catalyst for your contact with the aspiring MPs. Please take every opportunity that you can to have your views heard - local shopping centres on Saturday mornings, radio talk back shows and directly contacting politicians are all easy options. Your opinion does count, it just has to be heard!

With a very successful Rain Man evening behind us our thoughts have now turned to promoting Carol Gray's presentation on 17th August and our Gala Dinner to be held at Hotel Realm on 11th September. We need your help for these events to be successful so please support your association. Ask your friends to join you at a table at the dinner... I can assure you that you will have an entertaining evening. Our fund raising committee and office staff have been working hard to organise these events now - we need to get behind them!

The Calwell and Wanniasa Branch of the Bendigo Bank will be presenting its Hero's Award again at the Gala Dinner. Get your nominations in to Polly no later than Sunday 22<sup>nd</sup> August.

We are still holding evening meetings at Pearce as construction work has not yet been completed at Chifley. As soon as all meetings are being held at Chifley we will let you know.

Next month sees our AGM. Please seriously consider standing for the committee, we need to have a strong, active committee in order to achieve our goals. I am always happy to talk to interested people.

The library is still being reorganised but it won't be long before it will be up and running again. So watch this space.

*Gay von Ess*

[president@autismaspergeract.com.au](mailto:president@autismaspergeract.com.au)

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## Regular Meetings

Monthly meeting	1 <sup>st</sup> Wed
AS Support Group	2 <sup>nd</sup> Thur
AS Games	3 <sup>rd</sup> Sun
Siblings	3 <sup>rd</sup> Fri
Girls and Women with ASD and their Carers	2 <sup>nd</sup> Thurs

Grandparents' Group Termly

School Age Parents' Support  
Group (daytime) 27th August

School Age Parents' Support  
Group (evenings) 17th August

Please check the website for  
latest information

[www.autismaspergeract.com.au](http://www.autismaspergeract.com.au)

Our business manager Polly McIntyre can be contacted on 6176 0514. Polly works part-time so leave a message if she is not in, and she will get back to you.  
[bm@autismaspergeract.com.au](mailto:bm@autismaspergeract.com.au)

# FOR THE FRIDGE DOOR. . . . .

## Web sites

www.calmingkids.com.au [www.speakingofspeech.com/Social\\_Skills\\_Pragmatics.html](http://www.speakingofspeech.com/Social_Skills_Pragmatics.html) Free downloads for social speech skills

<http://kindergarten.com> iphone applications

<http://www.bry-backmanor.org/activitypages.html>

<http://taptotalk.blogspot.com/2010/04/now-you-can-taptotalk-on-iphone->

Free Educational App for Children with Autism & Asperger Syndrome

**Model Me Going Places™ for iPad**

**Get the free app** Also available for iPhone and iPod Touch.

The app contains photo slide shows of children modeling appropriate behavior in a variety of challenging community locations.

### Locations include:

- Hairdresser
- Mall
- Doctor
- Playground
- Grocery Store
- Restaurant

Based on the new **Model Me Going Places™ DVD**, the latest addition to the Model Me Kids® social skills training series for children and teens with Autism, Asperger Syndrome, PDD-NOS, Nonverbal Learning Disorder, and Developmental Delays.

The newsletter, *Science in Autism Treatment*, is a free publication. Please encourage your friends and family to sign up at [www.asatonline.org/signup](http://www.asatonline.org/signup). This newsletter will help you, your friends and family better understand the role science should play in the treatment of autism, the importance of data in driving decision making and how to identify pseudoscience.

### Whiz Kids awarded for special games

*July 27, 2010* Sydney Morning Herald

A package of free online games for children with autism has received an accolade in the Victorian Government's 2010 Premier's Design Awards.

Whiz Kid Games was created by a group of final year multimedia design students from Swinburne's Faculty of Design in collaboration with Swinburne's National eTherapy Centre (NeTC) and Bulleen Heights Autism School.

It received the Premier's Recognition Award as the stand-out design achievement for 2010.

Whiz Kid Games aims to help autistic children learn life skills. Focusing on areas such as coping with change, recognising emotions and non-verbal communication, the 16 therapeutic games are themed around everyday activities such as getting dressed, going to school and following a schedule.

NeTC co-director David Austin says the games provide a real benefit for children with moderate to severe autism. He says kids with autism learn intuitively and by detecting patterns through repetition. He worked with about 80 students at Swinburne to invent online games that used these learning techniques.

"Autistic children can be difficult to engage in traditional educational settings, but most of them are very happy to work with a computer," associate professor Austin says. "The idea is to capitalise on that and have autism-specific computer-based activities that work for them in building their skills."

The Premier's Design Awards recognise Victorian initiatives where design has been used effectively, sustainably and strategically to innovate, increase productivity and/or boost competitiveness and exports.

The games portal can be accessed at [the Whiz Kid Games website](http://the Whiz Kid Games website). [www.whizzkids.com.au](http://www.whizzkids.com.au)

## **New Library books –some of our new books at AACT include:-**

Bonnie Arnwine. *Starting Sensory Integration Therapy*

Mary Sue Williams et al. *Take Five Staying Alert at Home and School.*

Sharon Heller. *Too loud, too bright, too fast, too tight. What to do if you are sensory defensive in an overstimulating world.*

Emily L. Burows et al. *Understanding Asperger's Syndrome. Fast Facts*

Michelle Garcia Winner. *A Politically Incorrect Look at Evidence Based Practice and Teaching Social Skills.*

Michelle Garcia Winner and Pamela Crooke. *Socially Curious and Curiously Social.*

Michelle Garcia Winner. *Worksheets for Teaching Social Thinking and Related Skills.*

Michelle Garcia Winner and Pamela Crooke. *You are a Social Detective.*

Michelle Garcia Winner. *Thinking about YOU. Thinking about Me.*

Michelle Garcia Winner. *Think Social! A Social Thinking Curriculum*

Elizabeth M Delsandro. *We can make it Better.*

Frances Bierens. (2010). *A Spectrum of Light. Inspirational Interviews with Families Affected by Autism.*

Clare Sainsbury . (2009). *Martian in the Playground. Understanding the Schoolchild with Asperger's Syndrome.*

E. Amanda Boutot and Matt Tincani (eds). (2009). *Autism Encyclopedia. The Complete Guide to Autism Spectrum Disorders.*

Shana Nichols and others. (2009) *Girls Growing Up on the Autism Spectrum*

Clare Lawrence.(2008). *How to Make School Make Sense. A Parents' Guide to Helping the Child with Asperger Syndrome.*

Dion Betts and Nancy Patrick. (2008). *Hints and Tips for Helping Children with Autism Spectrum Disorders. Useful Strategies for Home, School and the Community.*

Rudy Simone. (2009). *22 Things a Woman Must Know if she loves a man with Asperger's Syndrome.*

Carol Hagland. (2010). *Getting to Grips with Asperger Syndrome. Understanding Adults on the Autism Spectrum.*

Janice Janzen (2009). *Autism Handbook for Parents. Facts and Strategies for Parenting Success.*

Wendy Ashcroft and others. (2010). *Success Strategies for Teaching Kids with Autism.*

**Thanks to the great assistance of a few members, our library is now being catalogued and you will soon be able to search our books on [www.librarything.com](http://www.librarything.com) . It won't be long before the library re-opens for borrowing. Thank you for your patience.**

## **An Extraordinary Gift**

In *An Extraordinary Gift: The Australian Asperger's Resource Guide*, Marie Whitrow takes the reader on a journey through the labyrinth of information and misinformation that parents of a child diagnosed with an autism spectrum disorder face. This book is the most practical gift you could give anyone who loves or works with a person affected by this disorder. It offers profound insight and knowledge about how to parent and educate children with Asperger's Syndrome in Australia.

Mrs. Whitrow wrote the book to provide information and guidance to families and professionals because there was nothing out there that explained how and where families can access assistance. She states, "It's the book I wanted but didn't exist when my daughter was diagnosed with Asperger's Syndrome."

Internationally acclaimed writer and academic on autism, Wendy Lawson PhD recommends this book for parents, "Whether you want to dip in and out of it for relevant information or whether you want to use it as a map for ongoing support, this book could become an invaluable tool in raising your AS child."

Mrs Whitrow has a background in early childhood development and counselling. She resides in Bendigo where she works as an advocate in disability services and is the current president of the Bendigo Autism Asperger Group. She is a mother of two girls one of whom lives with Asperger's Syndrome.

Copies of *An Extraordinary Gift* are available from online at [www.lulu.com](http://www.lulu.com).

## **Federal Election**

The election is only 3 weeks away and disability (as usual) doesn't seem to get a mention. There is a petition form here:

<http://www.ndis.org.au/search.html?cx=012546065771475410505%3Azhcu9ihiqai&cof=FORID%3A10&ie=UTF-8&q=petition&sa=Search#725>

No electronic copy but if you wanted to you could print it out and get your colleagues, friends, families, acquaintances etc to sign it.

## **Labor's commitment (Autism Victoria's website) Better Start for Children with a Disability initiative**

Young children under the age of 6 diagnosed with sight and hearing impairments, cerebral palsy, Down syndrome or fragile X syndrome will be eligible for services under the program up to a value of \$12,000. From 1 July 2011, children will be able to access critical early intervention services like speech pathology, audiology, occupational therapy, physiotherapy and psychology. A panel of approved service providers will be established covering a range of services such as occupational therapists, audiologists, speech pathologists, orthoptists and psychologists.

In addition, about 20,000 children will also be able to access new Medicare services for diagnosis and treatment under this program. A Medicare rebate for the development of a treatment and management plan will be available for children under the age of 13. Medicare rebates will also be available for up to four allied health diagnostic services and for up to 20 allied health treatment services per child in total with relevant allied health professionals. Treatment items could be used by children up to the age of 15, provided they received a treatment and management plan before they were 13 years of age.

The Better Start for Children with Disability initiative builds on a similar program for children with autism that has been successfully implemented by the government. That program has provided more than 8,500 children with autism spectrum disorder with early intervention funding since 2008. Under Federal Labor's new program, more children with disabilities will be entitled to the same benefits as under the Helping Children with Autism Package.

## **The Labor Government also announced funding for:**

The development of a leadership program to support people with a disability to gain both leadership and management skills.

A further 150 places in supported accommodation

The launch of the National Disability Strategy. The strategy has been developed in consultation with a broad range of stakeholders and will drive and underpin a broad range policies and practical strategies into the future.

## **Disabled students to get \$20k under Coalition (ABC online news)**

By online political correspondent Emma Rodgers

Thousands of disabled students would be eligible for \$20,000 to help with education costs under a Coalition government, Opposition Leader Tony Abbott has announced.

If elected the Coalition would also nationalise disability definitions across the country in a bid to ensure people in different states are treated the same way by authorities.

Mr Abbott unveiled the policy in Adelaide where he is campaigning today.

Under the plan students would be given a \$20,000 education card, with the measure costing \$314 million over four years.

Mr Abbott says this would allow students to make more choices about their education.

"The money will follow the student rather than simply be given to the institution," he said.

"We want to ensure that as far as is humanely possible government spending is directly helping people.

"People with disabilities deserve more than our compassion, they deserve our help."

The education card will initially be available for severely disabled students but the Coalition hopes to extend it further in the future.

Mr Abbott's announcement comes after Labor yesterday promised disabled children under six would receive \$12,000 to help pay for early intervention treatment.

Mr Abbott also announced \$2 million for Meals on Wheels and said the Coalition's aged care policies would soon be released.

But he warned there would be no big-spending announcements.

"I want to caution people against expecting enormous dollars because you can do a lot more with a surplus of \$20 billion than you can with a deficit of \$57 billion," he said.

"When we do come to make our aged care announcements in coming days, they will be carefully targeted and they will be prudent and responsible."



## **We're Mad as Hell**

**We're not taking it anymore - and there are millions of us**

<http://australiansmadashell.com.au/>

### **Time to make YOUR vote count**

We want to inform you personally of the launch of an Australia-wide, grassroots, web-based political lobbying campaign to support a [National Disability Insurance Scheme \(NDIS\)](#) – a no-fault insurance scheme designed to fund the essential services and supports needed by people living with a disability.

This would transform Australia's broken disability support system and finally give real hope and control to millions of Australians affected by disability. **Full details of this electoral campaign are available now at the campaign website - aptly named [Mad as Hell](#).**

### **The Mad as Hell campaign is directly relevant to:**

Ø More than **one million** Australians with permanent disabilities

Ø **Over 500,000** family members who are primary, full-time carers, plus extended family members, including sons, daughters, brothers, sisters, aunts, uncles and grandparents

**Tens of thousands** of health professionals, teachers, therapists and disability workers who witness each day the devastating impact of Australia's dysfunctional, crisis-driven support system on people with disabilities and their families

**Thousands** of Australians working for the disability service organisations that now overwhelmingly support the introduction of an NDIS

**Every Australian** now and in the future – because none of us is immune to disability arising from accidental injury, chronic illness or from birth

The Mad as Hell campaign will harness the voting power of every person who understands the need for fundamental reform to Australia's broken disability system. The numerical strength of our combined votes can make political parties commit to full implementation of an NDIS – regardless of which party is in power.

The Mad as Hell Campaign features a Pledge of Voting Intent at the next Federal and State elections. The Mad as Hell Pledge states:

*I pledge that in the next Federal and State elections, I will only vote for a political party which publicly promises to transform Australia's broken, inefficient, crisis-driven disability support system.*

All Mad as Hell Pledge postcodes will be matched to Federal and State electorates, and candidates standing for election in these seats will be notified of the number of Pledges made by electors – *with particular attention paid to marginal electorates.*

### **How you can help Mad as Hell achieve an Australian national disability insurance scheme**

To support the Mad As Hell campaign you don't have to give any money to anyone; you don't have to write to your Federal or State MP or local newspaper; you don't have to become a member of any organisation or political party; you don't have to march in the streets. All you have to do is:

- 1. Go to [www.australiansmadashell.com.au](http://www.australiansmadashell.com.au)**
- 2. Click on the Pledge, enter your name, email address and postcode, then click Send.**

### **Millions of people Voting Power**

Ordinary Australians have just one moment of power in a democracy – when we cast our votes on election day. Proposals for a transformative National Disability Insurance Scheme are now being considered by the Federal Government, and a Federal election is due later this year. So now is the time for all NDIS supporters to unite and **harness our combined voting power** to ensure fundamental reform of Australia's disability support system.

**Please send this email** to every person in your email contact list today, and ask them to send it to every person in their email contact list, so that information about [www.australiansmadashell.com.au](http://www.australiansmadashell.com.au) blankets Australia within days.

**Remember, there are millions of us** who are directly affected by the dire state of Australia's current disability support system. We belong to one of the most **numerically powerful groups** in Australian society, united by the anger and outrage we feel at the grave injustices we see all around us every day; and united by our wholehearted desire for sweeping, transformational change, justice and equity, in the shape of a no-fault, entitlement-based National Disability Insurance Scheme.

It is way past time those of us who are Mad as Hell united to make our millions of votes count.

**[www.australiansmadashell.com.au](http://www.australiansmadashell.com.au) Sue O'Reilly and Fiona Porter**

## *Support Group for ASD girls and women and their carers to coincide with the monthly Asperger Support Group*

Every 2<sup>nd</sup> Thursday of each month.  
Small Meeting Room  
SHOUT  
Time: 7:30 PM – 9:30 PM

Next meeting **12th August**

Everyone welcome, for more information please contact:

Trish O'Neil on 62731155 (H) or email to: [trishoneil@netspeed.com.au](mailto:trishoneil@netspeed.com.au)

**CASPAR, Canberra Autism Spectrum Parents And Relatives**, is a Facebook group that Fiona Brammall established after attending the Australian Autism Education and Training Consortium's Positive Partnerships in June this year. This group already has a number of members exchanging information and providing support for one another.

To join the group you need to register for Facebook if they haven't already, and then search for "CASPAR Canberra" (there are heaps of other CASPARs worldwide) and request to join.

Fiona will then be able to approve your request. Ideally you should send Fiona a message as well, which you can do through Facebook by searching for Fiona Brammall and then clicking on "send a message". Message should include why you want to join (have a son/daughter/relative with an ASD and who live in the Canberra region). If you do this Fiona will know that you are legit.

### **Sibs Club**

(non-members, contact Bobbi Cook on 6253 3116 for further details)

**Friday August 20** *Trip to Kids City* in Mitchell

**Friday September 17** *Biggies/Littlies night*. Children will be split into 2 groups and do some separate activities tonight

**Friday October 15** *Fancy Dress Night* tonight with dinner and games at BCC

### **WANTED!**

Autism Asperger ACT would love the help of members to assist with

- Raising publicity and awareness
- Fundraising
- Development of advertising literature for the Association

Please call Polly if you can help. 6176 0514 or [bm@autismaspergeract.com.au](mailto:bm@autismaspergeract.com.au)

# Are you the parent of a young child (aged 2-5 years) with an Autism Spectrum Disorder?

If so, we invite you to participate in a research study about various aspects of parenting a child with an Autism Spectrum Disorder (parent stress, coping strategies, sleep, fatigue, parenting practices and the home environment). This research is being conducted by Rachel Jellett, a Doctor of Psychology student, and Monique Seymour who is completing her Psychology Honours degree at Swinburne University. The supervisor is Dr Katie Wood, a clinical psychologist at Swinburne. The Parenting Research Centre in East Melbourne is supporting this project. To participate, your child must have received a diagnosis of Autism, Asperger's Disorder or Pervasive Developmental Disorder-not otherwise specified, from a professional.

To participate, all you need to do is complete one of our questionnaires which can be accessed:

- Online: <http://opinio.online.swin.edu.au/s?s=8323>
- By e-mailing the supervisor, Dr Katie Wood, on: [CWood@groupwise.swin.edu.au](mailto:CWood@groupwise.swin.edu.au) to receive a paper version of the questionnaire or contacting her by phone on 9214 4627.
- By collecting a questionnaire from the support group or early intervention service you attend or the health professional who you and your child see.

If you have any questions or concerns regarding the research please do not hesitate to contact Dr Katie Wood.

Thank you for your interest in this study

Dr Katie Wood  
Clinical Psychologist/Supervisor  
Ph: 9214 4627  
[cwood@groupwise.swin.edu.au](mailto:cwood@groupwise.swin.edu.au)

Rachel Jellett  
Doctor of Psychology Student

Monique Seymour  
Honours Student  
[mseymour@groupwise.swin.edu.au](mailto:mseymour@groupwise.swin.edu.au)



## Does your child have Autism?

Early Days is a national program of free workshops for mothers, fathers and other family carers of children six years and under who are on the autism spectrum or are in the process of assessment and diagnosis.

- Learn about autism spectrum disorder
- Learn how you can support your child's development at home
- Share experiences and ideas with other parents

*Funded by the Australian Government as part of the Helping Children with Autism package.  
Developed by the Early Days Collaboration & nationally coordinated by the Parenting Research Centre.*

**REGISTER NOW Freecall 1800 334 155 or [www.earlydays.net.au](http://www.earlydays.net.au)**

In addition to the introductory workshop free workshops are also available on the following topics:

- First steps for learning: Connecting with your child
- Helping your child with play
- "What do you need?" Helping your child communicate.

To register and discuss whether these workshops are at the right level for your child please ring the number above.

## Rare genetic variants linked to autism - June 09, 2010

[http://blogs.nature.com/news/thegreatbeyond/2010/06/rare\\_genetic\\_variants\\_linked\\_t.html](http://blogs.nature.com/news/thegreatbeyond/2010/06/rare_genetic_variants_linked_t.html)

The search for the genetic underpinnings of autism spectrum disorder has just yielded a new set of clues. In the largest study to date, the [Autism Genome Project](#) consortium reports that people with autism have more copy number variants – segments of DNA that have been either duplicated or deleted – in their genes.

The results, published today in *Nature*, could eventually be used to develop quick diagnostic tests. The consortium was also able to group some of the affected genes into biochemical pathways. These pathways – some of which are clearly linked to brain function -- may then become attractive targets for those who hope to develop drugs to treat the condition.

Autism is a complex disorder. Although the environment is thought to influence the risk of autism, genetics are known to play an important role.

The study included 996 people with autism and another 1,287 people without the disorder, to serve as controls. The researchers focused on rare genetic variants – a shift from previous approaches, which analyzed variants that are commonly seen in the population. They found that autistic people did not have more rare copy-number variants than those without the disorder, but their variants were more often found within genes rather than in the vast amount of DNA located between genes. Specifically, 20% more genes contained a rare copy-number variant in autistic participants in the study. And among genes previously linked to autism spectrum disorder or intellectual disability, 70% more of them contained a rare copy number variant.

Deletions in one region of the X-chromosome, called the *DDX53-PTCHD1* locus, were associated with a three-fold higher risk of autism spectrum disorder.

Diagnostic tests based on the work will not be clearcut. Co-author Stephen Scherer of the Hospital for Sick Children in Toronto estimated that genetic clues to the disorder were present in only about ten percent of the families with an autistic member in the Canadian cohort of the study. And, the researchers noted, each patient carried their own unique assortment of copy number variations. Of nearly a thousand variants studied, the most prevalent was still only present in less than 1% of the participants with autism.

But a new test would nevertheless be welcome. At present, diagnosing autism can take months or longer – an agonizing wait for anxious parents that can delay the start of behavioural therapies. Early therapy has been shown in some cases to lessen the effects of the disorder.

Meanwhile, the hunt continues. The consortium has enrolled another 1,500 families, and hopes to use next-generation sequencing to sequence full genomes and exomes (the part of the genome that codes for RNA or protein).

## Autism Asperger ACT Grandparents' Group for 2010

Next meeting is 6th August

Venue: Autism Asperger ACT Meeting Room Chifley

Time: 10 – 12

### Book Box Loans

Contact Polly McIntyre 6176 0514 or email [bm@autismaspergeract.com.au](mailto:bm@autismaspergeract.com.au) if you wish to borrow one of our community education book boxes. We have boxes especially for child care, preschool, primary and high school aged children as well as one for community services.

I know that it seems early to be thinking of summer but for those of you planning ahead.....

## Summer Travel Tips for Families Living with Autism

If you're traveling with an individual with autism this summer, check out the following tips from experts to make the trip more enjoyable for all concerned.

- Plan in advance. Call ahead and inform the airline, hotel, resort and cruise line of the individual's situation and inquire what special accommodations – for example, fridge inside room - are available.
- Prepare the individual before and during the trip on what to expect. Use pictures, the web or objects as appropriate to communicate.
- Don't hesitate to explain and share information about autism to others you may encounter, including flight attendants, hotel staff, employees at the amusements you visit, and other vacationers.
- Bring familiar items you think that will make him more comfortable.
- Be realistic in selecting vacation destinations with environments you believe the individual can handle.
- Book "low season" on a cruise or at a resort so there will be fewer guests and the staff will have more time to devote to your needs.
- Travel by car if flying or other public transportation seems too difficult.
- Choose hotels/motels with kitchen suites or room service so you have the option to eat in your room.
- MP3 players with headphones, loaded with favorite music, can soothe individuals who are disturbed by noises. Personal DVD players can also help make a long trip more enjoyable.
- Adhere as closely as you can to aspects of the individual's normal routine.
- Whatever happens, stay calm and remember tomorrow you can always try again.

\*\*Many thanks to the Indiana Resource Center on Autism and Dr. Cathy Pratt for their work on these tips.\*\*

*Herald Sun*, 24.6.10, p

## Western suburbs lag when it comes to government help Autism stretches schools

'We'd like to see greater choice for families  
with things like early intervention and schools'

— MURRAY DAWSON-SMITH

### **John Masanauskas**

education reporter

VICTORIA'S education system is being stretched by a huge increase in the number of students diagnosed with autism spectrum disorder.

More than 4000 autistic students receive about \$34 million in taxpayer financing today — double the 2006 figures, according to Education Department data.

The money is used in mainstream and specialist schools to support autistic students who are eligible for disability support.

But some parents in the

city's west are upset that a specialist autism school in Niddrie offers only four years of education while autistic students in other suburbs can go up to year 12.

Liz Websdale, who has two autistic children, said yesterday parents had been lobbying for years to have the Western Autistic School extended. "We are told that these schools don't work, the best thing for your child is to do the four years and then move on to mainstream or special schools for the intellectually disabled," she said.

"But then we find that in the eastern suburbs, Wantirna Heights, which used to be an autism school up to grade 6, is now being financed from prep

to year 12.

"We've been asking for years and they get it after 18 months of pushing."

Ms Websdale said she did not believe all autistic children needed to go to special schools, but that parents should have a choice.

Autism Victoria CEO Murray Dawson-Smith said while Government cash was welcome, authorities should do more to ensure mainstream schools were more supportive of children with the disorder.

"We'd like to see greater choice for families with things like early intervention and schools," he said.

A department spokesman said Western Autistic School

had a specific philosophy that involved a short-term intensive program focused on early intervention.

"(It then supports) students into mainstream and specialist schools throughout the region with ongoing specialist support," he said.

The spokesman said that in addition to the \$84 million given to support autistic students, \$8.3 million over four years would be spent on an Autism State Plan.

In the May state Budget, the Northern School for Autism and Wantirna Heights School got \$18 million in up-grades to amenities.

# A speech screen for autism?

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**Automated analysis of audio recordings could accelerate language research.**

**Nature News 19.7.2010**

**<http://www.nature.com/news/2010/100719/full/news.2010.361.html>**

Janelle Weaver

A tool that automatically assesses young children's vocalizations should enable faster and more objective measures of language learning in natural environments than current methods allow. And its developers claim that the new tool may also help the early detection of autism by detecting speech abnormalities associated with it.

The new method will allow scientists to assess more quickly how children develop speech and language in response to the talk they hear around them, says Kim Oller of the University of Memphis in Tennessee, whose team published its work today in the *Proceedings of the National Academy of Sciences*<sup>1</sup>. Because past investigations of language development in natural settings have been hindered by the time-consuming transcription of audio recordings, "their approach could change the field of language development research," says Dorothy Bishop, an expert in developmental language disorders at the University of Oxford, UK.

The objective measure of vocal quality could also help to detect speech abnormalities and autism in children, the authors suggest. Previous research has shown that children with Autism Spectrum Disorder have unusual articulation and prosody (patterns of rhythm and sound), but standard diagnostic tests do not cite specific vocal deficiencies. Quantifying vocal abnormalities in autistic children and translating them into a diagnostic procedure has been challenging, says Gordon Ramsay, a speech scientist at Yale University in New Haven, Connecticut. "One of the great goals for years now has been to find objective measures of characteristics or behaviours that can be used to diagnose autism," he says. "This study is the first application of objective measures to detect autism based on speech."

Oller's team analysed nearly 1,500 recordings of more than 3 million utterances from 232 children who wore audio recorders in their pockets for a day. The children, who ranged in age from 10 months to 4 years, either had typical development or had been diagnosed with autism or language delay. The researchers used their software to separate sequences of utterances from cries and other non-speech noises and to further isolate utterances into syllables, which were each assessed for the presence of 12 predetermined acoustic features related to vocal quality and rhythmic movements of the jaw, tongue and lips.

## Superfluous screen?

The pattern of development of the 12 acoustic features was different for typically developing children and autistic children. The team found that the 12 acoustic features of typically developing children evolved with age, but only two features of pitch control developed with age in autistic children. Rhythmic features and the structure of syllables also distinguished autistic children from typically developing children. The researchers used the data to generate models of vocal development that accurately distinguished typically developing children from those with autism.

The authors suggest that the tool can supplement the battery of tests used to identify children with autism and language disorders, with the goal of encouraging early intervention. For instance, the LENA Foundation in Boulder, Colorado, which developed the hardware and software used in the study, sells autism-screening services to parents of 2- to -4-year-old children. The organization's approach is similar to that used in the study, but more than 100 acoustic features are analysed, says Jill Gilkerson, the director of research at LENA and a co-author of the study. However, the researchers selected 12 features that previous research had suggested would be important for the new study.

But the technique on its own may not be valuable for diagnosing autism in children, Bishop says. "They would have to do lot more work showing it could pick up children at risk for autism and distinguish those that developed autism from those that didn't," she says. "At the moment, its usefulness is more for research and the theoretical understanding of how children master the ability to speak, than for a clinical application."

Clinicians already have reliable means of identifying language disorders and autism for the age range used in the study, says Rhea Paul, an expert in developmental communication disorders at Yale University. "I don't see this as revolutionizing diagnosis, although it may add a tool to our ability to diagnose children." For instance,

the technique may be useful for screening at-risk children in the first year of life, she says, if the authors show that early vocal characteristics predict a later diagnosis of autism using gold-standard methods. But for now, she remains cautious. "I don't think that parents who are worried about their child's development would be better served by this procedure than by going to a reputable diagnostic facility."

The team says they do not claim the screen should replace standard diagnostic tools. Rather, Gilkerson says, they hope the tool will encourage early intervention, which would lead to a better prognosis for children. Parents armed with positive results from the screen may be able to convince doctors to assess their children sooner, she says.

## • References

1. Oller, D.K. *et al. Proc. Natl Acad. Sci. USA* doi:[10.1073/pnas.1003882107](https://doi.org/10.1073/pnas.1003882107) (2010).

## **Rocketing autism numbers met with education shortfall**

**HEATH GILMORE *Sydney Morning Herald* 30.7.10**

AUTISTIC children are being forced into mainstream classes because of a lack of places in specialised learning groups in NSW schools, an inquiry has heard.

The families and teachers of autistic children have complained to the NSW parliamentary inquiry about the failure to provide an adequate number of places, despite a sharp increase in students diagnosed with learning problems.

The inquiry heard that one in 10 students in NSW public schools are disabled or have special learning needs. More than 7000 students were classified as autistic last year, a 165 per cent increase since 2003.

These students are educated either in specialist schools, support classes in regular schools or mainstream classes with specialist support.

A mildly autistic child, Lachlan Deitz, has been part of a support class at Sherwood Ridge Public School in Sydney's north-west for most of his education.

These classes inside regular schools are staffed by a teacher and a full-time school learning support officer, catering only for children with learning needs or disabilities.

Next year, however, the 11-year-old will start high school in a mainstream class, despite the protests of his family and a Department of Education panel deeming him eligible for a support class placement.

His parents, Darren and Natalie, said all the support classes at nearby high schools were full and he had been placed on a list.

Mr Deitz said a lack of long-term planning existed for the needs of students like his son.

"On all reports we have had back the recommendation is that he continues within a support unit setting purely because of anxiety levels," Mr Deitz said.

"The support units are a great way to help him develop socially and be part of the mainstream community.

"Basically everything we have worked so hard for is in danger of fading away: the academic side of things is endangered but more importantly will be his relationships and friendships."

A spokesman for the Department of Education said more than 16,000 students with a confirmed disability were supported in regular classes in regular schools - through the Integration Funding Support Program.

He said the department worked closely with the families of students diagnosed with disabilities to ensure the best available assistance is provided at school.

"Where a parent's preference for a support place is not immediately available, one may be offered at a nearby school until a vacancy arises," he said.

"The location of support classes in mainstream schools is determined annually in consultation with regional disability support staff, local principals, parents, the school community and the regional director's office."

The parliamentary inquiry chairwoman, Robyn Parker, said an immediate investigation was needed into the level of unmet need for student places. The Liberal MLC said the uncertainty facing parents was unfair.

The Association for Children with a Disability executive member, Jane Salmon, said: "The diagnosis of these kids takes place so early that the long-term planning for these kids should not be a problem."

### **OSR#1 is not a dietary supplement but a toxic, unapproved drug with serious potential side effects, the U.S. Food and Drug Administration warns.**

Trine Tsouderos Tribune reporter

*June 23, 2010 5:18 p.m.*

A product promoted to parents of children with autism is not a harmless dietary supplement, as claimed, but a toxic unapproved drug that lacks adequate warnings about potential side effects, including hair loss and abnormalities of the pancreas, the U.S. Food and Drug Administration has warned in a letter to its maker.

The FDA's June 17 letter to Boyd Haley, a retired Kentucky chemist and hero to the autism recovery movement, details five violations of the Federal Food, Drug and Cosmetic Act related to his product, OSR#1. Failing to correct such violations can result in fines, seizure of products and even criminal prosecution.

The Tribune in January reported that the compound, sold as OSR#1, had been developed to treat mining wastewater, and that it had not undergone rigorous testing to ensure it is safe and effective. The report was part of an investigation into unproven autism therapies offered by health providers who say they can reverse the disorder.

Haley did not reply to repeated requests for an interview Wednesday. An FDA spokeswoman said the agency has not received any communication from Haley, who has 15 working days from the date of the letter to respond.

Last year, Haley told the Tribune: "I am not breaking any law. ... We are being very, very careful."

The Web site for Haley's company, Lexington, Ky.-based CTI Science, on Wednesday was still promoting OSR#1 as "a toxicity free, lipid soluble antioxidant dietary supplement," and a reporter was able to order 30 100-milligram capsules of OSR#1 for \$60 through an online pharmacy.

In the interview last year, Haley called the product "a food" that is "totally without toxicity." Haley said the compound had been tested on rats, and a food safety study was conducted on 10 people. Asked to provide documentation of the research, he stopped communicating with the Tribune.

The FDA letter lists side effects recorded during Haley's animal studies: "soiling of the anogenital area, alopecia (hair loss) on the lower trunk, back and legs, a dark substance on lower trunk and anogenital area, abnormalities of the pancreas" and a rapid increase in normal cells contained in the lymph nodes.

"It would be hard to imagine anything worse," said Ellen Silbergeld, an expert in environmental health who is studying mercury and autism at Johns Hopkins University's Bloomberg School of Public Health. "An industrial chemical known to be toxic — his own incomplete testing indicates it is toxic. It has no record of any therapeutic aspect of it, and it is being marketed for use in children."

OSR#1 has been promoted on autism Web sites including Age of Autism, where Managing Editor Kim Stagliano wrote of sprinkling the white powder on her three daughters' breakfast sandwiches and orange juice. "We've seen some nice 'Wows!' from OSR," she wrote.

In an e-mail, Stagliano wrote that she continues to support Haley, a regular speaker at autism recovery conferences. "Having met Dr. Haley at conferences, including Autism One in Chicago last month, I continue to trust his science," she wrote on Wednesday. "I'm sure CTI Science will address the letter appropriately."

Pharmacologist Dr. Arthur Grollman, director of the Laboratory for Chemical Biology at State University of New York at Stony Brook, said it is clear from the product's chemical structure that it is a "powerful chelator," a compound that binds to heavy metals such as mercury.

The FDA has approved several chelators as drugs to treat heavy-metal poisoning. Some doctors also use the

drugs — which carry significant risks — to treat children with autism on the scientifically unfounded idea that their disorder is linked to toxic metals.

The chemical being sold as OSR#1 is part of a family of chelators originally developed for industrial purposes, according to a U.S. patent issued in 2003 and assigned to the University of Kentucky Research Foundation.

The magazine Medical Veritas in 2006 reported that Haley said he was interested in developing better chelators for people. "We've made compounds that ... work tremendously" in a test tube, he was quoted as saying. "However, we've got to show that they're not toxic. That costs a lot of money and it's very difficult to do, you have to have the right facilities. That's where we're hung up right now, the question is, 'How do we get somebody to do these studies?'"

In January 2008, Haley changed the name of his company from Chelator Technologies Inc. to CTI Science Inc., records show. Less than a month later, he notified the FDA he would be introducing the compound as a new dietary ingredient, a designation rejected by the FDA in its recent letter.

"Because OSR#1 does not bear or contain a dietary ingredient as defined (by the food and drug act), this product does not qualify as a dietary supplement," the letter states.

Instead, according to the letter, it is a new drug. Winning FDA approval requires proof of safety and efficacy through clinical trials, a process that can cost hundreds of millions of dollars and take many years.

"Anything might be a cure for anything else, but the odds are it will do nothing and it might very well be toxic," said Richard Mailman, a neuropharmacologist at Penn State University. "That is why drug discovery and development is so expensive."

Silbergeld said the product represents a clear example of endangerment of public health and that the FDA should stop CTI Science from selling it immediately. She drew a comparison to a city's drinking water system: If contamination is found, she said, "they turn off the pumps."

"They don't have to engage in a long discussion with you," Silbergeld said. "It would be hard to imagine a more clear example of immediate endangerment of public health. Turn off the pump."

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The following is one of a series of articles on common learning challenges students face. Look on the web for further articles

<http://akomblog.org/2010/06/30/summer-series-%e2%80%93-understanding-common-learning-challenges>

### **Attention and Determining What's Relevant**

Students are required to absorb and process a great deal of information in school every day. During any given class, students must attend to information that ranges from detailed facts to complex concepts, to people such as teachers and peers, to instructions and assignments, and to managing the materials necessary in the class.

#### *Neurodevelopmental factors:*

A student's processing controls direct how s/he "takes in" of all of this information. The processing controls of attention specifically help students select which information is most important and then use that information as needed. These controls act as a kind of gatekeeper, facilitating the initial understanding of information before storing it in memory.

*The processing controls have five roles:*

1. Determining what information is relevant
2. Determining how deeply to process information
3. Figuring out the span of attention required for a particular task
4. Controlling the extent to which incoming information triggers connections to other information
5. Ensuring that all information, even that which is only minimally interesting, is processed

Let's take a look at #1 today – determining what information is relevant.

**Here are some signs that a student is competent in determining what's relevant:**

The student ...

- focuses well in class without looking around and/or being distracted by background noises
- determines what information is needed to solve word problems or study for tests
- detects the significance of information when summarizing, paraphrasing, and underlining

**Here are some signs that a student is struggling with determining what's relevant:**

The student ...

- feels overwhelmed in school due to distraction by sights, sounds, smells, or other stimuli
- is distracted from what is going on in the present while showing a preoccupation with the past or future
- is socially distracted, focusing too much on peers

For those of you who like to attach terms to concepts, the process of selecting and thinking about which information stands out or is most important is called saliency determination.

**Strategies to help students struggling in this area:**

- Help students use color coding as an effective organizing strategy themselves. For example, a routine can be established in class (e.g., green for main idea, red for details in reading; blue for essential information in math word problems, etc.) that students can integrate into their own note-taking.
- Have students practice deleting unimportant information in written materials, math and science word problems, etc. Allow students to create their own math and science word problems, in which they insert and delete information, examining the difference between necessary and unnecessary information.
- Stage tasks (break them into smaller steps) to help students focus on the most salient features (e.g., highlight the symbol [+,-] for a particular math calculation before calculating the answer, highlight the most important information in a math story problem).

## New Website Subcommittee

Our association has a new subcommittee look after our website. We need mostly non-technical help. The Autism Asperger ACT website (see <http://autismaspergeract.com.au>, 'www' optional) is a valuable resource for people with autism spectrum disorders, their families & carers, interested professionals and the community generally in the Canberra/ACT region.

We have a wide range of smallish tasks we would like help with. The association is run by volunteers so we need volunteers to help with any of the following tasks, or in any other way.

- Collecting images to use on the website to make the website appear more modern, dynamic and appealing.
- Graphics design to create new graphics for the website (and for the association)
- Adding graphics to items on the website
- Finding information for the website
- Reviewing the content of the website
- Helping others to add their material to the website.
- Planning, strategy and developing ideas to improve the website
- Researching and implementing the features on the website
- Task management

People who can contribute only a little time are welcome; we expect much of what gets done will be self-paced. We do not need experts: we can/will help people develop skills in their role. People with only technical interests can contribute.

If you, or someone you know, would like to help improve our website please get them to email us at [web@autismaspergeract.com.au](mailto:web@autismaspergeract.com.au).

## WORKSHOP

### Solving the Social Equation in Autism Spectrum Disorders With Carol Gray

**BOOKINGS CLOSE WEDNESDAY 11 AUGUST!**

Autism Asperger ACT is proud to welcome Carol Gray from the US to Canberra. She will be running a fun and practical workshop exploring strategies that will address the core deficits in ASD through utilization of *everyone's* strengths. Unable to quickly 'get the gist' of what is happening, a day at school for example, may be a frustrating series of events for a child with ASD, filled with directions that are misunderstood, and failed interaction with peers. Participants at this workshop will learn:

- about the cognitive theories that are relevant to teaching social concepts and skills (for example, theory of mind, central coherence, and executive function);
- how to write and implement a **Social Story** and receive a demonstration of Social Stories in practice;
- how to work as a team with parents/professionals to effectively and efficiently address challenging behaviours and situations; and
- how to build and promote friendly behaviour and friendship opportunities among all children in the general education classroom.



Carol Gray is the Director of The Gray Center for Social Learning and Understanding in Grand Rapids, Michigan, USA. In 1991, Carol developed Social Stories™ and Comic Strip Conversations strategies that are used worldwide with children, adolescents, and adults with autism spectrum disorders (ASD). She has published several resources on topics related to children and adults with ASD, including articles on bullying, death and dying, and how to teach social understanding.

### Download flyer and booking form

[http://autismaspergeract.com.au/sites/default/files/Carol%20Gray%20flyer2\\_0.pdf](http://autismaspergeract.com.au/sites/default/files/Carol%20Gray%20flyer2_0.pdf)

# Singapore Sling Gala Dinner

11<sup>th</sup> September

Early Bird extended to 16<sup>th</sup> August

Can you promote our dinner in your school newsletter or workplace intranet or social club? If so, here is a copy of our flyer that you can use:-

We still need to sell plenty of tickets to make this fundraiser a success. Join us for a fabulous night of dancing and entertainment.

We are aiming to make our *Singapore Sling* Gala Dinner a great fun-filled evening for our members and guests. The Hotel Realm, will be flurry of colour and liveliness to reflect our Singaporean Raffles theme! The banquet room will be decked with orchids and umbrellas. A Chinese dragon will shimmer, and lead us into the dining room where, when the gong sounds, the Canberra Mandolin Orchestra will greet us, then we will enjoy a tantalising three-course dinner served with accompanying wines.

Our entertainers, Annie and the Armadillos will add some sultry and evocative songs. We're sure you'll want to dance the night away!



## 2010 AUTISM ASPERGER ACT SINGAPORE SLING GALA DINNER

SATURDAY 11 SEPTEMBER 2010 AT 6:45PM  
HOTEL REALM  
18 NATIONAL CIRCUIT BARTON

TICKETS \$115 PER PERSON (EARLY BIRD)  
\$130 PER PERSON (AFTER 23 JULY)  
RSVP 4 SEPTEMBER 2010  
CONTACT VICKI OR POLLY 6176 0514  
EMAIL ADMIN@AUTISMASPERGERACT.COM.AU

WWW.AUTISMASPERGERACT.COM.AU



# 2010 AUTISM ASPERGER ACT SINGAPORE SLING GALA DINNER

**Hotel Realm Saturday 11 September 2010**

**TAX INVOICE & BOOKING FORM**

**ABN: 77 473 757 782**

Please reserve \_\_\_\_\_ places @ \$\_\_\_\_\_ each Total price \$ \_\_\_\_\_  
(members \$100, non members \$130, Corporate table of ten \$1500) **Early Bird closes 16 Aug 2010 (\$115)**

Table or group name: \_\_\_\_\_

Name \_\_\_\_\_ Phone no: \_\_\_\_\_

Organisation (if appropriate) \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Please confirm booking and names of all guests by email to [admin@autismaspergeract.com.au](mailto:admin@autismaspergeract.com.au)

**PAYMENT BY BANK TRANSFER:**

Bank Name: Community Sector Banking  
A/c Name: Autism Asperger ACT Inc. Gala Dinner Account  
BSB: 633 000 Account No: 140470907  
(please include your name & 'GD' reference with transfer)

**PAYMENT BY CHEQUE:**

Please post your cheque, payable to 'Autism Asperger ACT Inc.' to PO Box 717, MAWSON ACT 2607

**PAYMENT BY CREDIT CARD:** email [admin@autismaspergeract.com.au](mailto:admin@autismaspergeract.com.au) or ph: 02 6176 0514 with credit card details .

Alternatively enter your details below and fax to 02 6281 2834.

Name on Card \_\_\_\_\_ Card Expiry date \_\_\_\_\_

Card type (Visa, Mastercard etc) \_\_\_\_\_ Card Number \_\_\_\_\_

*Please inform us of any special dietary requirements*



[www.autismaspergeract.com.au](http://www.autismaspergeract.com.au)

## Sue Larkey presents Dr. Tony Attwood

THURSDAY

16 SEPTEMBER 2010

9:00 am to 3.30 pm

Registration from 8:30 , Southern Cross Club, Corinna St, Philip, ACT

Tony Attwood is well known for sharing his knowledge of Asperger Syndrome. He is currently adjunct Associate Professor at Griffith University in Queensland.

Tony has written several publications on Aspergers Syndrome. He operates a clinic and spends a large amount of time travelling nationally and internationally to present workshops and papers. His presentations are informative and empowering.

*"From my clinical experience I consider that children and adults with Aspergers Syndrome have a different, not defective, way of thinking,"* Tony Attwood.

[www.tonyattwood.com.au](http://www.tonyattwood.com.au)

Sue Larkey is a highly qualified special educator who has taught in main-stream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials.

Sue is unashamedly passionate about her mission – to inspire parents and educators and teach them how to **Make it a Success**. Armed with the tools of understanding and confidence much can be achieved.

*"To know someone with Autism Spectrum Disorder is not to know Autism Spectrum Disorder",* Sue Larkey

More information & Booking form

[http://suelarkey.com.au/media/Larkey-Attwood ACT Sept 2010 v1pdf.pdf](http://suelarkey.com.au/media/Larkey-Attwood_ACT_Sept_2010_v1pdf.pdf)

## ASPIA invites you to a one-day workshop on

### **GIRLS AND WOMEN WITH ASPERGER'S SYNDROME**

Presented by

**Professor Tony Attwood**

With contributions from two women with Asperger's Syndrome

**Camilla Connolly and Megan Hammond**

The presentation describes how girls and women accommodate and camouflage the characteristics of Asperger's Syndrome with examples of the life experiences of girls and women with Asperger's Syndrome. Strategies are provided to help girls and women with Asperger's Syndrome develop friendships and relationships, cope with bullying and teasing, manage emotions and develop a successful career.

- Saturday 2 October
- 8.30 am – 4.30 pm
- \$155 inc. Gst
- Campbelltown Catholic Club, Campbelltown, NSW 2560

More information and booking form:

[http://www.aspia.org.au/eventsarchive/2010/Attwood\\_October/Workshop\\_Flyer-Girls and Women with Aspengers.pdf](http://www.aspia.org.au/eventsarchive/2010/Attwood_October/Workshop_Flyer-Girls_and_Women_with_Aspengers.pdf)



AUTISM  
ASPERGER ACT

## **BENDIGO HERO AWARD**

The Wanniasa and Calwell Branches of the Bendigo Bank are sponsoring an award to be presented at Autism Asperger ACT's Gala Dinner on 11<sup>th</sup> September 2010.

### **Intent of the Bendigo Hero Award.**

- To acknowledge the contribution of the recipient to both their family and to the broader community (child's school; Autism Association etc) of an unsung carer
- To inform the public of contributions made by carers of people who have an ASD

### **Eligibility**

The nominee, nominator and seconder must all be members in good standing with the ASD community.

### **Award Criteria**

- A carer of a person with an ASD who has provided consistent care on an unpaid basis to someone with an ASD.

### **Application of Criteria**

- In appraising the qualifications of those nominated, priority shall be given to consistent and exemplary contributions made to benefit people with an ASD, their families and associated services and/or professions.
- A Selection Committee consisting of three members (or nominees) of the Autism Asperger ACT Committee shall prepare a three person short-list for the Bendigo Bank who will make the final selection.

### **Presentation of the Awards**

**The Bendigo Hero Award will be presented at our Gala Dinner on Friday 11<sup>th</sup> September 2010 at Hotel Realm.**

### **Submission of Nominations**

Submissions are to be forwarded by post or email:

Autism Asperger ACT

**Bendigo Hero Award. IN CONFIDENCE**

PO Box 717

SHOUT Office

PEARCE ACT 2607 or by email to: [bm@autismaspergeract.com](mailto:bm@autismaspergeract.com)

**NOTE: SUBMISSIONS NEED TO BE LODGED BY**

**Cob Sunday 22nd August 2010.**

*N.B. There will be NO extensions granted.*

### **Format for Submissions**

Nominators must use the format on the following page. Submissions are not to exceed 2 pages in length and can be typed or handwritten. Nominees do not have to be informed of your nomination – that is your decision. Autism Asperger ACT will contact successful recipients.

# BENDIGO HERO AWARD

## CONTACT DETAILS

<b>Nominee</b> (the person you wish to nominate for an award)	Name: Address:  Contact Phone: Email:
<b>Nominator</b> (your details)	Name:  Address:  Contact Phone:  Email:
<b>Second</b> (someone else who supports this application)	Name:  Address:  Contact Phone:  Email:

## NOMINEE DETAILS

How many people with an ASD do they care for?	
Are they adults or children?	
If children what are their approximate ages?	
Are there any other children living in the household?	
Do any of these children have other special needs?	
How many adults live in the household?	
Are any adults in the household are employed on full-time home duties?	
How many respite hours if any do they get?	

**Why** you believe your nominee is deserving of this award (no more than 250 words)?

**NOMINATION FORM FOR AUTISM ASPERGER ACT INC  
COMMITTEE OF 2010 – 2011**

**PROPOSER**

I, ..... (Name)  
of ..... (Address)  
being a member of Autism Asperger ACT Inc do hereby nominate  
.....  
for the position of .....

Signed : ..... Date : .....

---

**SECONDER**

I, ..... (Name)  
of ..... (Address)  
being a member of Autism Asperger ACT Inc do hereby second the nomination  
of .....

Signed : ..... Date : .....

---

**NOMINEE**

I, ..... (Name)  
of .....  
a member of Autism Asperger ACT Inc, do hereby accept the nomination for  
the position of .....

Signed : ..... Date : .....

For the 2010-2011 Committee of Autism Asperger ACT Inc

# Autism Asperger ACT Inc.

S.H.O.U.T  
PO Box 717  
Mawson, ACT, 2607

Telephone: (02) 6176 0514  
Facsimile: 02 6286 4475  
www.autismaspergeract.com.au

Email: [bm@autismaspergeract.com.au](mailto:bm@autismaspergeract.com.au)

## Committee 2009- 2010

President	Gay von Ess	<a href="mailto:autism@gvones.com">autism@gvones.com</a> 0413 776922
Vice President	Bob Buckley	
Minutes Secretary	Chris Oppert	
Secretary	Margaret Froggatt	62318860
Treasurer	Paul Jackson	
Public Officer	Fiona May	
Librarian	Carmel Ryan	
Committee	Robin Tobler	
	Trish O'Neil	
	Steve Bittinger	
	Kathy Blair-Lewis	
	Colin Wilson	
	Corinne Follett	
	Tam Goddard	
	Trish O'Neil	
	Michael Nelson	
	David Weeden	
	Hilary Huggan	

Business Manager: Polly McIntyre; Admin. Assistant: Vicki Wood 6176 0514 Autism Advisors: Annette Andrew; Kathy Blair-Lewis 6176 0515

### Autism Asperger ACT General Meetings

Meetings are held in the large meeting room at SHOUT, Collett Place, Pearce. The meetings are 7.30 for a 7.45p.m. start. There is time for a cuppa and a chat after the speaker  
A gold coin donation would be appreciated. Autism Asperger ACT uses the money collected to buy an item for each autism unit and special school in turn.

### LIBRARY

The Association continues to buy new books for the library. **The Library will be open soon for borrowing and returns before and after the monthly meeting and during the week at our Chifley office before 2.30pm.**

**Please make sure that you have read the latest Library rules before you borrow books, videos etc from the Library. When you return these rules and your details a borrowing card will be issued to you.**

In future there will be a small charge (\$5) for borrowing the very expensive DVDs and videos as these items only have a limited life span. Relevant items will be clearly marked.

### Disclaimer

*Autism Asperger ACT does not necessarily endorse the views and opinions expressed in the articles in this publication, nor does the association provide them as advice, nor does the association take any responsibility for the accuracy or validity of the data within the articles. These articles are produced for information only. Autism Asperger ACT provides information on services for the information of members. Autism Asperger ACT does not endorse any individual person or method of treatment.*

This edition of Autism Asperger ACT's newsletter was compiled and edited by Gay von Ess and Polly McIntyre.