



# ASES e - NEWS

DATE: APRIL 2011

“Success is the sum of small efforts, repeated day in and day out.”

**Robert Collier**

## WORKSHOPS TERM 2, 2011

Veneto Club Bulleen	9.30 am - 1pm	NORTH	MAY 20 Friday	Half day	Learning and Social Success with Visuals
The Club Caroline Springs	9.30am - 3.30pm	WEST	MAY 27 Friday	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals
Mountain View Hotel Glen Waverley	9.30am - 3.30pm	EAST	June 6 Monday	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals
Sandown Park Hotel Noble Park	9.30am - 1pm	SOUTH	JUNE 17 Friday	Half day	Positive Behaviour Support
TRARALGON Century Inn	9.30am - 3.30pm	Gippsland	June 21 Tuesday	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals

*Available for Professional learning sessions at your school or organization.*

### Tips to Encourage Children to Make Choices

[http://www.superduperinc.com/handouts/pdf/273\\_MakingChoices.pdf](http://www.superduperinc.com/handouts/pdf/273_MakingChoices.pdf)

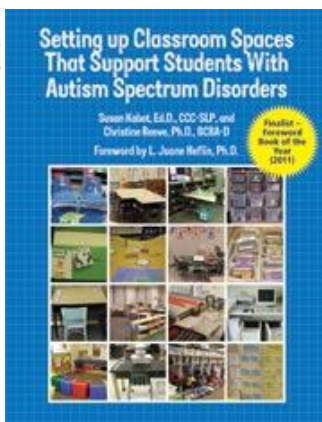
Like any skill, in order to learn how to make good choices, children must *practice* making choices.

- **Limit your children’s choices.** Give them two items to choose from. For example, if your children are having difficulty deciding which book they want you to read to them, give them only two choices— “Would you like the bear story or the farm story?”
- **Make one choice something your children don’t like.** To encourage your children to make a choice, try letting them pick between something you know they like and something you know they dislike. For example, “Do you want carrots or lima beans for a snack?”
- **Talk to your children about their poor choices.** We learn from our mistakes! Ask your children questions that make them think about their actions. For example, “When you decided to draw on the wall, was that a good choice?” “How do you think that made Mom feel?” “What other choice could you have made instead?” “What do you think will happen because you made a poor choice?”



## POSITIVE STRATEGIES OR ACTIVITIES FROM PARTICIPANTS WHO ATTENDED MY WORKSHOPS.

- Giving time to process and very limited choices with anything to get desired results.
- Daily timetable on the whiteboard.
- Timer for tasks showing how much time is left.
- Sent home a visual timetable that matches the one at school.
- Short and clear instructions and sometimes use written communication
- I connect with their interest (e.g. fantasy) and use this to gain interest and as a way to get them to complete some work. First do two sums then you talk about your new card.
- Not engaging in argument at the time. Discussing issues later.
- Focus on what he loves e.g. video games. Get student to write a review and send to gaming magazine
- Provide something tactile for the student to play with while sitting on floor listening to the teacher.
- Diary between home and school focussing on positive things that have happened during the week.
- We make a point of letting our son know when he was done something well: stayed calm, showed kindness or listened well.
- Distract student with a smile or a joke when they seem emotional or distressed.
- Classroom coaches: Give students on the spectrum opportunities to be leaders and coaches of things they are good at. This helps them interact with their peers and feel happy!
- Calm corner; take a break to calm down.
- Year 11& 12. Reminder cards for what you need for class. Place in students pocket.



### **Setting Up Classroom Spaces That Support Students with Autism Spectrum Disorders** by **Christine Reeve, Ph.D., BCBA-D** and **Susan Kabot, Ed.D., CCC-SLP**

With even the best curricula and interventions, students with autism spectrum disorders will not learn unless the classroom environment is organized with their specific needs in mind. This long-awaited book shows through clear and brief text and lots of photos how to determine what type of furniture and materials to choose for various types of classrooms and how to arrange them in a way that creates an effective learning environment while reducing anxiety and preventing problem behaviours.



## Bulletin Board: "So how do I look?"

[Bulletin Boards, Free Printables](#) — By [Cindy](#) on January 14, 2011

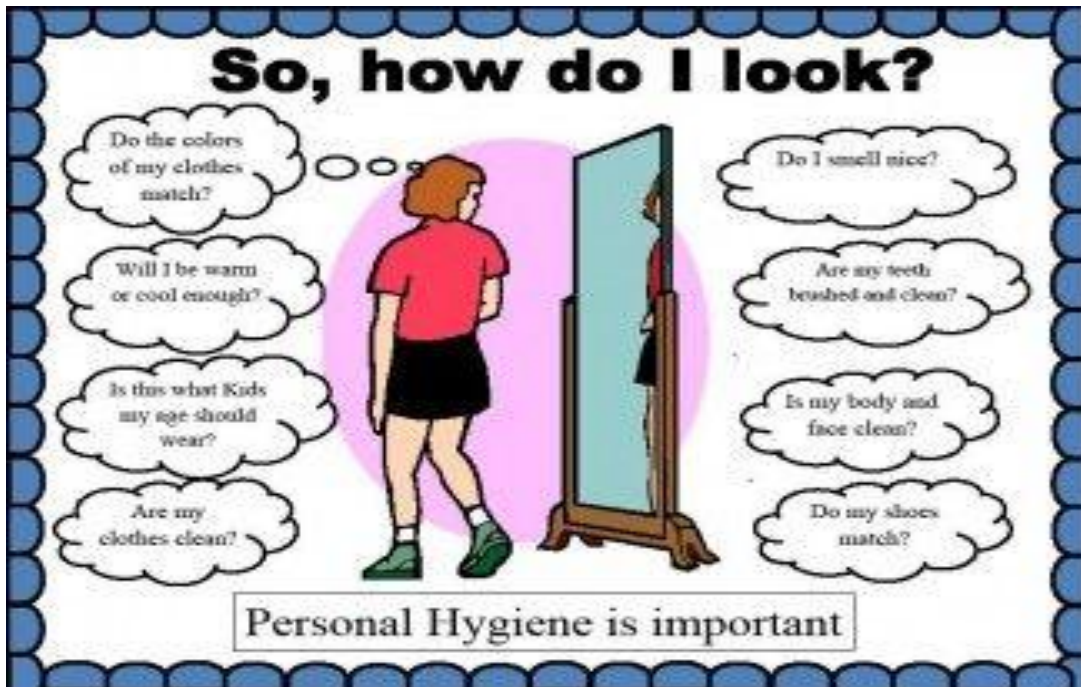
<http://snrmag.com/2011/01/bulletin-board-so-how-do-i-look/>



Why waste the space to decorate? You can decorate while teaching a skill pertinent to students with special needs.

Here is a bulletin/teaching board idea that is perfect for our students with autism, asperger and those with developmental disabilities. Having taught middle school I know that students with special needs sometimes do not think about how they look or smell to their peers. In fact sometimes I wonder about typical middle school boys. So this would make a good bulletin board/teaching board for your Middle school and High school classroom. In fact it would also be good for the Elementary classrooms in order to establish good hygiene habits.

You can download the poster or parts of it to make a personalised version.





## Social Communication – Preschool

<http://www.latrobe.edu.au/hcs/resources/autism/preschool/presocial.html>

### Emotions

Expressing emotions can be a very difficult task for children with autism. Helping your child learn to express their emotions may help to lower their levels of frustration and will help you to better understand your child.

- Using a mirror, make faces with your child and talk about how your face looks <sup>[72]</sup>. For example, when you are happy, your mouth goes up, you can see the person's teeth. You could say to your child, 'When you are happy, you smile', and show them a picture, highlighting the smile.
- Try taking photos of you and your child expressing the emotions and again talk about how your face changes. Take photos of your child doing things that make them feel happy/sad/angry too <sup>[74]</sup>. For example, if your child loves swimming, take a photo of them swimming. When talking about the photos you have taken, discuss what the reason is behind the feeling. 'I am happy when I go swimming.'
- You can then move on to taking pictures of other family members or look through magazines to find pictures of people expressing different emotions. This will help your child to identify facial expression on all people.
- Be creative, once your child knows a few emotions, you could create a snap game with pictures of the emotions. You could also create an 'Emotion Bingo' with pictures of different facial expressions. You could take turns in calling out the facial expressions (e.g: "happy"), and the first to get 3 in a row wins.

**Tip:** When talking to your child about emotions, choose one emotion at a time to focus on. When you think your child has a good understanding of that emotion, introduce a new one. Once you have introduced an emotion, you don't just have to talk about it when you are sitting down and looking at photos. Why not stick a photo or picture of a person expressing the emotion on a paper plate, then attach it to an icy pole stick? <sup>[36]</sup>

When reading stories, when playing with toys or in everyday situations, you can talk about how you, the toy, the character or your child may be feeling. Hold up the photo on the icy pole stick in front of the person's face and say 'Teddy is feeling happy because...' Using the photo will give your child an added visual prompt to remind them of the emotions.



# Take a Break to Avoid Behaviour Problems

Linda Hodgdon

I did a consultation recently regarding a young man named Stephen who needed some extra help. He had some explosive behaviour episodes that caused his teachers to be quite concerned. This young man has a diagnosis of autism with moderate mental retardation. He has verbal language . . . characterized by lots of delayed echolalia, perseverative phrases, and a set of mumbled questions which are not easy to understand.

The other thing about Stephen is that he can get quite agitated. Sometimes that agitation escalates into greater distress and eventually physical aggression. The staff has done some excellent charting of Stephen's behaviour. They have identified sequences of behaviour that eventually lead to the aggression.

There is a detailed plan on file to direct how the staff should respond when Stephen's agitation is increasing. The plan identifies some specific directions to give Stephen at different levels of agitation. It goes something like this. When he starts pacing – redirect to the activity. Pacing continues and he starts uttering his perseverative phrases – give him the choice of another activity. The intensity of the pacing increases and the verbal language gets louder and more intense – get other people out of the way and offer Stephen some brushing or other calming activities prescribed by the OT. There are a few more steps in the plan but you get the idea.

## Two more pieces

The plan also directs staff to use minimal language and do not make eye contact. Those are excellent recommendations. When students are starting to get upset, our natural tendency is to talk more . . . telling them what to do, what not to do or whatever. The more upset students get, the more the caretakers are tempted to talk. Then that gets the student more upset. Same for eye contact. Eyes that are watching can feel like they are invading the individual's space. It's a strange thing. At other times, students may not seem to be aware of our eye contact, but when things are not going well they can seem to know exactly where we are looking.

## Here's the problem

The staff interaction with Stephen during the agitation episodes is with verbal communication. So they verbally offer him other options for activities. In my experience with individuals who are experiencing severe agitation or meltdowns, use of verbal language during that time can actually serve to accentuate the problem. Therefore, this is a perfect time to use visual cues for communication.

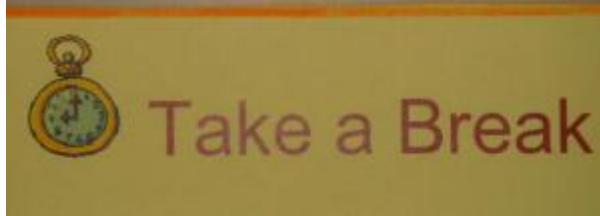
## Time to Take a Break

My suggestion to add to this plan is to create a routine called **Take a Break**. Pick a location and two or three highly desirable, calming activities. (The OT can help select something that will meet the need.) The goal would be to "offer" or "tell" Stephen that it is time to take a break for a few minutes. Guide him to his location so he can engage in his calming activities. He can be done with his break when he is calm and ready to resume the regular schedule.



### Use a picture card

Create a **Take a Break** card. On one side, write the words and put some kind of picture symbol that would represent the break.



*agitation chain to try to keep it from progressing to more severe aggression.*

On the back of the card you can put pictures of his choices for break activities.

Use the card to tell Stephen it is time to **Take a Break**. *The goal is to interject the break time at the beginning of the*



That means watching for those first cues that he is beginning to get upset. That is the time to show the card – before his behavior becomes more intense.

### It's not the same as time out

Conceptually, **Take a Break** is not the same as time out. People often think of time out as a punitive thing – you are being bad or out of control so you will go to time out until you calm down. Time out often occurs when the individual is out of control.

**The purpose of Take a Break is to provide an opportunity to relax, refresh and regain composure so we can go on with the day. The intervention occurs before, or at the beginning, of a little bit of agitation, hoping to avoid escalation.**

### Don't forget to teach it

Train **Take a Break** as part of your daily activities. You might even put it in the schedule at some points in the day so it becomes associated as desirable and pleasant. Then you will be able to offer it at points when he is beginning to show signs of agitation.

### Here's the caution

The activity choices during **Take a Break** should also be available as choices at other times during the day. Otherwise you may accidentally set up a situation where he becomes agitated so he can take a break to access those highly desirable activities. (I will get agitated, so I can take a break, so I can do XXXXX.)

### Create success with Take a Break

Using a **Take a Break** card helps manage a situation by using minimal verbal direction. Practicing when everyone is happy make it a pleasant activity. Choosing highly desirable calming activities will help calming so the student can return to his regular schedule without major problems.

**P.S.** One more thing. We need to do some more observing to see if we can identify any patterns of activity that occur before Stephen's agitation begins. **Analyzing the antecedents (triggers) is an important part of a good behavior plan.** Figuring out what he wants to communicate or what is bothering him will help the staff teach him what he needs to learn so the agitation cycle may not occur in the same way.



## Token Economy

<http://www.educateautism.com/token-economy.html>

"One of the most important technologies of behaviour modifiers and applied behaviour analysts over the last 40 years has been the token economy"  
- Matson and Boisjoli (2009, p. 240)

### ***What is a Token Economy?***

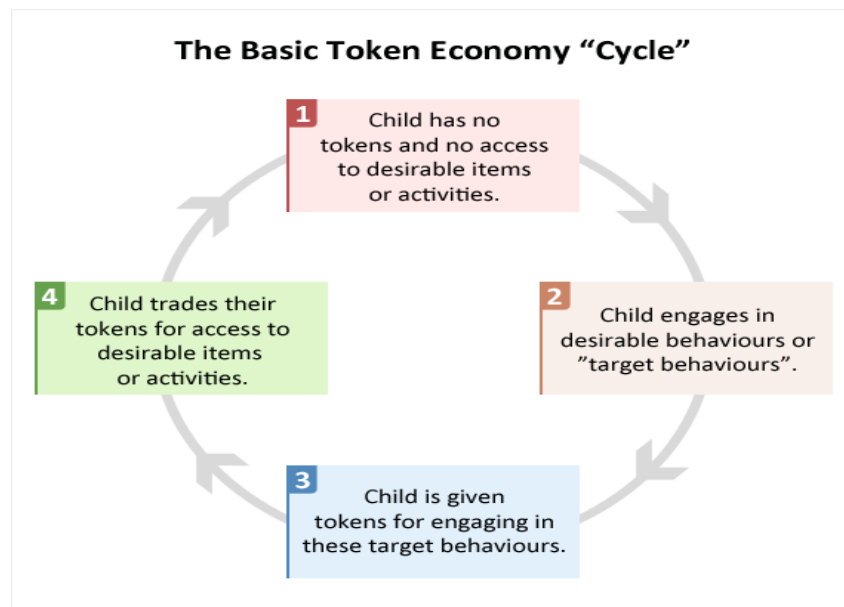
Within an educational setting, a token economy is a method of providing [positive reinforcement](#) to a child or children by giving them tokens for completing tasks or behaving in desired ways.

Token economies are used as a method of strengthening a behaviour, or increasing its frequency, because the tokens are a way of "paying" children for completing tasks and the children can then use these tokens to buy desired activities or items (Miltenberger, 2008).

Interestingly, 'tokens, in the form of clay coins, first appeared in human history in transition from nomadic hunter-gather societies to agricultural societies, and the expansion from simple barter economies to more complex economies' (Hackenberg, 2009, p. 257; Schmandt-Besserant, 1992).

### ***How does it work?***

The basic principle is that a child earns a certain number of tokens by engaging in desired behaviours (called "target behaviours") and can then exchange these tokens – effectively using them as payment – to gain access to backup reinforcers.



The basic "cycle" of a token economy.

7

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The target behaviours could be anything. For example, completing academic tasks like getting a certain amount of spellings correct, or it could be saying hello to their teacher in the morning, or playing nicely with their peers.

What a target behaviour will be depends on each individual child. Some token economies could be used to increase a child's desire to complete academic tasks while another token economy could be used to decrease the amount of aggression a child engages in by giving tokens for not engaging in aggressive behaviours.

## The Best Free iPod Touch Apps and Games for Math Teachers

<http://www.brighthub.com/education/k-12/articles/63422.aspx?p=2#ixzz1Hgja1A2X>



- **Math Tutor Lite:** Practice basic math skills with this great Math app. Math Tutor Lite is the free version of Math Tutor, but it has more than enough content to make it a worthwhile download. So, whether you want your students to brush up on addition, multiplication, subtraction or division, you will find that all skills are covered here. There are six levels of difficulty for each skill, and students are given instant feedback on how well they have done. The games can be played with a timer for an extra challenge, or without.

- **iFormulas:** This useful app contains over 330 formulas, definitions, laws and properties and would be a great quick reference guide for secondary level Math classes. Algebra, Geometry, Calculus and Trigonometry are all covered by iFormulas. It won't tell you the answers, but it will provide you with the formulas you need to calculate the answer. It is like having a Math book in your pocket, so easily earns a spot as one of the top10 iPod Touch apps for Math classrooms.



**Number Line:** This award winning app will help your students learn about fractions, decimals, percentages and their equivalents. The game features several levels where the object is to drag objects onto a number line in the correct numerical order. Points are awarded for the correct placement of the numbers, as well as for completing the level in a quick time. Points are subtracted for placing numbers in the wrong place.



## Apps and Games for Math



- **Sudoku (Free):** Free iPod Touch Apps and Games don't come much better than this. Apple awarded this game the best sudoku game available, and rated it as #9 in their Game of the Year awards. 40 [puzzles](#) and four different skill levels makes this number crunching app a worthwhile addition to any classroom. The game can be paused and picked up later, and all the best statistics are stored to help students compete against each other. Hints are provided if needed.

- **Basic Math:** This is another skills drill app that will help your students practice their basic math facts. Designed largely for under 12s, the included exercises have varying levels of difficulty and cover addition, subtraction, multiplication and division. Again, a timer can be added if students want to play against the clock, and you can even set a delay between between questions depending on whether they were answered correctly or incorrectly.



- **Quick Graph:** This full featured graphing calculator app is highly rated by visitors to the iTunes store. It allows you to plot 2D and 3D equations with ease, and up to three equations can be visualized simultaneously. You can pinch to zoom in on your graph, drag to move or rotate it, and shake to reset your view. There is also a library of the most commonly used equations. Finally, unlike some apps

on this list, Quick Graph is not a free version of a paid app. Quick Graph is a free stand alone app that has all the features you need without paying for any more. A must for advanced Math classes, and another easy pick for one of the top 10 iPod Touch apps for Math teachers.



## Apps and Games for Math

- **Touch Calc:** This useful scientific calculator app means that your iPod Touch can serve double duties in the classroom. It offers all the basic calculator functions like addition and subtraction, but also includes a scientific mode, a statistical mode, and a bit/integer mode. Colored keys are added to help you distinguish between the different functions, and preferences can be set for each mode. All in all, this is a powerful and useful free app to have.



- **TanZen Lite:** Help your students foster a shape awareness with this neat tangram app. This is another award winning game that students will love to take time out to play. Choose one of the 45 puzzles, and try to fit all seven shapes in the shaded area to complete the level. [Puzzles](#) range in difficulty from easy to hard, and a full tutorial is included for new users. Hints can be turned on or off, and an advanced mode is available for master puzzlers to try the same [puzzles](#) in a whole new light. Soothing zen music is played in the background to all puzzles, but that too can be turned off if needed.

- **Units:** Sometimes you find free iPod Touch apps and games that just have a universal usefulness. Units are one such app. This handy utility is a unit of measurement converter. You can convert area, currency, energy, temperature, time, length, weight, speed, and pressure quickly and easily. Just choose the category you want, and input the data you want to convert. Simple, but effective.



- **Math Drills Lite:** More drills, but these are drills with a difference. Solutions to the problems are revealed with a variety of on-screen manipulatives like number lines, the nine times tables on your fingers, or wooden blocks. There are also problems with missing operation signs, or greater than and less than signs, so it could be a useful way to introduce students to basic algebra problems. An on-screen graphic keeps track of the number of right and wrong answers.

Read more: <http://www.brighthub.com/education/k-12/articles/63422.aspx?p=2#ixzz1Hgja1A2X>



## VIDEO MODELLING

<http://www.watchmelearn.com>

### Why Video Teaching

- Video Teaching, also commonly known as video modeling has been scientifically proven to be effective as an evidence based teaching practice.
- Video modeling is merely an extension of traditional modeling procedures using a more efficient, less distracting mode of delivery.
- Children are surrounded by video and visual stimulation. Capitalizing on this environment to utilize video as a teaching medium is a logical choice.
- Most children are naturally attracted to video. Studies have shown that children with PDD are visual learners and possess strength in visual processing. Minshew, Goldstein & Siegel (1997)
- Video modeling and traditional modeling aim to teach a child to imitate. Video can be used to teach a vast array of skills through imitation including: language, motor skills, social skills, self help skills, behavioral skills and more.
- Inappropriate behavior replacement requires a great deal of practice for the behavior to be replaced. **Video provides the skill repetition to meet this need.**
- Cost effective – video provides repetition that traditional modeling procedures cannot do cost effectively.

### Scientific Research

#### Watching videos can help children with autism learn social skills

- BLOOMINGTON, Ind. -- Two new studies at Indiana University demonstrate that videos depicting exemplary behaviors can be effective in helping children and adolescents with autism spectrum disorders develop social skills and daily living skills.

Results from the meta-analysis indicate that both video modeling and VSM meet the Council for Exceptional Children's criteria for evidence-based practices. Improvements were most evident in the area of functional skills, followed by social-communication skills and behavioral functioning.

Source: <http://newsinfo.iu.edu/news/page/normal/5254.html>

#### Video modeling is a method of teaching in which a student learns by watching a model on a video tape by demonstrating the targeted skill.

By minimizing attentional requirements, requiring the child only to look at a small spatial area (a television monitor), and to hear only the minimum necessary language, children are more able to direct their focus to relevant stimuli (Sherer et al., 2001). This procedure can increase independence by reducing the need for the presence of a skilled adult to promote learning. In addition, motivation may be enhanced because video viewing is a low-demand activity found in most children's homes and appears to be naturally reinforcing to children.

Source:

<http://www.idahocdh.org/DNN/LinkClick.aspx?fileticket=xoIPF7VgfEg%3D&tabid=279&mid=791>

Teaching daily living skills to children with autism through instructional video modeling.

[http://www.accessmylibrary.com/coms2/summary\\_0286-2096887\\_ITM](http://www.accessmylibrary.com/coms2/summary_0286-2096887_ITM)

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## RESEARCH NEWS

### **M.I.N.D. Institute researchers find important clue to learning deficit in children with autism**

#### **High-tech eye-tracking equipment reveals autistic children look at a teacher's face less than normal**

[http://www.ucdmc.ucdavis.edu/welcome/features/20090107\\_mind\\_vivanti/index.html](http://www.ucdmc.ucdavis.edu/welcome/features/20090107_mind_vivanti/index.html)

Giacomo Vivanti, a postdoctoral researcher at the M.I.N.D. Institute and the study's lead author.

A study by researchers at the UC Davis M.I.N.D. Institute has discovered an important clue to why children with autism spectrum disorders have trouble imitating others: They spend less time looking at the faces of people who are modeling new skills.

The study was conducted using high-technology eye-tracking headgear and software that measures with precision the point at which a child is looking when learning a task. Researchers used an actor to demonstrate a task on a computer screen.

"We found that the children with autism focused on the demonstrator's action and looked at the demonstrator's face much less often than did typically developing children," said Giacomo Vivanti, a postdoctoral researcher at the M.I.N.D. Institute and the study's lead author.

"The typically developing children may be looking at the demonstrator's face to check for information on what to do or how to respond appropriately, information that the children with autism are less inclined to seek. This is an important finding, because children with autism have difficulty learning from others. This might be one key to why that is so," Vivanti said.

Imitation plays an important role in how children learn, as well as in how people interact socially, said M.I.N.D. Institute researcher and senior study author Sally J. Rogers, who has been studying imitation impairment and autism for more than 20 years.

"This is a trait we see as early as we can diagnose autism, and it's one of the traits that is present even in mildly impaired adults," Rogers said.

Impaired imitation leads to additional impairments in sharing emotions, pretend play, pragmatic communication and understanding the emotional states of others. For years, scientists thought that children with autism and related disorders had trouble with learning through imitation because they



had poor motor skills or because they did not pay attention to the action being performed. The current study rules out these hypotheses.

“We now understand more about how this imitation deficit might be working and, after more study, we may actually be able to address it in a way that helps children with autism develop a more natural set of behaviors,” said Rogers, a UC Davis professor of psychiatry and behavioral sciences.



“It could be that if people with autism could be better at reading emotion they might naturally start to imitate their models the way like other people do.”  
—Sally Rogers, professor of psychiatry and behavioral sciences

In the current study, which was published online in June and appeared in print in November in the *Journal of Experimental Child Psychology*, 18 children aged 8 to 15 with high-functioning autism were carefully matched with a group of 13 typically developing children. While wearing special eye-tracking headgear, the children were shown video clips that ranged from seven to 19 seconds in length.

After viewing each clip, the children performed the demonstrated action. The results confirm previous research that shows that children with autism have difficulty imitating tasks when compared to normally developing children. It also showed that children with autism paid just as much attention to the action being performed as the other children in the study, ruling out previous hypotheses about poor attention to the task.

“This finding is particularly important,” Rogers said. “Now we can rule out this variable. We know these children are looking at the task.”

Researchers also found that successful performance of a task by children with autism increases with the amount of time they study it but is not correlated with their basic motor skills, ruling out the possibility that it is a lack of motor ability causing the imitation effect.

Finally, the study showed that both groups of children shifted their attention from the action to the demonstrator’s face, but the children with autism did this much less often.

According to Rogers, this finding suggests that imitation is not just about repeating an action, but understanding the reason for the action.

“That information is conveyed in our faces,” she explained.

Rogers and Vivanti are continuing to try to understand how this difference in looking at faces affects more complex forms of learning and understanding.

“We are looking at how children look at emotions and intentions that are conveyed in a



demonstrator's face and how looking at this information in faces or not looking at them may affect how they understand and imitate the observed actions," Vivanti said.

Based on these studies, Vivanti and Rogers hope to one day develop studies aimed at determining whether or not face-looking is an important part of the imitation process.

"It could be that if people with autism could be better at reading emotion they might naturally start to imitate their models the way like other people do," Rogers said. "If it's about how people understand the information in a face, then it gives you a target for intervention."

The UC Davis M.I.N.D. Institute, in Sacramento, Calif., was founded in 1998 as a unique interdisciplinary research center where parents, community leaders, researchers, clinicians and volunteers collaborate to study and treat autism and other neurodevelopmental disorders. More information about the institute is available on the Web at <http://www.ucdmc.ucdavis.edu/mindinstitute/>.



## ***Small Steps Big Skills™ Video Game!***

<http://www.sandbox-learning.com/>

- Teaches 22 skills for independence
- Combines Applied Behavior Analysis (ABA) methods of video modeling and least to most prompting by having players watch the skill being completed (video modeling) then they practice it in a game format (least to most prompting)
- Shows a variety of materials to promote generalization
- Is evidence-based. Results from a beta version of the game appeared in [\*Education and Training in Developmental Disabilities\*](#) (December, 2009) and [\*Intellectual and Developmental Disabilities\*](#) (June, 2010)
- Demonstrates skills from a first person perspective to realistically show how skills are completed and to remove showing age or gender
- Rewards kids with 8 fun game
- Customizable by adding your own videos
- Collects data at each step of the skill
- Compatible with PC or Macintosh

*Small Steps, Big Skills™* video game teaches skills for independence by simulating actually doing the skills! Players watch a video of the skill being completed then practice with increasing prompt levels as necessary.

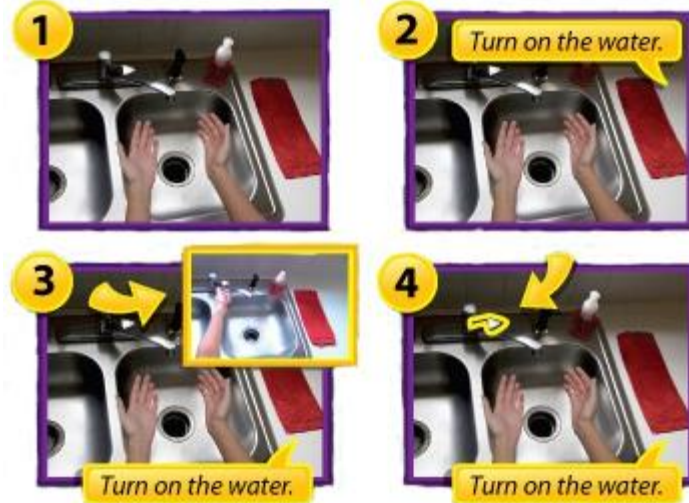


**Level 1 – Independent:** Players independently complete the step

**Level 2 – Verbal:** Players hear a voice over of the step

**Level 3 – Verbal + Video Model**  
Players watch a screen in screen video of the step

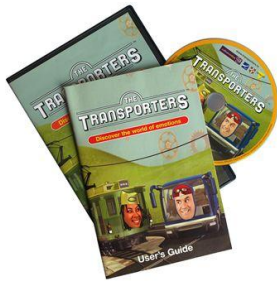
**Level 4 – Verbal + Simulated Physical**  
Players see the correct step highlighted



### Skills Taught in *Small Steps, Big Skills™*

*Small Steps, Big Skills™* video game will be released in mid-April. The game will cost \$89.95 US + shipping and handling.

## Teaching Facial expressions and Emotions



**The Transporters** was developed with the [Autism Research Centre](http://www.autismresearchcentre.com) at Cambridge University. It uses animated vehicles with real human faces to help children transfer learning to real life. Episodes and quizzes are designed to be enjoyed repeatedly. Children love to watch them again and again - and this helps them learn.  
<http://www.thetransporters.com>



Most of us begin the complex process of learning to recognize facial expression of emotions in infancy. From the faces of parents, siblings, grandparents, or other caregivers, we develop a considerable amount of expertise in this aspect of socialization at an early age. For some children with Autism, Asperger's, or other

developmental deficiencies, this is often not the case. Since skill in recognizing facial expression of emotions is important to functioning in a social environment, there is value in helping children develop this skill. But, what if it doesn't develop normally? FACELAND uses an Amusement Park theme to engage and motivate. 6 "Schools" introduce concepts as "clues" and 11 game-like activities offer practice that is fun!



**FACELAND "Schools"** are based on the hypothesis that some children will build skill in facial recognition of emotion by:

- Breaking them down into smaller pieces (clues)
- Promoting clue acquisition via spaced repetition
- Checking for understanding of clues using new examples
- Combining clues for "part to whole" learning
- Utilizing instruction that incorporates photos, mirror mimic sessions, and varied interaction



**FACELAND "Games"** motivate practice and skill acquisition. The program uses a diverse range of subjects to aid generalization/transfer of recognition skills to real life situations

Surprise, Anger, Fear, Disgust, Sadness, and Happiness were the emotions selected because they are the most basic of human emotions. These emotions are expressed in cultures throughout the world. FACELAND is based on a portion of Paul Ekman's research, the leading psychologist in the study of facial expression of emotions.

<http://www.donjohnston.com/products/autism/faceland/>



<http://www.autismspot.com/about> AutismSpot is dedicated to providing parents, educators, professionals and those living with Autism with unbiased, comprehensive information. From the moment of diagnosis through all of life's stages, AutismSpot provides you clear, concise information in an engaging format. It has fantastic Videos, news, forums and blogs.

<http://www.dds.ca.gov/ConsumerCorner/ThinkPlanDo.cfm>

**Leadership Through Personal Change: Think - Plan – Do**

This guide is to help people with developmental disabilities to have self-determined lives. To learn simple ways, using supports, everyone can participate in directing their futures.

<http://www.widgit.com/resources/healthcare/index.htm> **Health Care**

Do you have a child who will be going to hospital, there are free downloads to help to explain the process of being in hospital. Resources for health care professionals, schools, parents and practitioners.

<http://www.cindysautisticsupport.com/asteachersites.html> This webpage is dedicated to wonderful students and to the parents and teachers of students with Autistic Spectrum Disorders. Lots of web links divided into lots of categories.



Watch Me Learn® engages children by stimulating all of their senses and capturing their attention. Learning becomes FUN when using our videos and supporting multi-sensory products.

<http://www.watchmelearn.com/>

**CRISTINA ISAAC ABN: 32 473 025 470**

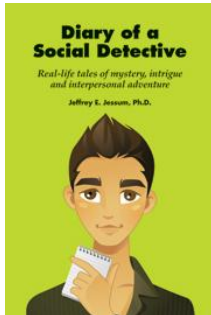
[educationasd@yahoo.com](mailto:educationasd@yahoo.com)

**(03) 9795 0328 or 0416 67 99 88**

[www.autismspectrumeducation.com](http://www.autismspectrumeducation.com)



# BOOKS

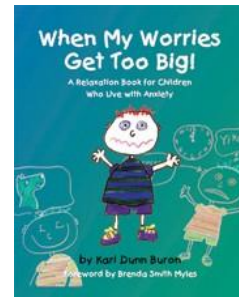


**Diary of a Social Detective – Real-life tales of mystery, intrigue and interpersonal adventure** by Jeffrey E. Jessum, Ph.D.

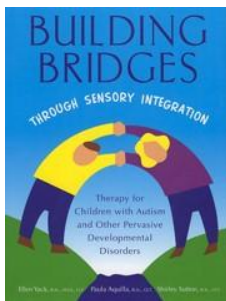
Detective agencies come in many shapes and forms, but never before has there been a one-man social detective agency! Each chapter ends with a section called Cracking the Case, in which Johnny solves the social mystery and offers practical solutions to the social dilemmas. Foremost a detective/mystery story for readers ages eight and older, the book delivers insights, tools, and solutions in an engaging storyline that kids can relate to.

**When My Worries Get Too Big!: A Relaxation Book for Children who Live with Anxiety** by Kari Dunn Buron

"losing control" can cause major problems for children anxiety. Now, parents, teachers and children have a gives young children an opportunity to explore their own parents or teachers as they react to events in their daily and easy to read, this illustrated children's book is filled opportunities for children to participate in developing calming strategies.



The thought of who live with helpful tool that feelings with lives. Engaging with their own self-



**Building Bridges Through Sensory Integration: Therapy for Children with Autism and Other Pervasive Developmental Disorders** by Ellen Yack, B.Sc., M.Ed., O.T., Paula Aquilla, B.Sc., O.T. and Shirley Sutton, B.Sc., O.T.

This is an excellent resource book that clearly explains sensory systems and sensory integration and how to identify problems in this area for individuals with autism. There are checklists to help identify concerns, and it is full of practical suggestions for activities for specific difficulties, strategies for challenging behaviors, and adaptations in a variety of of settings.

**BIG BLUE BOOK OF IDEAS** by Sue Larkey & Anna Tullemans

The companion to the Teacher Assistants Big Red Book of Ideas. Hundreds of NEW ideas. 500 + New Ideas and Strategies  
No repeat ideas from the Big RED BOOK





## Helping Children with Autism

### Parents & Carers: General Enquiries

#### 1. Raising Children Network Autism website:

Provides impartial and evidence based information, online resources and interactive functions to support parents, families, carers and professionals.

- [www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

#### 2. FaHCSIA website:

Provides an overview of the Helping Children with Autism package and information about FaHCSIA Autism Spectrum Disorder (ASD) policy.

- [www.fahcsia.gov.au/autism](http://www.fahcsia.gov.au/autism)

#### 3. Department of Health and Ageing (DoHA) – Medicare Enquiry:

The Department of Health and Ageing has made new Medicare items available for children aged under 13 years (for diagnosis and treatment planning) and under 15 years (for treatment).

- [www.health.gov.au/autism](http://www.health.gov.au/autism)
- [epc.items@health.gov.au](mailto:epc.items@health.gov.au)

DoHA helpline: (02) 6289 4297

Medicare Australia: 132 011

#### 4. Department of Education, Employment and Workplace Relations (DEEWR):

DEEWR is delivering initiatives to help improve the educational outcomes for school aged children with ASDs.

- [www.deewr.gov.au](http://www.deewr.gov.au)

Australian Autism Education and Training Consortium (AAETC):

- [www.autismtraining.com.au](http://www.autismtraining.com.au)

#### 5. Autism Associations

Following diagnosis, families are able to contact an **Autism Advisor** to access local information, advice and practical help. The Autism Advisors can be contacted through the lead agency associations. Contact your state Autism association.

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**6. Play Connect Playgroups, provided by Playgroup Australia:**

The Autism Spectrum Disorder Playgroup Program targets children aged zero to six with ASDs or ASD like symptoms. Children will not require a formal diagnosis of an ASD to attend a playgroup.

- [www.playconnect.com.au](http://www.playconnect.com.au)
- [info@playgroupaustralia.com.au](mailto:info@playgroupaustralia.com.au)  
1800 790 335

**7. Helping Children with Autism Enquiry Line:**

For more information about the Helping Children with Autism package please contact the enquiry line or the ASD Inbox.

1800 289 177 (TTY 1800 260 402)

- [asd@fahcsia.gov.au](mailto:asd@fahcsia.gov.au)
- 

**8. Early Days Workshops:**

The Early Days Workshops are aimed at equipping parents and carers of children with ASDs or ASD like symptoms to more effectively manage the pressures they face in raising their children at home.

- [www.earlydays.net.au](http://www.earlydays.net.au) 1800 334 155

**9. Autism Specific Early Learning and Care Centres**

Six Autism Specific Early Learning and Care Centres are being established. They will provide early learning programs and specific support for children with ASDs.

- [asdchildcare@fahcsia.gov.au](mailto:asdchildcare@fahcsia.gov.au)