



# ASES e - NEWS

DATE: AUGUST 2011

“Small opportunities are often the beginning of great enterprises” - Demosthenes

## WORKSHOPS TERM 3, 2011

GV hotel Shepparton	9.30am -3.30pm	Regional	August 2 Tuesday	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals
Amstel Golf club Cranbourne	9.30am -3.30pm	SOUTH	August 16 Tuesday	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals
Mulgrave Neighbourhood House	7 -9.30pm	ALL	August 22 Mon	Evening session	Positive and Practical strategies to improve difficult behaviour. EDUCATORS
Furlan Club Thornbury	9.30 am -3.30pm	NORTH	August 27 Thurs	Wholeday	Positive Behaviour Support & Learning and Social Success with Visuals
South Oakleigh Club	9.30am - 1 pm	EAST	Sept 5 Monday	Half day	Positive Behaviour Support
Mulgrave Neighbourhood House	7 - 9.30 pm	ALL	Sept 12 Monday	Evening session	Behaviour is Communication Parents

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



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



- Constant feedback: Good listening” “ Well done for finishing your SAC /exam” etc
- Quiet time; reduce noise level, take time out. Likes to walk around walking track after completed work.
- Provide “tool kit” folder with visual prompts to support learning.
- Save copies of all visuals used by student onto USB pass onto next years teacher.
- Listen to her problems.Talk quietly. Take an interest in what is said. Acknowledge issues that arise.
- Modelling of tasks and breaking things down to simplify.
- Visual aids to show what is happening next.
- When reading starts, student holds sensory frog to keep calm and focused.



## Rote Language And Ecolalia

<http://sites.google.com/site/autismgames/home/parent-tips/autism-and-language-learning/rote-language-and-ecolalia> By Tahirih Bushey 11.12.2009

### Children with Autism Try to Memorize Language

Many children with autism try to memorize words and phrases the way you might memorize a song in a foreign language. You might not understand the words but you can remember the melody and the general sound of the words. When children repeat a lot of what they hear, this is called echolalia (repeating what others say, without fully understanding what others mean). All kids do this sometimes, and even grown-ups do it occasionally because it is a good strategy for learning new ways to use language. Kids with autism tend to use more echolalia and sometimes almost exclusively use echolalia rather than combining words into original sentences. If you are a parent of a child who uses a lot of echolalia, you are understandably anxious for your child to learn to generate original word combinations.

So how do you teach your child to combine words in an original way? Memory is often a strength for children with ASD. So, it is tempting to teach language through rote memory. Teaching little scripts can help children start to communicate. We are teaching many little scripts in the games that we show on this site. I encourage parents to use a lot of scripted language early on because this helps a child with autism understand what a parent is saying during the period of time when that child is only able to use his or her memory to interpret language. But, eventually, the child will need to master some rules of grammar because grammar is the rules that allow us to create original sentences.

If your child uses single words, you should model and demonstrate the meaning of sentences that are two and three words long. Don't combine too many different words--pick some words that your child clearly understands. **Daddy's shoes. Mommy's shoes. Annie's shoes. Black shoes. Red shoes.**

If your child is able to combine two and three words, start to demonstrate the meaning of four and five word combinations. This is what one would do for any young child to speed up the child's language learning. For a child who tends to memorize language chunks, there is another step. Take more time to show how the same words can be combined in different ways and what these combinations mean. Once the child knows what **Daddy wants the ball** means, then help the child understand what **Mommy wants the ball** means and **Puppy wants the ball**, and **Annie wants the ball**. Then show your child what **Daddy wants the truck** means and then **Mommy wants the truck** and then what **Puppy does not want the truck** means and what **Annie does not want the truck** means. And so on.

You are not only helping your child understand and use longer sentences--you are helping your child understand novel sentences in this way. Your child is learning what happens to meaning if the same words occur in a new combination. Draw pictures of what novel sentences mean. Demonstrate. Show.

To know if your child is learning this skill, you must evaluate what your child does with novel sentences (sentences that your child has never heard before). When you use a brand new sentence, like **Grandma does not want the ball**, watch carefully to see if your child has understood this. Does your child keep trying to give Grandma the ball or does he or she stop trying to give the ball to grandma. If your child puts the ball down, you know that your child is starting to understand all **does not** sentences. If your child fails to understand this novel sentence, you might want to make up a **does not** game.



When your child creates a novel sentence, you will also know that your child is learning how to combining words rather than use memorized word combinations.

## The GFCF (Gluten-Free, Casein-Free) Diet for Autism Spectrum Disorders

<http://www.autismweb.com/diet.htm>

What on earth are gluten and casein? Can removing them from my child's diet *really* improve the symptoms of autism, Pervasive Developmental Disorder or Asperger's Syndrome?

Gluten and casein get a lot of attention in the autism community and from doctors in the Autism Research Institute's biomedical movement. Some parents, doctors and researchers say that children have shown mild to dramatic improvements in speech and/or behavior after these substances were removed from their diet. Some also report that their children have experienced fewer bouts of constipation and diarrhea since starting a gluten-free, casein-free (GFCF) diet.

Author [Karyn Seroussi](#) says her son has no traces of autism, due in large part to a strict GFCF diet. Autism advocate [Donna Williams](#), who has autism, says she has been helped by "nutritional supplements together with a dairy/gluten-free and low Salicylate diet." (Salicylates are found in some fruits likes apples and other foods). Some people report no benefits from the GFCF diet.

Gluten and gluten-like proteins are found in wheat and other grains, including oats, rye, barley, bulgar, durum, kamut and spelt, and foods made from those grains. They are also found in food starches, semolina, couscous, malt, some vinegars, soy sauce, teriyaki sauce, flavorings, artificial colors and hydrolyzed vegetable proteins.

Casein is a protein found in milk and foods containing milk, such as cheese, cream, butter, yogurt, ice cream, whey and even some brands of margarine. It also may be added to non-milk products such as soy cheese and hot dogs in the form of caseinate.

There is growing interest in the link between autism and gastrointestinal (GI) ailments. A study by the University of California Davis Health System found that children with autism born in the 1990s were more likely to have gastrointestinal problems, including constipation, diarrhea and vomiting, than autistic children who were born in the early 1980s. Some people use the GFCF diet mainly to ease gastrointestinal problems and food allergies or sensitivities.

According to one theory, some people with autism spectrum disorders cannot properly digest gluten and casein, which form peptides, or substances that act like opiates in their bodies. The peptides then alter the person's behavior, perceptions, and responses to his environment. Some scientists now believe that peptides trigger an unusual immune system response in certain people. Research in the U.S. and Europe has found peptides in the urine of a significant number of children with autism. A doctor can order a urinary peptide test to see if proteins are being digested properly.

The GFCF diet has not gained widespread acceptance in the medical community yet. Studies of the diet

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have had mixed results. One recent study found behavioral improvements in children on a GFCF diet, while another study found no significant effects from the diet.

A researcher at the New Jersey Medical School's Autism Center found that autistic children were more likely to have abnormal immune responses to milk, soy and wheat than typically-developing children, according to a chapter in [Cutting-Edge Therapies for Autism 2011-2012](#).

Medical tests can determine if your child has a sensitivity or allergy to gluten, casein, soy and other foods.

Before you change your child's diet, consult with a physician and nutritionist to make sure you are providing a healthy diet and, if necessary, nutritional supplements. Some advocates of dietary intervention suggest removing one food from the diet at a time, so you will know which food was causing a problem. It also is helpful to ask people who do not know about the dietary change if they see any improvement after a few weeks.

It's often suggested to remove milk first because the body will clear itself of milk/casein the quickest. Gluten may be removed a month after the elimination of milk. It may take up to six months on a gluten-free diet for the body to rid itself of all gluten. That is why most advocates suggest giving the diet a trial of six months.

The diet can seem like a lot of work, at first. You must carefully read the ingredients on food packages. Beware of hidden casein and gluten in ingredient lists, such as curds, caseinate, lactose, bran, spices or certain types of vinegar. It may be hard to locate a substitute for the milk your child loves, although many children do adapt to the gluten-free, casein-free (GFCF) potato, almond and rice milk substitutes available. Look for varieties that are enriched with calcium and Vitamin D. In addition, many parents provide vitamin and calcium supplements to their children on the diet.

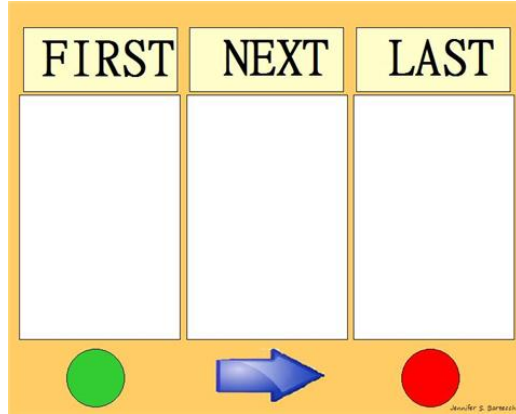
Many communities have health food stores or regular supermarkets that sell flour, bread, crackers, cookies, pretzels, waffles, cereal, and pasta made of rice, potato or other gluten-free flours. To save money, some families choose to make their own GFCF foods using some of the cookbooks below.

Foods that CAN be eaten on a gluten-free, casein-free diet include rice, quinoa, amaranth, potato, buckwheat flour, corn, fruits, oil, vegetables, beans, tapioca, meat, poultry, fish, shellfish, teff, nuts, eggs, and sorghum, among others.

Besides gluten and casein, some parents report that removing corn or soy led to equal or greater improvements in their children. Because soy protein is similar to gluten and casein, some diet proponents recommend removing it if the child seems very sensitive or does not improve on the GFCF diet.

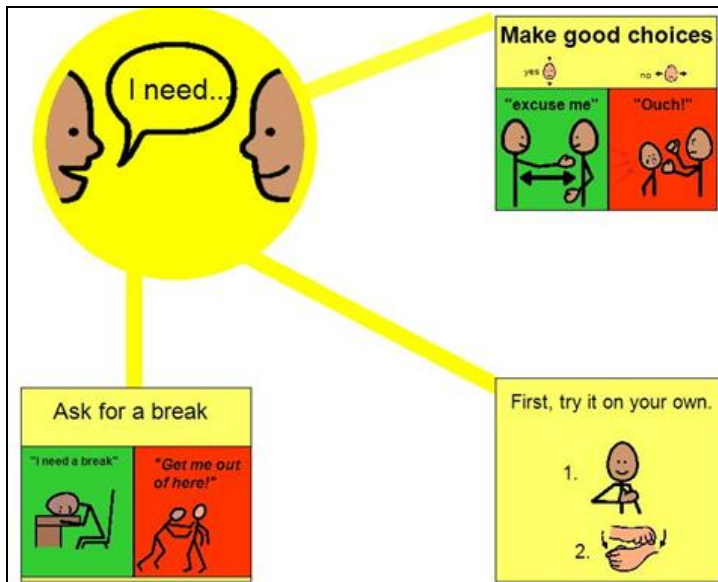
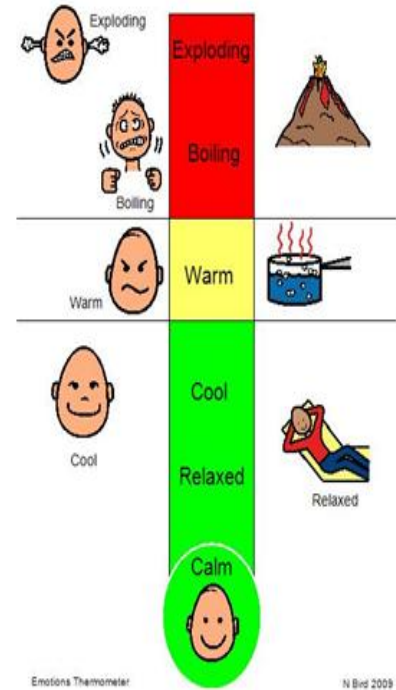
Research into the GFCF diet continues. A study released in 2010 shows benefits for some kids with autism spectrum disorder. "Our results suggest that dietary intervention may positively affect developmental outcome for some children diagnosed with ASD," according to the study. It was published in [Nutritional Neuroscience](#) by a research group that included Paul Shattock and Dr. Paul Whiteley of ESPA Research.

BoardmakerShare is the perfect community for finding thousands of Boardmaker activities on hundreds of topics. Now, the redesigned BoardmakerShare makes it easier than ever to share Boardmaker activities, and find the groups who are using them along with you.



Sequencing support to structure 3-step directives.

### Emotions Thermometer



Positive Behaviour Support <https://www.boardmakershare.com/Community/FriendsProfile/74796/h-murphy>



## Strategies for Teaching Children to Make Good Choices

<http://www.sandbox-learning.com/Default.asp?Page=160>

Choice is a big part of people's lives. We decide daily what to wear, what to do, and how to treat people. Teaching children how to make good choices is critical for independence and self-control. This article focuses on a variety of strategies for teaching choice making.

- 1. Allow Children to Make Choices** - Often it is easier to choose for children than allow them to decide for themselves. Unfortunately, lessons learned by making good and bad choices help children become responsible, independent adults. Choice also gives children a sense of ownership in activities. Take time to offer choices, create situations for choice, and reinforce the importance of good choices in your day.
- 2. Limit Choices** - Keep the number and types of choices within reasonable limits. For example, if you let a child pick a snack, give them two or three healthy choices. By providing only allowable choices you reduce opportunities for conflict and create a situation where they succeed at making a good choice.
- 3. Discuss Options** – When faced with decisions, think through and discuss the options to help children understand why one choice is better than another. Discuss possible choices, consequences, and why one option is better. For example, when leaving the house look outside and discuss the weather. Is it cold? Is it raining? Which coat is the better choice? What happens if you pick the light cotton coat and it rains? By guiding children through choices you teach them how to make decisions for themselves.
- 4. Consider Other People** – When decisions involve other people, discuss the implications of the choice for the other people. For example, if a child wants to use the swing for the duration of recess discuss: Have other people asked to use the swing? Are other children waiting for the swing? How would you feel if you didn't have a chance to use the swing? Are there other places you can play for part of recess? This helps children realize their choices affect people other than themselves.
- 6. Use Past Choices as Opportunities** – When a child makes a bad choice such as cutting in line, saying something hurtful, or playing rather than finishing homework, use the opportunity to discuss why the choice was bad, consequences, and better choices for the future. Ask the child what other choices they could have made and what may have happened. Additionally, use past decisions and consequences as reminders. For example, "Noah, remember how you played video games rather than clean your room yesterday and had to miss your favorite show and clean up? What do you think you should do today?"
- 7. Praise Good Choices** – When children make good decisions let them know what they did and why it was a good choice. For example, "Jason, I like the way you moved over to make room for Ella on the bus. It was nice of you to share your seat. That was a very good choice."
- 8. State When There Is No Choice** – Some situations such as safety and schedules have no choices. Holding hands crossing the street, participating in fire drills, and leaving on time for school are examples of times when there is no choice. Explain why these situations do not have choices and why all people must follow certain rules and schedules. Let children know if there is an aspect of the event that is their choice. For example, "We have to leave now for the bus, but you can carry your blue or red book bag."



# Understanding the Hidden Curriculum

Brenda Smith Myles Ohio Center for Autism

## Goals and Challenges

- To learn social skills and engage in social interactions
- To gain daily living skills
- To understand self, particularly as it relates to sensory and emotional needs
- To learn problem-solving skills
- To learn academic content

## Hidden Curriculum

The set of unwritten rules that no one has been directly taught, but everyone knows.

Violations of these rules can make an individual a social outcast.

Phrase associated with hidden curriculum:

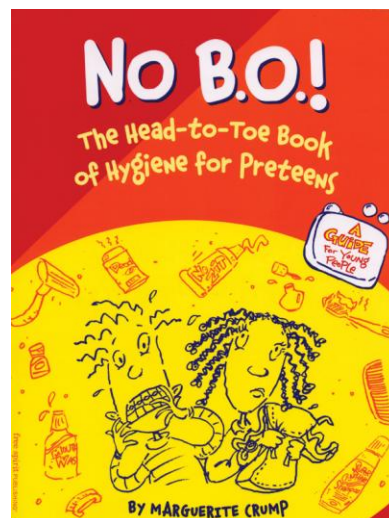
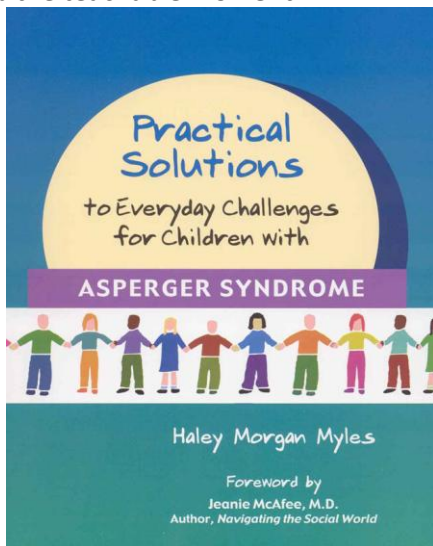
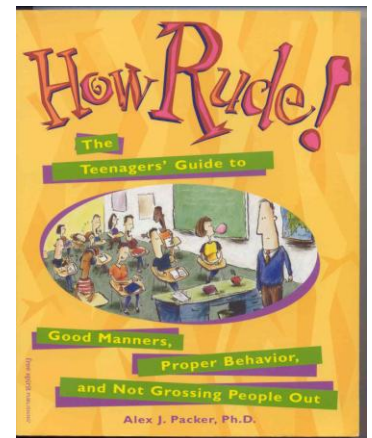
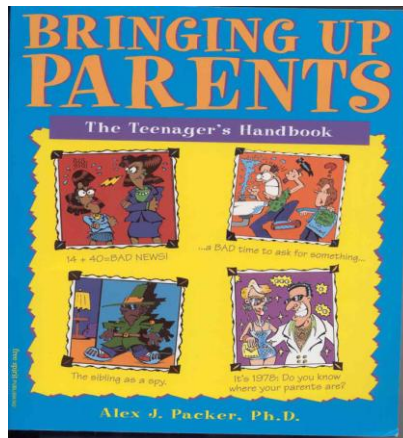
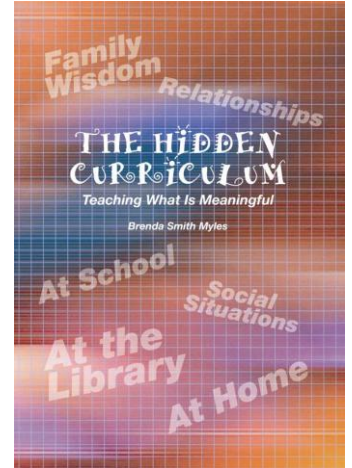
- "I shouldn't have to tell you but ... "
- "Everyone knows that ... "
- "It's obvious ... "

## Differs across

- Age
- Who you are with
- Gender
- Culture

## An Overwhelming Task

- One a day
- At home
- At school
- In the community
- **Grab the teachable moment**





## 20 Ways to Adapt the Science Lab

<http://www.paulakluth.com/readings/differentiating-instruction/20-ways-to-adapt-the-science-lab/>

Too often, students with disabilities, especially those with more moderate and significant disabilities, are excluded from the rich and complex experience of the science lab. This is unfortunate as many a teacher would argue that if students are not engaged in hands-on science, then they are not really “doing” science. In other words, science is about learning ideas and concepts, studying vocabulary, and understanding theories, but it is also about observation, exploration, and discovery.



Many learners will need adaptations or modifications in order to be successful in a lab situation. Twenty ideas that can help you support diverse learners in your science classroom are offered here:

1. Be explicit about what you want students to know and do in each lesson and model what you want to see (e.g., language, behaviors, techniques) in the lab.
2. Post expected lab behavior on a poster or chart that is clear for all to see- (emphasizing safety guidelines). Draw students’ attention to this information every time they work in the lab.
3. Organize your lab around “big questions” that all students can answer in some way. For instance, the question, “What is a rock?”, can be answered on many different levels. One learner will be able to show or give an example of a rock while other learners will learn that it is “consolidated mineral matter”.
4. Be sure to create very clear step-by-step directions for the lab. If needed, provide a checklist or even an illustrated checklist of steps.
5. Instead of pairing students alphabetically or randomly, think about individual needs to determine best partnerships. You might also give students a questionnaire to find out not who they want to work with but who they think they can work effectively with. Get suggestions from them but make the final decisions based on your observations. Some learners might have difficulty working with new or unfamiliar people. You may want to pair these students with a familiar peer.
6. Give different students different roles based on their strengths. For example, a student who is a strong writer might take notes for the group, while a student who enjoys public speaking might present the group’s findings to the class. You can also assign roles based on student needs. For instance, an individual who needs more practice with social skills might be asked to serve as the group facilitator.
7. Some students may be better served by working across groups instead of within a group. For instance, if measurement is a skill you are targeting for a particular student, you might have him visit each group to measure and pour liquids. If calculations are a target skill, perhaps he can help each group check and re-check their work.
8. If the experiment or lab requires procedures that are complicated or has directions that are easily misunderstood, be sure to clearly demonstrate these pieces in front of the students.



9. If reading the supporting materials will be a challenge for one or more learners, consider simplifying the directions, highlighting key words, or adding icons, tables, or photos to the text.
10. If you work with students who struggle with the writing requirements of labs, allow all or some to use portable word processors or to speak observations and findings into a tape recorder or digital voice recorder.
11. Add additional roles or tasks for students who are working on individual goals that would not typically be addressed during lab. If a student is learning to use a new communication device, for instance, you might ask her group to allow her to direct or, at least, introduce the activity with pre-programmed messages on the device.
12. Look for a range of materials that diverse learners can access to understand the key concepts or ideas being explored in the lab. For a lab on dissecting frogs, for instance, you might have a plastic model of a dissected frog, books on frogs, and an on-line virtual dissection available to learners who need extra support.
13. Provide more durable materials, if needed. Plastic beakers might be a better choice than glass ones for some learners, for instance.
14. When necessary, incorporate adapted materials that help students with sensory differences (e.g., talking thermometers, laboratory glassware with raised numbers).
15. Use technology as a support for diverse learners. For example, digital cameras can help students record steps of an experiment. An iPad can be used as a tool for collaboratively recording data.
16. For those who need repeated practice or extra materials for review, you might record experiments and give them to certain learners to view. Or you can post parts of your labs on a classroom website or on a site such as TeacherTube.com.
17. Reduce the writing component of the lab work. Instead of asking for the purpose, materials, procedure, and the conclusion, you might have some students responsible for writing only the conclusions. Or you might prepare a set of guided notes (a map or outline of the lab notes) for some learners; these individuals would only need to fill in the blanks where content is missing or finish diagrams or charts that have been partially completed.
18. Allow students to report their findings in a variety of ways. They might choose from writing a description, drawing a diagram, or explaining findings to a peer.
19. If a particular student needs supplemental activities or supports, he or she might spend some class time away from the lab gathering information that can be brought back to the whole group. For example, a student might explore websites for visuals that can be presented to the whole group.
20. To challenge some or all learners, ask them to design a new lab or experiment.





**Autism Spectrum  
Education Services**

## APPS FOR LEARNING

Here are a few Apps that I like:



**Snappy timer:** Snappy Timer is easy to use. You don't have to go through multiple screens to start a timer, just a single tap is enough.



**Doctor Who Comics!** The complete comic book adventures of the Doctor, all in one app. Only from IDW Publishing, the leader in digital comics. Includes 3 free comics, with over 50 comics available!



Science Class Experiments brought to you by Science House and featuring Science Teacher Dan Menelly, winner of the NSF Einstein Fellowship in Cyber infrastructure!



**TeacherPal** TeacherPal is a personal organizer for the teacher. It enables the teacher to organize classes, and students. Its simple and intuitive interface enables teachers to track the attendance, grades and behavior of students



**iCounselor:** Your portable **self help** tool. Learn skills to reduce your anxiety! All material was written by a licensed psychotherapist (LCSW) with twenty-five years of counseling experience. It has a colour coded scale to identify level of anxiety and strategies to follow.

**SimpleMind+ (mind mapping)**



Mind mapping tool that turns your iPad, iPhone or iPod touch into a brainstorming, idea collection and thought structuring device



**How To Videos: Videojug.com for iPad** Discover a whole world of handy how to videos at your fingertips – and all completely free! All the things you need to know. All the things you wish you knew. All the things you never even knew you needed to know...



**iPads for Learning**

<http://www.ipadsforeducation.vic.edu.au/>

This website is for educators who want to learn about using iPads in education. Here you will find information about the Victorian school iPads for Learning trial including specially selected apps, classroom ideas and technical tips.

### SHARE YOUR FAVOURITE APPS

**PLEASE EMAIL INFO ABOUT YOUR  
FAVOURITE APPS AND HOW IT  
SUPPORTED LEARNING WITH AN  
INDIVIDUAL, SMALL GROUP OR  
WHOLE CLASS.**



**ScienceDaily**<sup>®</sup>  
Your source for the latest research news

**RESEARCH NEWS**

## Who's Happy? How Long We Look at Happy Faces Is in Our Genes



ScienceDaily (June 28, 2011) — Though we all depend on reading people's faces, each of us sees others' faces a bit differently. Some of us may gaze deeply into another's eyes, while others seem more reserved. At one end of this spectrum people with autism spectrum conditions (ASC) look less at other people's faces, and have trouble understanding others people's feelings. New research published in BioMed Central's open-access journal *Molecular Autism* has found variations of the cannabinoid receptor (CNR1) gene that alter the amount of time people spend looking at happy faces.

The new research was led by Dr Bhisadev Chakrabarti at the University of Reading and Professor Simon Baron-Cohen at the University of Cambridge. Their earlier research had shown that polymorphisms (naturally occurring mutations) in CNR1 were associated with altered activity within the striatum (a region of the brain involved in emotion and reward behavior) in response to happy faces.

In the new study the researchers analyzed the DNA from 28 adult volunteers and tested (using a "gaze tracker") how long the volunteers looked at eyes and mouths of faces in video clips showing different emotions. The team found variations within two of the four polymorphisms in CNR1 correlated with a longer gaze at happy faces but not with faces showing disgust. Both of these genomic sites involved for happy faces were within part of the DNA which does not code for protein but instead may be involved in regulating protein production.

Dr Chakrabarti commented, "This is the first study to have shown that how much we gaze at faces is influenced by our genetic make-up. If replicated it has profound implications for our understanding of the drive to socialize, and in turn, the atypical use of gaze in autism."

Funding sources: Research grants from the Medical Research Council (UK); Target Autism Genome; the Nancy Lurie Marks Family Foundation; NIHR CLAHRC for Cambridgeshire and Peterborough NHS Foundation Trust, Trinity College, Cambridge.

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### Journal Reference:

1. Bhisadev Chakrabarti, Simon Baron-Cohen. **Variation in the human Cannabinoid Receptor (CNR1) gene modulates gaze duration for happy faces.** *Molecular Autism*, 2011; 2: 10 DOI: [10.1186/2040-2392-2-10](https://doi.org/10.1186/2040-2392-2-10)



# Resources



## What is a Social Detective?

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

To become a Social Detective, students learn to use their social smarts to figure out that others are having thoughts about them and they should have thoughts about others. Using these social smarts will help students make smart guesses and understand someone else's social plan. They also learn that their

own actions have consequences in how people think, feel and react to them. Components of becoming a Social Detective include:

- ◆ Using **Social Detective Tools** (your eyes, ears and brain) to understand the feelings of others.
- ◆ Being a **Social Thinker** - aware of the people around us and understanding that they are having thoughts about each of our behaviors.
- ◆ People have different thoughts about us when we do **Expected or Unexpected Behaviors**. Expected Behaviors are things we do and say that give people good thoughts about us and make them feel good, too. Unexpected Behaviors can give people uncomfortable thoughts and make them feel icky, or mad or bad. This means that we didn't figure out how to act in that place with that person, and they don't feel good about us.
- ◆ **Thinking With Your Eyes** - look at a person to make them feel that you are thinking about what they are saying or doing.
- ◆ **Brain in the Group** - paying attention to what is happening in the group by thinking about others with your eyes and listening to what they are taking about.
- ◆ **Body in the Group** - make others feel that you are part of the group by keeping your body turned toward others in the group. Also make others feel comfortable by respecting their space and not crowding them.
- ◆ When you learn how your actions affect what others are thinking, saying or feeling, you are using **Social Smarts**, and you are learning to be a Social Detective!

## **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 Mac

*Small Steps, Big Skills*<sup>TM</sup> 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

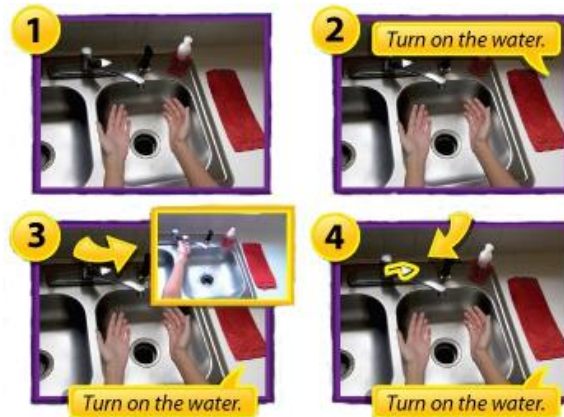
**Level 2 – Verbal:** Players hear a voice over of the step

**Level 3 – Verbal + Video Model**

Players watch a screen in screen video of the step

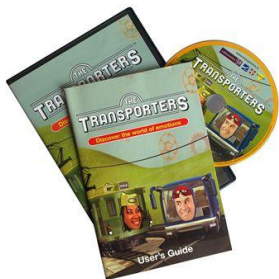
**Level 4 – Verbal + Simulated Physical**

Players see the correct step highlighted



**Skills Taught in *Small Steps, Big Skills*<sup>TM</sup>** The game will cost \$89.95 US + shipping and handling.

## Teaching Facial expressions and Emotions

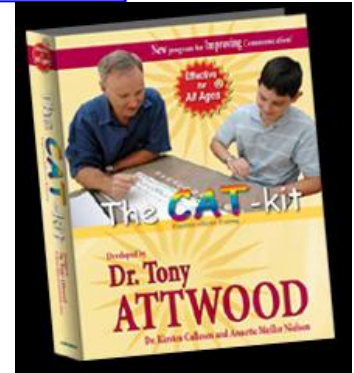


**The Transporters** was developed with the [Autism Research Centre](#) at Cambridge University. It uses animated vehicles with real human faces to help children transfer learning to real life. Episodes and quizzes are designed to be enjoyed repeatedly. Children love to watch them again and again - and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



**The CAT-kit** <http://www.catkit-us.com/>

The Cognitive Affective Training (CAT) kit is a program that consists of visual, interactive, and customizable communication elements for children and young adults. It is designed to help students become aware of how their thoughts, feelings and actions all interact and, in the process of using the various visual components, they share their insights with others. It is an easy and effective way to work with neurotypical children and young adults as well as with people with developmental disabilities.



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/>



## Internet



<http://www.learninggamesforkids.com/> Educational games are a great tool for building foundation math and language skills that today's elementary school curriculum requires. These online learning games and songs for kids are fun, teach important skills for preschool and elementary school kids and they're free. Want educational games that help build skills in math, language, science, social studies, and more? You've come to the right place!



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

Here you will find the best environment on the Internet for children living with various autism challenges. Zac Browser is software that allows your child to access games (a lot of games) activities (based on diverse interests) along with videos (that allow a stimulating experience and encourages children to talk). All games, activities and videos are specifically chosen for their positive effect on children suffering from autism.



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



<http://www.setbc.org/pictureset/>

**PictureSET** is a collection of downloadable visual supports that can be used by students for both receptive and expressive communication in the classroom, at home, and in the community. This searchable database allows you to find a wide range of useful visual supports for different curriculum areas, activities, and events. PictureSET resources are created and updated by dedicated professionals working with students in British Columbia.

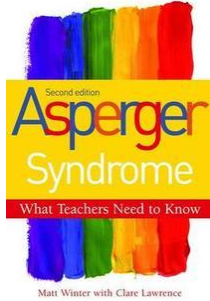
**SEN Teacher**      **Free teaching resources for Special education**

<http://www.senteacher.org/Home/>

SEN Teacher provides cost-free teaching & learning resources for students with special needs and learning disabilities. Many resources here may also be of use to educators of primary and elementary students.

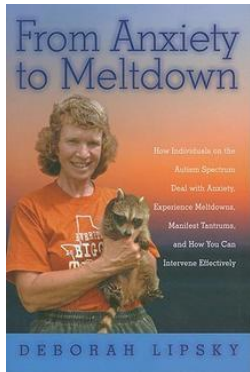


# BOOKS



## **Asperger Syndrome - What Teachers Need to Know** By [Matt Winter](#), [Clare Lawrence](#)

This fully revised and expanded second edition of "Asperger Syndrome - What Teachers Need to Know" is the ideal resource to point teachers in the right direction. Concise and instantly accessible, this book gives a clear summary of up-to-date information on Asperger Syndrome, describing the common characteristics to look out for, and offering simple strategies for adapting to the educational needs of students with AS. Packed with useful tips and practical advice. New material includes information for teaching older children and adolescents with AS, tips on what to do when problems arise, as well as suggestions for a whole-school approach to helping students with AS.

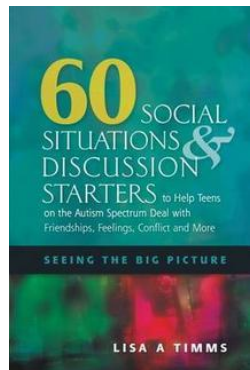


## **From Anxiety to Meltdown: How Individuals on the Autism Spectrum Deal with Anxiety, Experience Meltdowns, Manifest Tantrums, and How You Can Intervene effectively** By [Deborah Lipsky](#)

### **Table of Contents:**

Introduction.; 1. What are we thinking?; 2. Anxiety: Friend or Foe?; 3. Anxiety: Its Impact on Our Cognitive Abilities.; 4. Rituals and Routines: A Natural Defense for Anxiety.; 5. What is a Meltdown?; 6. How Does a Tantrum Differ from a Meltdown?; 7. Meltdown Triggers.; 8. Communication.; 9. Meltdown Strategies •

**About the Author.** Deborah Lipsky is a high-functioning autistic individual with substantial experience in emergency and trauma management, having formerly worked as a firefighter, emergency medical technician, and reserve police officer. She is now a Continuing Education Seminar Presenter and Keynote Speaker, and is a consultant for schools, agencies, and private parties, specializing in meltdown management plans.



## **60 Social Situations and Discussion Starters to Help Teens on the Autism Spectrum Deal with Friendships, Feelings, Conflict and More: Seeing the Big picture** By [Lisa A. Timms](#)

**Table of Contents** Introduction.; 1. Self Esteem.; 2. Problem Solving.; 3. Friendships.; 4. Dealing with Feelings.; 5. Self-Control.; 6. Conflict.; 7. Family.; 8. Community.; 9. Relationships.; 10. Cyber Safety.; 11. Classroom Skills.; 12. Job Skills. Appendix. Ways to Reduce Stress. Test Taking Skills.



## 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.



**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)