



## ASES e - NEWS

**FEBRUARY - APRIL 2010**

Hello Everyone,

This term there will be two new workshops, half day and whole day workshops plus an evening session for parents and carers. I hope the holidays are going well and I will see you in 2010.

**Cristina**

### WORKSHOPS

Download registration forms from website:  
[www.autismspectrumeducation.com](http://www.autismspectrumeducation.com)

- **REGIONAL: Half day workshop: Thursday February 11 at WARRAGUL CLUB, Warragul**  
"Intro to ASD: Positive behaviour Support"
- **WEST Half day workshop: Tuesday Feb 16 at Williamstown RSL**  
"Intro to ASD: Positive behaviour Support"
-  **EAST: Friday February 19 at Dorset Gardens Hotel, Croydon**  
"Intro to ASD: Supporting students with ASD at Secondary school" (Almost ready)
- **South: Whole day workshop: Wednesday February 24 at Chelsea Heights hotel**  
"Intro to ASD: Positive behaviour Support & Learning and Social Success with Visuals."
-  **EVENING SESSION: Tuesday March 2 : Monash Community Inn , North Clayton**  
"Getting the best education for my child with ASD" 2 hours
- **WEST Half day workshop: Friday March 5 at The Club, Caroline Springs**  
"Learning and Social Success with Visuals."
- **North: Whole day workshop: Wednesday March 17 at Furlan Club, Thornbury**  
"Intro to ASD: Positive behaviour Support & Learning and Social Success with Visuals."
-  **EVENING SESSION : UK,SHEFFIELD Monday April 12: Wadsley Parish Church**  
"Behaviour is Communication" 2 hours

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- I am available for Professional learning sessions at your school or organization.
- Also I am available for Parent coaching. *Contact me by phone or email.*



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

- Use their special interest or ability to explain a task that is difficult. For example, speak in math terms to describe a concept they don't understand if their special interest is mathematically based.
- Encourage flexible thinking styles. Ordinary objects, use object or visual, discuss their various uses common & unusual.
- Showing an interest in their special interest
- Enthusiastic and specific praise for appropriate behaviour.
- Use Rewards to motivate
- One positive strategy that works with my child is no eye contact and back away when becoming unruly.
- To encourage good listening and concentration a stopwatch was used and rewards given if the student could behave and listen for a given time period e.g 5 minutes.
- Avoid red or green white board markers.
- Reluctance to come to school. Take child to quiet area and do some physical activities then enter class.
- Teacher sends me a text message if she is going to be away from school so I can prepare my daughter for the change.
- Use calm voice, angry voice makes things worse.
- Keep a close eye out for the first signs of stress. Remain calm & patience.
- Make eye contact with child before giving an instruction.
- Jumping on trampoline, helps to calm.
- Sensory rubber cushion to sit on chair and floor.
- Year 11 student: Being able to sit in the same seat in the classroom.
- A quiet corner within classroom with sensory toys, books etc to have time away.
- Large Whiteboard at home with upcoming events highlighted.
- Prep child, 2 copies of worksheets. First, he can do as he wants (draw around it) for a few minutes then second sheet to be completed as asked.
- Be prepared know what triggers tantrums: use visual prompts
- Cross age tutoring younger children .
- Reward scheme with points! She loves adding up.
- Time out: listening to music in quiet place.



## **P**REPARING FOR **S**UCCESS: **T**HE **K**EY **11** **S**TRATEGIES

The start of the year is an important time to look at how to create an environment for success. Over the years I have found there are **11 key strategies that are most important to set EVERYONE up for success.**

### **1. Individual:**

Everyone with ASD is different and we need to get to know the individual child.

### **2. Routines:**

Creating predictable routines gives students confidence, independence and reduces anxiety.

### **3. Schedules:**

Allow the student to anticipate activities and routines. They are a great tool to develop independence.

### **4. Visuals:**

Use visuals to enrich the learning environment. There are a huge range of visual tools available to support students learning and this can include photos, black and white line drawings, gesture, written word. Visuals can be used in many ways including schedules, calendars, worksheets, social stories.

### **5 Communicate Clearly:**

Do not assume the student understands you. Most people with ASD are visual learners and need time to process speech. Many students find whole class instructions difficult to follow. Communication can be supported by using visuals, sign language, gesture and written word to support verbal language. For example: if you write whole class instructions on the board many students will find them easier to follow.

### **6. Limit Choices/Adapt Activities:**

By adapting activities and reducing choices you will find students with ASD engage more quickly in activities and are more successful. For example if a student is told to choose a book from the shelf to read they may find that overwhelming or keep changing their mind and swapping books. If instead you show them 2 books to choose from, they are more likely to engage in reading - which is the goal.

### **7. Create Social Opportunities:**

Just putting students with ASD around other children will not magically create friendships and social interaction. Most students need assistance in social situations, so creating opportunities that are supported will help interaction. For example, a club in the playground where the child can interact with a small group of children in a structured activity.

### **8. Prepare Environment for Transitions:**

Transition times can be the most confusing and stressful time for students with ASD. It is very important to plan ahead and have strategies in place to ensure smooth transitions. This is where routines and schedules are very effective, as they allow the student to anticipate the change and know what is expected. Time Timers are also wonderful as they pre-warn the student how long before a change.

### **9. Prepare for Behaviour:**

Knowing the student and having information on what may upset the student or cause a meltdown is very important. As you can't anticipate all behaviour and in a busy classroom may miss triggers the MOST important part is to have a strategy to calm the child once you notice their behaviour is escalating. Talk to family, carers, past teachers and find out WHAT strategies work once the student's behaviour is escalating.

### **10. Choose your battles. Prioritise:**

When you start the year and talk to parents you could end up with an extremely LONG list of goals for the student. Decide the top 2 or 3 goals and work on these first. It is very important that everyone at home and school is focused on the same goals as this ensures success.

### **11. Set up for Success / Reward/ Motivate:**

EVERYONE needs to be motivated and and rewarded not just the student. EVEN the smallest successes are worth celebrating.

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## AUTISM and Face Blindness

<http://www.articlesbase.com/disabilities-articles/autism-and-face-blindness-1211176.html>

Many people on the Autism Spectrum report that they experience a 'condition' called Face Blindness.

What Face Blindness means for the individual, is that they have difficulty recognizing and remembering the faces of familiar people or remembering newly introduced persons. Sometimes the changes in a known person's appearance, for example a hairstyle, can cause tremendous anxieties for a person experiencing the effects of being face blind. Some children have been known to feel and appear extremely upset by the presence or approach of a person they feel they don't recognize. To them this 'stranger' may be envisaged as a threat to them.

Extreme forms of Face Blindness can cause an individual to not even recognize their own immediate family members, friends or others close to them, or even their own reflection in a mirror.

Typically, a person who doesn't experience Face Blindness can differentiate one person from the next by the structure and facial features and expressions uniquely individual to us all. Even in a crowd of people, this person could quite easily 'pick-out' someone familiar to them.

Face Blindness, though, is not unique to some person's on the Autism Spectrum. It is believed (by scientific studies – see link below) that about 1 in 50 people potentially maintain a form of face blindness. This 'condition' can be acquired through injury or an illness affecting the brain, or just be part of the individual's natural beingness.

But imagine the impact of Face Blindness on a child, teen or adult on the Spectrum, who may already be experiencing, learning to manage or trying to control anxieties and stressors regarding living with their personal and unique degree of Autism and how such impacts on their daily lives?

Maybe your autistic son or daughter rebels at the thought of a family get-together; a play in the park with other kids; going to school; going to the doctors; leaving the house; other's visiting your house; changes in the appearance of yourself, themselves or others?

Just maybe their fears could be associated with Face Blindness.

When ascertaining the reasons for some of our autistic children's behaviours and moments of extreme anxiety or distress, (especially in crowded places, schools, university, family get-togethers, daily interactions with individuals and/or groups of people etc.) it is worth considering Face Blindness as maybe one of the potential reasons for their upset.

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A colleague of mine, who is Face Blind, an Autism Consultant and on the Spectrum herself, recognizes me by my voice (intonation for example), the way I move (e.g. walk), and so on. She draws greatly on her intuition and sensing abilities; knowledge bank of the body language, demeanour (etc.) of past personal meetings/interactions with people to conclude a 'picture' of the person she is, for example, greeting again.

A child, teen or adult who experiences Face Blindness can and needs to be assisted with developing strategies to manage this so that their rightful quality of life, including self esteem, feeling safe, respected and understood, is honoured.

Strategies such as saying your own name to the person as you approach them, for example, "Good morning *Lilly*, it's *Joe*." This allows the person to intuit, sense and relate to your name and tone of voice as you approach them. Limit or don't change your appearance during the course of an interaction. If in a group scenario, (school class etc.) maybe maintaining a picture set of each person with their name attached to each photo may help. Prepare the individual for any changes in your appearance and so on.

Teaching and helping an individual living with Face Blindness about focusing on and learning to recognize specific features of a familiar persons' face can help reduce the anxieties associated with the 'condition'.

One person on the Spectrum described Face Blindness to me as being like experiencing all people's faces as 'blank canvases' in a painting; non descript and meaningless.

Given that recognizing and differentiating between the individual faces of people can help us determine whether that other person is a friend or foe; known or an unknown; threat or non-threat and so on, experiencing Face Blindness as part of our being can cause great distress, pose potential dangers, create fear and uncertainty regarding interacting with others, can isolate one socially and emotionally, decrease self esteem, impact greatly on other parts of our life (work, school etc.) and generally be debilitating – depending on the degree of the Face Blindness. Each person's experience of Face Blindness will be unique to them and the strategies required to assist them will also need to be tailored to suit each individual.

For more info regarding Face Blindness; <http://www.abc.net.au/catalyst/stories/s1982889.htm>

<http://blog.donnawilliams.net/2006/04/02/face-blindness/>



## SENSORY INTEGRATION

[www.thegraycenter.org](http://www.thegraycenter.org).

There are a variety of factors that lead to a diagnosis of an autism spectrum disorder (ASD) when they occur together, language and communication differences, and behaviours, interests, imagination also the category of sensory integration. This is not part of the "triad of symptoms" originally described by Lorna Wing, but is becoming an increasingly accepted and anticipated facet of ASD.

### **When a person's sensory system is not well-integrated, he or she may:**

- \* *Have difficulty screening out unnecessary noises, struggle to focus on the important ones, and may sense some sounds as unusually painful*
- \* *Have difficulty paying attention to important details without being distracted by tags in clothing, temperature, or other sensory input*
- \* *Be intolerant of different textures when eating or touching things*
- \* *Slam doors or use too much force in other areas, since the proprioceptive system is not signalling how heavy the door is and how much force is needed*
- \* *Walk into things or step on people's toes, due to a lack of understanding of where his/her body is in space*
- \* *Be bothered by too much visual input--fluorescent lighting, too many objects or colors, too much activity or motion*
- \* *Stand too close while talking with someone, or complain that someone else is too close, since he/she lacks an awareness of appropriate personal space*
- \* *Use a voice that is too loud or too soft for the current social context*
- \* *Shut down or melt down, when the sensory system becomes over-stressed*

You may or may not have a well-integrated sensory system. But either way, it's likely that you have developed strategies over the years to keep your system functioning more efficiently and to help yourself stay comfortable. Some people chew gum or drink coffee to stay alert. Some cross their legs while sitting and bounce their foot, or tap their pencil on a desk for additional input or to calm themselves. Some wear gloves when gardening because they don't like getting their hands dirty, or while cleaning because they don't like to get their hands wet or dislike the lingering smell of cleaning solution which might remain on their hands.

When we're working with children, we have a tendency to remove such options which might improve their functioning or help them stay more comfortable. Often we do not allow chewing gum in class, we do not provide gloves for finger-painting, and we tell students to sit still while they're completing their assignments. Then we're surprised or frustrated when they have difficulty participating in the activity successfully. Occupational therapists have made great strides in introducing "sensory diets" in classrooms to provide the feedback so many students

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need, whether swinging, pushing or pulling heavy objects, "brushing" (the Wilbarger method), weighted vests, bouncy seats or balls to sit on while working, etc.

*It may be helpful to ask someone with sensory integration dysfunction which sounds, smells, and other sensations are most disturbing to them. You may be able to change the environment to be more conducive to their needs, or provide strategies which would help them be more successful in spite of their challenges.*

Books such as "Answers to Questions Teachers Ask About Sensory Integration" and "Understanding Regulation Disorders in Sensory Processing in Children" can be helpful if you'd like more information about this topic.

*Laurel Falvo, CFLE*

*Certified Family Life Educator*

*Executive Director, The Gray Center for Social Learning and Understanding*

## **How Can I Connect With My Autistic Child?**

### **DADS and AUTISM**

Article URL: <http://www.medicalnewstoday.com/articles/165559.php>

29 Sep 2009



For fathers coming home from work and find it impossible to connect with their autistic child, it can typically be the straw that breaks the family's back. Where most children will greet Daddy with a hug, many autistic children aren't capable of affectionate interactions that keep a family intact.

Emerson B. Donnell III lived that experience every day, decided to do something about it, and his research and experience has delivered results that no one could ever have thought possible. Specific strategies designed to elicit proper emotion have blossomed back into true affection. Today, Donnell's son will greet him at the door with hugs, kisses and an engaging smile. The strategies to bring their world together have also helped his son's speech increase exponentially.

Donnell, author of "Dads And Autism, Learn How To Stay In The Game" from Altruist Publishing (<http://www.dadsandautism.com>) said that without the proper tools, developing a loving connection can be a monumental task. But getting that toe-hold is the seed towards healing not only the child, but the family as a whole.

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Donnell's approach combines tactics from a variety of proven sources, meshed with his own personal experiences. The result is a systematic program that enables fathers (and mothers) to bond and develop affection in their autistic child with specific tactics and strategies that can be exercised in the comfort of their homes.

"The new therapy that I've applied is called Applied Affectionate Behavior Analysis (AABA)," he said. "I have also coined the term Discrete Affectionate Trials (DATs). These are specific exercises designed to elicit and develop proper emotion and affection in autistic children."

Autism need not be a prison sentence for your child, or for your family, Donnell added.

"I can say with all certainty that if it wasn't for the specific I use at home, my son would still be a distant eyed stranger in my house," he said. "Developing these tactics have not only saved my son, but very possibly my marriage."

Source

**Emerson Donnell**

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### People with Autism Spectrum Disorder often have difficulty with organisation: SUE LARKEY

Some examples of this could be:

- Forgetting or losing things
- Difficulty moving from one activity (classroom) to the next
- Asking constant questions about when activities are going to occur
- Difficulty starting activities for example a student asked to write a story may have difficulty organising: pen, book, place to sit (table/chair.... then trying to decide what to write about
- Difficulty making choices

### SUCCESSFUL STRATEGIES for Classroom Routines

- ✓ Set up routines: always sit in same seat
- ✓ Have pen/pencil attached on string to table (if they constantly want to sharpen pencil have set times in day when can sharpen OR have a box all sharpened at the start of the day)
- ✓ Have an outline/template on table of where to put book, pencils, etc
- ✓ Instead of going to a locker/tote box have all their books at table (this can be in book boxes which stand up or bag on back of chair)

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- ✓ Pencil Case has list of what to have inside and student must check before leaves classroom (or you can use pictures cut out of catalogues on a card, covered in contact)
- ✓ Minimise number of folders/books/stationary
- ✓ Use Diary's, Calendars, Notes to help remember

### **SUCCESSFUL STRATEGIES for Work Activities**

- ✓ Have a Schedule of sequence of activities to be completed. This can be pictures, written word etc
- ✓ Let the student tick off/ turn over/ put completed items in box etc
- ✓ Break activities down into small, manageable tasks
- ✓ Minimise organisation requirements: If you aim is for the student to sit and complete a written task have everything set up so they can get straight to work (ie: book already ruled up, pencil on table etc). Some students spend SO long getting organised they never get any work completed.

## **Body warm-up for classroom work**

©2007 [Ellen Notbohm](#)

For a lot of us, getting back into the rise-and-shine routine of the school year can be challenging. We grown ups have coffee to help us out, but our kids face those early mornings sans caffeine. And if you are a kiddo with autism, starting the engine on your hypoactive proprioceptive system can be especially confounding.

Our occupational therapist extraordinaire, Veda Nomura, uses this “body warm-up for classroom work,” and has given me permission to share it with you here. Just a few minutes doing these exercises at the start of class will help wake up those sluggish senses. The great thing about it is that while it will be invaluable to the sensory-challenged student with autism, all kids will benefit as well. Here we go:

Deep pressure stimulation: Have children press the thumbs of each hand into their palms. Tell them to “put ten dots on each palm,” pressing deeply and firmly all over. Next, squeeze the arms and shoulder by crossing the arms and squeezing the right side with the left hand and the left side with the right hand.

Skin sensation: Have students rub-b-b-b-b the palms of their hands together, then the backs of their hands, then rub in between their fingers. Have them “give themselves a hand:” clap loudly! Then have them “give themselves a pat on the back” –*pat, pat, pat, pat, pat* – and then a pat on the tummy...the head...arms and shoulders.



Muscle sensation: Children will now “put on their writing gloves.” These are very long, tight gloves. Pu-u-u-ull the glove up to the shoulder with firm pressure strokes. Repeat several times. Be sure to get out all the wrinkles in each finger of the glove!

Resistive pressure: Students push their palms together and then grasp their fingers together at chest level while rubbing the palms together. Have children try to pull their hands apart.

Joint compression: Have students press their hands into the desk. Next, they press their hands into their thighs trying to press their feet into the floor.

The routine works just as well at home. Do it with your child and see if you don't feel more alert.



***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>



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

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?

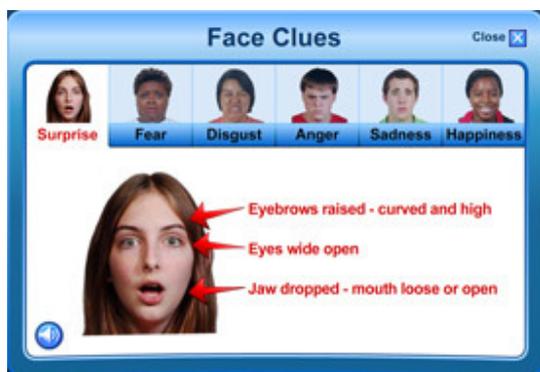
FACELAND uses an Amusement Park theme to engage and motivate. 6 “Schools” introduce concepts as “clues” and 11 game-like activities offer practice that is fun!

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**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.

- Easy-to-use progress tracking provides data about correct and incorrect responses for each emotion and activity. This data helps teachers understand the specific expressions that a user struggles with and helps target remediation efforts. FACELAND reports "time on task" and assignments can be individualized. Student reports can be printed out for inclusion in portfolio progress evaluation and IEPs.

## INTERNET



<http://www.surreycc.gov.uk/> Booklet 'Breaking down the barriers to learning' that provides practical strategies for achieving successful transition for students with Autism and Asperger Syndrome.

[http://www.carsonst.wa.edu.au/parent\\_schoolfor.htm](http://www.carsonst.wa.edu.au/parent_schoolfor.htm) Download this fantastic Booklet. 'GETTING STARTED!!! Using Visual Systems to Promote Communication'. There is also a video to watch how to use visuals.



## **BOOKS**



**Preparing for Life: The Complete Guide for Transitioning to Adulthood for Those with Autism and Asperger's Syndrome** by Jed Baker

**When My Autism Gets Too Big! A Relaxation Book for Children with Autism Spectrum Disorders** by Kari Dunn Buron Brenda Smith Myles

**Motivate to Communicate! 300 Games and Activities for Your Child with Autism.**  
Simone Griffin and Dianne Sandler.

**What Did You Say? What Do You Mean?: 120 Illustrated Metaphor Cards, plus Booklet with Information, Ideas and Instructions.** Jude Welton.

**Communication Issues in Autism and Asperger Syndrome: Do we speak the same language?** Olga Bogdashina.

**An Asperger Dictionary of Everyday Expressions: Second Edition.** Ian Stuart-Hamilton.

**First Steps in Intervention with Your Child with Autism: Frameworks for Communication.**  
Phil Christie, Elizabeth Newson, Wendy Prevezer and Susie Chandler.

**Challenge Me! (TM): Speech and Communication Cards.** Amanda Elliott.

**Marcelo in the Real World (Hardcover)**~ Francisco Stork  
MARCELO IN THE REAL WORLD is a thoughtful book tells the very special story of Marcelo, a seventeen year-old boy with a high-functioning autism spectrum disorder. Told from Marcelo's point of view, the reader is transported into a very unique way of thinking, bringing Marcelo's world alive with amazing clarity and detail.



## 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 listed below:

(03) 9657 1600

- [www.autismvictoria.org.au](http://www.autismvictoria.org.au)



## Helping Children with Autism Parents & Carers: General Enquiries

### 6. PlayConnect 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)



### What is Proloquo2Go?

Proloquo2Go™ is a new product from [AssistiveWare](http://AssistiveWare) that provides a full-featured communication solution for people who have difficulty speaking.

It brings natural sounding text-to-speech voices, up-to-date symbols, powerful automatic conjugations, a default vocabulary of over 7000 items, full expandability and extreme ease of use to the iPhone and iPod touch.

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*"The price is so compelling, and the software and hardware platform it runs on so radically improved over current devices in its category, that if not quite a paradigm shift, markedly raises the bar for accessibility, ease of use, and [Connective Technology Solutions](#)*

With a price of **approx \$239.99** Proloquo2Go is a perfect solution for anyone who cannot afford spending thousands of dollars on an AAC device and yet wants a solution that in terms of sheer communication power and easy of use rivals solutions typically priced over 10 times as high. It is also perfect for teenagers and young adults who want a device as cool as the iPhone or iPod touch. Not to mention, this a great solution for children and adults with autism, cerebral palsy, down syndrome, developmental disabilities, or apraxia. Proloquo2Go can also serve adults with acquired disabilities such as ALS, stroke or traumatic brain injury. It can be a useful solution in hospital and rehabilitation settings.

*"Proloquo2Go allows the user, especially tween, teen and young adult users, to be "just like the other kids" in terms of carrying something everyone else carries. I am so impressed with the language and cognitive pieces of the software."*

Kate Ahern, M.S.Ed. [Special Educator and Blogger](#)



Special educators, speech language pathologists, occupational therapists have found Proloquo2Go a proven communication solution for children and adults who can access the iPod touch. Educators see it as a cost-effective solution for special education. Augmentative and Alternative Communication specialists love the ease of programming and customization. Users love Proloquo2Go because it is not only powerful, but it runs on the **iPhone and iPod touch**. Parents appreciate the system because it is easy to program and makes their children cool. Proloquo2Go can be used as a companion to a table top device or as a user's sole AAC device.

*Proloquo2Go is extremely user friendly, and easy to figure out how to program... particularly for someone like myself who is not particularly tech savvy.* Kristen Chao, M.S. CCC-SLP Senior Speech Language Pathologist Kennedy Krieger Institute

Proloquo2Go uses [Acapela Group](#)'s state-of-the-art Text-to-Speech voices. The current version includes North American English male, female, girl and boy voices. These can be swapped for British English voices by downloading these over Wifi from inside Proloquo2Go. Support for other languages and voices is in the pipeline. Proloquo2Go provides the innovative, new VocaSpace vocabulary that is build on an extremely flexible organizational system and includes close to 8000 symbols from [SymbolStix LLC](#). Conjugation support is provided through [Ultralingua](#)'s Grammatica technology.

