



# ASES e-NEWS

**JULY 2010**

Hello Everyone,

I have collected more articles for educators and parents for you to enjoy and to pass on to others.

**Cristina**

## WORKSHOPS

Download registration forms from website:

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

-  **Tuesday July 20: Behaviour is Communication: PARENT SESSION**  
Evening session: **MULGRAVE COMMUNITY CENTRE**
- **Tuesday July 27: Doncaster Shoppingtown Hotel**  
Half day workshop: **Learning and Social Success with Visuals**
- **Friday August 13: SOUTH OAKLEIGH CLUB**  
Whole day workshop: **Intro to ASD, Positive Behaviour Support & Learning and Social Success with Visuals**
- **Wednesday August 18: Village Green hotel GLEN WAVERLEY**  
Whole day workshop: **Intro to ASD, Positive Behaviour Support (Cristina) & BE SENSE-able! Using sensational Sensory strategies to help kids learn (presented by Monica Leo OT)**
- **Monday August 23: The CLUB, Caroline Springs**  
Half day workshop: **Intro to ASD, Positive Behaviour Support**
- **Wednesday September 1: VENETO CLUB, Bulleen**  
Whole day workshop: **Intro to ASD, Positive Behaviour Support & Learning and Social Success with Visuals**
- **Monday September 6, MULGRAVE COUNTRY CLUB**  
Half day workshop: **Intro to ASD, Positive Behaviour Support**
- **Wednesday September 15: Italian Sports Club of Werribee**  
Half day workshop: **Learning and Social Success with Visuals**
- **I am available for Professional learning sessions at your school or organization.**

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

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

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

(03) 9795 0328



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

- Keeping a tub of favourite things/ toys to use as rewards or to take outside.
- Tell the child something positive about their work or behaviour.
- “Track chat” When my student is becoming overwhelmed or distracted...we walk around the track for a quick chat before returning on task.
- When rocking starts, the sensory frog comes in handy to help calm.
- “Classroom coaches” Give students with ASD opportunities to be leaders and coach others things they are good at.
- Reminder cards for what they need in class. Place in students pockets.
- “Waiting spot” where he goes at bell time. A lot safer use to run off.
- “CALM corner” to take a break/ settle down.
- We use a writing board that is on a 45 degree slope, it helps with writing and drawing.
- When the student is very hyped up we have a small trampoline in the corner for calm down time or even reward.
- Try to provide time for one to one conversation and clarification of work.
- As a reward for a completed task, a joke from the joke book.
- PRAISE: Physical contact, a high Five! Pat on the back, Handshake! Knuckles!
- Point system in classroom- students rewarded for positive behaviours. Student told what behaviours they have excelled in.
- Each morning to have a discussion/ conversation to plan day.
- When student starts being disruptive in class, I ask him to stop and we will discuss it after class. Don't engage in argument.
- Plan ahead, prepare schedules for the student to work through and tick off completed tasks. Lots of structure and reward charts.
- Colour coded exercise books and timetable. Start the day with a positive joke or talk to student on how we are going to have a good day.
- High school student: Start day by talking about her favourite programme. Get her organised . Make sure she is partnered with a friend to do work.
- Break down work to the level of the student s to improve comprehension.
- Patience. Never rush the student to give answers, wait for a response.
- Time out to calm down – take a walk.
- Schedule “ down time “ each day.
- As a teacher from the middle school, I attempt to build a relationship with the children in prep onwards. It usually makes transition to middle school easier.
- Use immediate behaviour and achievements to logically “persuade” child what he can do. Use his own frustrations and to illustrate that others react similarly. Always clear and logical.

2

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

*educationasd@yahoo.com*

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

(03) 9795 0328



## Simple, Practical Visual Strategies that Work

<http://www.usevisualstrategies.com/AutismNewsletters.aspx>

I've encountered people who master having a schedule or a snack choice board for students and they feel like they are done. They don't see beyond those first visual tools that they have created. I wish they would realize that they have only just begun to tap the possibilities with visual strategies.

The "magic" of visual strategies is that they are the perfect tools to teach those concepts that can be so difficult for lots of students to understand. There are endless opportunities to teach concepts and solve problems with visual tools.

### Here's an example from Caity's Mom

Caity wasn't happy about getting her clothes washed. Changing clothes caused problems. So here is how Mom explained how she handled it.

*This **Washing Clothes** card helped us through a lot of trying situations. Caity did not understand the concept of dirty clothes. But she knew SHE needed a bath. So I created a visual for Caity's clothes to have THEIR bath in the washing machine. In the meantime, she could make a choice of other clothes that she could pick.*



Pretty clever, isn't it? And it's so simple. It isn't the fanciest chart and I don't think it took a long time to create. But I have no doubt that this little gem saved Mom from dealing with lots of tantrums along the way.

### Transitions can be "messy"

Transitions are some of the toughest times for lots of children, whether or not they have special needs. Kids don't want to stop what they are doing to join

our agenda, whatever it may be . . . especially if they are having fun. Here's a visual transition tool that helped Caity succeed.

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

*educationasd@yahoo.com*

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

(03) 9795 0328



Caity's Mom reports *The Transition Tool* was my lifesaver for transitioning Caity. First she would see me take it out to use. Just seeing it helped her to know that something was going to change. I would then give her a few moments to adjust to the "idea" of going. Then I would begin the countdown. I would always observe her to see how she was handling the idea of leaving.

Then I could either go slower or faster depending on how well she was doing. But (important to remember) when I got to the last number, I HAD to be ready to go immediately.



When she was younger I could do a countdown method from "5-4-3-2-1-time to go" flip chart. I put favorite cartoon characters on the top of the flip section to help motivate her to look at the transition tool. I was in control of the countdown, so when I got to three, I would observe her to see how well she was handling the idea of ending her activity. I could either slow down the remaining count or speed it up. It depended on the situation.



As soon as I got to the last flip of "time to go" or "all done" I needed to be ready to go because she could leave without me. I put a clear plastic pocket on the last flip section. Then I could change the wording with a little card to have it say whatever I would like. For example, "go home," "stop TV," or "all done".

I used the transition countdown tool for several years and finally progressed to the five-finger countdown, and then eventually (years later) I was able to just tell her "time to go."



### **What a simple solution**

The flip chart worked! Just look at it. Duct tape and a few stickers. Not fancy, but Caitly understood exactly what it meant. Mom counted down 5, 4, 3, 2, 1. Could she have made it count up like this . . . 1, 2, 3, 4, 5 ? I think so. It really doesn't matter as long as Mom and child both have the same understanding.

### **Please note this**

Mom describes how she used the cardboard & duct tape version. Later on, the system "morphed" to using her fingers. And later on, the system "morphed" to a verbal system.

### **Here's a common question**

"OK, I am using some visual strategies and the student is responding. When do I start to "wean them off" so they don't become dependent on them?" The answer to this question is "maybe never." Or the visuals may gradually be replaced, but that may take a really long time . . . like years.

### **The bottom line**

Visual supports may change and morph as time goes on because the student's needs change. But using visual tools to help them handle the events of life successfully can be lifelong . . . and that's a good thing.

## **Video Modeling** By: Angela McDonald-Timpone

Since our son, Tristan, was diagnosed with autism spectrum disorder (ASD) six years ago, we have had the opportunity to blend several interventions and therapies together to create a unique program that took Tristan from a limited

communicating five year old to a reading and writing eight year old with close buddies. Luckily, Tristan's team of educators and professionals understand that he thinks and learns visually.

When Tristan entered kindergarten he knew one letter, T. To Tristan the alphabet was just symbols with no meaning. At a planning meeting, our team took another approach; why not make a video using the classroom alphabet flash cards, letter sounds, and relevant people or places. Like, M is for Mom and Michael. Over the summer Tristan watched the alphabet video over and over and by the beginning of first grade, he knew all his letters, most of the letter sounds, and by mid-school-year was reading at grade level.





**What is video modeling?** Take a topic that your child struggles with, it can be academic, routine, or social and set-up the scenario you want to teach, then video it. We have used video modeling to teach Tristan his part in the school play, how-to sit facing a friend and play, how-to play t-ball, greetings, and much more. It is easy and effective. Get out your video camera and make a movie for your child to watch and learn

**About the Author:** When not chasing after her three boys, Angela writes and lectures about autism spectrum disorder and parenting. To learn more about Angela, Parenting Autism (her company), and to see video modeling in-action , visit [www.parenting-autism.org](http://www.parenting-autism.org) .

### [Video Modeling Tips](#)

- *Find a video camera that can easily transfer data. I like the Flip camera because I can download right to my computer, no fuss.*
- *Recruit siblings, classmates, or friends to help create the scenario that you want to teach.*
- *Be creative, think out-of-the box! Any topic can be taught using video modeling.*
- *Have fun, video modeling should not be a chore.*

**Great idea!**

## [Case Report: Colour as a Therapeutic Intervention](#)

*Journal of Autism and Developmental Disorders*, by [Ludlow, AK](#), and [Wilkins AJ](#), published in 2009, summarized Dec 28, 2009

Colored lenses that filter out certain colors may help [visual](#) processing and [reading](#) skills for people with [autism](#).

This case report describes a 10-year-old boy with [autism](#) who was [sensitive](#) to artificial lights, strobe lights, and reflected light. He also suffered headaches and nausea in response to certain colors of walls, food, and [clothing](#). The authors allowed the child to choose a colored film that was placed over a page for him to [read](#). He chose the color purple, and he was able to [read](#) faster right away with the purple overlay. He also said that he could see the words more clearly. When the boy wore [glasses](#) with purple tint all the time, he had fewer problems with headaches and nausea.

**Links:** You can access the [original abstract](#) and the complete paper is sometimes available for free via [Google Scholar](#) (look for entries that say "PDF").



## Whole School approach to Creating Visuals

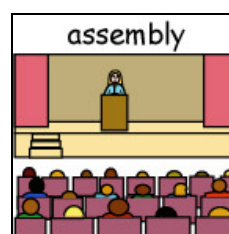
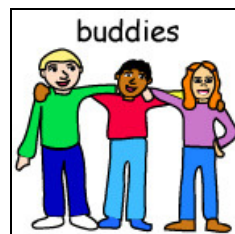
Cristina Isaac

On my travels around Melbourne and Victoria I have found enthusiastic teachers and aides who are creating fantastic visuals for the student with ASD that they support. Unfortunately this resource generally is not shared and others within the same school are creating their own set of visuals.

Producing a Visual starter kit for all staff would be an efficient use of time.

1. Form a group of teachers and aides 3-4 to create the starter kit. There are always people who love making visuals.
2. Choose a software program to create visuals: Most commonly used are Boardmaker( approx \$640) or Pics for PECS© 2010 CD (\$50) Both have a lot of school symbols. Also use a digital camera for photos of all adults at school or anything that is specific to your school.
3. Make a list of all activities in your school includes curriculum , playground, rooms, office, teachers, lunch activities and school related objects / features,e.g tubs, bag pegs etc. Label all pictures with language consistent through out school.
4. Using the software and digital photos make a master copy of all pictures.
5. Put into categories.
6. Distribute via email so each person has a copy on their computer.
7. Produce a hard copy for all staff. Laminate and put into folders. Laminating can be done by the team or by the staff who receive them. All visuals to go into folders. You will need to buy Velcro in bulk.
8. This is a starter kit so each class will add visuals specific to the students in their room as the need arises.
9. A session for staff to explain new resources and how to use with students effectively.

(Images from Pics for PECS CD)





## A quick guide to an autism-friendly classroom

<http://www.nas.org.uk/>

Areas of difficulty	Effects on classroom	Strategies
<b>Communication and language skills.</b>	<ul style="list-style-type: none"> <li>• Difficulty in understanding and following instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Get the attention of the child before giving instructions.</li> <li>• Use simple language with visual prompts.</li> <li>• Provide time to process the information.</li> <li>• Use activities, demonstrations and pictures.</li> </ul>
<b>Communication and language skills.</b>	<ul style="list-style-type: none"> <li>• Difficulty in explaining their needs or answering a question.</li> <li>• Difficulty in retelling an incident.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual supports to help in communication and recollection of personal experiences.</li> <li>• Use closed questions rather than open-ended questions.</li> </ul>
<b>Social skills.</b>	<ul style="list-style-type: none"> <li>• No concept of personal belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• Spend time in developing understanding of the concepts of private and public.</li> <li>• Use visual prompts to support this.</li> </ul>



<b>Areas of difficulty</b>	<b>Effects on classroom</b>	<b>Strategies</b>
<b>Social skills and flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Difficulty in following classroom rules, and socially appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Have consistent, explicit classroom rules.</li> <li>• Use Social Stories™ to explain the social rules and expected behaviour.</li> </ul>
<b>Social skills and flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Find it difficult to deal with sudden changes, leading to anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>• Give advance notice of any changes.</li> <li>• Use visual timetables.</li> <li>• Clear rules and consequences.</li> </ul>
<b>Flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Difficulty in understanding the feelings of other people and the effect of their own behaviours on other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on understanding emotions.</li> <li>• Use strategies such as comic strip conversations, mind-reading, etc.</li> </ul>
<b>Flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Difficulty in relating to a story or topic that requires imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach a new concept from concrete to abstract.</li> <li>• Relate to the child's experiences.</li> </ul>
<b>Flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Difficulty in using a learnt skill out of the learnt situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach each skill in all the possible contexts and in different ways.</li> <li>• Include generalisation as part of teaching every topic/ concept.</li> </ul>



<b>Areas of difficulty</b>	<b>Effects on classroom</b>	<b>Strategies</b>
<b>Sensory perception and flexible thinking.</b>	<ul style="list-style-type: none"> <li>• Resistance to certain activities or situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for the change.</li> <li>• Introduce to sensation gradually.</li> <li>• Provide other options if the student cannot overcome the sensory difficulty.</li> <li>• Introduce new sensory experiences using the child's interests, eg messy play making aliens to get used to slimy texture.</li> </ul>
<b>Sensory perception and social skills.</b>	<ul style="list-style-type: none"> <li>• Finds it difficult to concentrate.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a distraction-free learning environment.</li> <li>• Reduce the social demands while learning.</li> <li>• Permit time out if child is becoming over-stimulated.</li> </ul>
<b>Social skills, flexible thinking, and communication.</b>	<ul style="list-style-type: none"> <li>• Difficulty in developing play skills and following game rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and focus on teaching necessary play skills such as turn taking, negotiating, etc.</li> <li>• Simplify the game rules.</li> <li>• Introduce a circle of friends or buddy system to help the child in building relationships.</li> </ul>



## Organize the Room to Support the Student

<http://usefulwiki.com/displays/2009-06-19/classroom-displays-autism-friendly/>

- Create clear visual boundaries in the classroom.
- Make various centres and locations for the students to move to throughout the day to avoid having them sit in one spot all day.



- Create work areas near blank walls or facing way from peers to improve concentration.
- Remove distracting items such as string, bright colors, loud appliances.
- Create a safe place or quiet area in the room for the student if they need a retreat.
- Remember you will have to teach play skills and social skills. They do not come naturally for some students with autism.
- Seat “runners” with their back facing a wall or divider and have the adult facing the student, between the student and the door.

### ***Be an Effective Collaborator***

- Creating a specific time for staff to meet, answer questions or create new plans is a critical.
- View student’s objectives as a shared responsibility of the student’s team.
- Keep a notebook or journal that is sent from school to home each day.

### ***Use Language Based Techniques***

- Try a set of pictures showing the steps in washing their hands or a visual task analysis for hanging up their belongings in the morning to help keep some students focused.
- Write down directions instead of just using words.
- Use hands on activities as much as possible.
- Use a visual topic board to show the students what the lesson will be about.



## ***New finding could yield urine test for Autism***

<http://www.theautismnews.com/2010/06/03/new-finding-could-lead-urine-test-for-autism/>

By AFP June 3rd, 2010

**PARIS** — A newly discovered chemical fingerprint could yield a simple urine test to determine if a child has autism, according to a study released on Thursday.

Autism and related disorders affect up to six or seven out of every 1,000 individuals. Symptoms are life-long and can vary widely, but often include impaired social skills, repetitive behaviours, difficulty in expressing one's emotions, and an aversion to physical intimacy. There is no known cure.

The factors leading to autism are generally present at birth, but the disorder is difficult to diagnose as it can be confused with other behaviour-related problems. At present, children are assessed through a lengthy process that tests social interaction, communication and imaginative skills. A confirmed diagnosis is rare before the age of 18 months, and most often occurs much later.

A chemical marker would allow early diagnosis and could prove hugely helpful in getting a head start on treatment, the researchers said.

"Giving therapy to children with autism when they are very young can make a huge difference to their progress," said lead researcher Jeremy Nicholson, a professor at Imperial College London.

"A urine test might enable professionals to quickly identify children with autism to help them early on," he said in a statement. Such a test, he cautioned, would probably take several years to develop.

Surprisingly, the key to the chemical fingerprint is found in the digestive tract. People with autism typically suffer from gastrointestinal problems stemming from a different bacterial makeup in the gut.

The study, published in the Journal of Proteome Research, found that the way in which the body metabolises these unique intestinal flora creates a chemical signature in urine.

Using spectroscopy, Nicholson and colleagues from the University of South Australia analysed the urine in three groups of three-to-nine year olds: those diagnosed with autism, non-autistic siblings of children with autism, and a control group with no history of autism in the family.

Each group had an internally consistent chemical fingerprint that was, at the same time, distinct from the other two.

12

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

*educationasd@yahoo.com*

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

(03) 9795 0328



## INTERNET

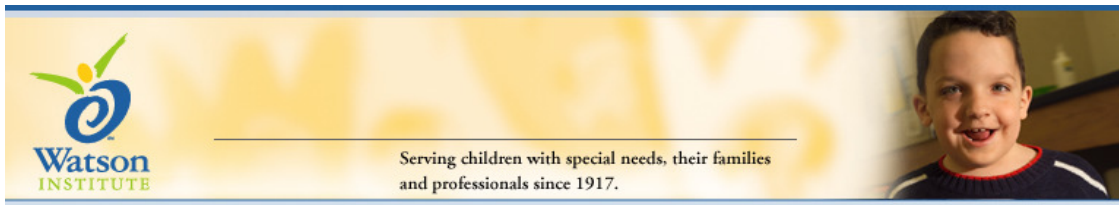


### **Inclusive Classroom School Resource - Online**

[www.acd.org.au/inclusive\\_classroom](http://www.acd.org.au/inclusive_classroom)

The Association for Children with a Disability has produced a new online resource for teachers and schools.

It has been developed to enhance teacher engagement with students with a disability through partnerships with parents, increased understanding of family perspectives, practical tips and information. It includes Information for teachers about - students with disabilities in mainstream schools, education planning, family perspectives and teachers and families working together. Each section includes a short video, FAQ's, parent stories and an easy reference Quicklinks page.



<http://www.thewatsoninstitute.org/teacher-resources2.jsp?pageId=2161392240601220028250875>

Teacher resources are designed to help educators serving students on the autism spectrum or students with other identified disorders by providing tips, suggestions, publications, curriculum adaptations and more so they can be successful in the classroom and beyond.



<http://autismclassroom.com/> AutismClassroom.com is truly a place where you can learn to teach children with autism, set up a classroom, create an autism classroom or organize a classroom for autistic children and get free autism training, all in one place. If you are teaching a child with autism or a group of children with autism, this is the place for you.

[www.education.vic.gov.au/findaservice/Home.aspx](http://www.education.vic.gov.au/findaservice/Home.aspx). Find an Early Childhood Service or School Website is now available from the Department of Education and Early Childhood Development at It integrates 3 former Departmental websites: Maternal Child Health Directory, Find-a-Kindergarten and Schools Online. You can now search for maternal child health services, kindergartens and government schools in your area and across Victoria using a variety of different search methods. Results are displayed on maps, with contact details and the ability to get directions.

**CRISTINA ISAAC** ABN: 32 473 025 470  
[educationasd@yahoo.com](mailto:educationasd@yahoo.com)  
[www.autismspectrumeducation.com](http://www.autismspectrumeducation.com)  
(03) 9795 0328



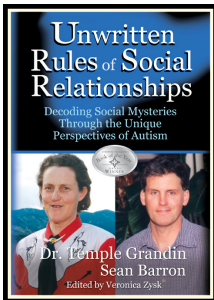
[www.zacbrowser.com](http://www.zacbrowser.com)

**Zac Browser** is a totally free software package developed specifically for children living with Autism Spectrum Disorders, Aspergers Syndrome, Rett Syndrome and similar conditions. It was designed to offer a pleasant, rewarding and secure experience which allows children to access games, activities, and videos that encourage speech. All games, activities and videos have been chosen for their positive effect on children with autism. Parents can also join a discussion forum to exchange ideas, tricks and advice along with technical support for using the Zac Browser.

[www.bedguard.com.au](http://www.bedguard.com.au) **Bedguard Mattress Protection**

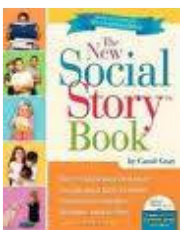
This is an environmentally and allergy friendly spill proofing product that prevents liquids from penetrating the surface of mattresses. It beads spilt liquid and body fluid on the surface of the mattress for easy removal using a sponge or paper towel. It is undetectable and can be applied to an existing mattress or you can buy a mattress that has already been treated. It can help protect against unwanted spills, stains and odours. For more information about this product, contact Linda Holder at Bedguard on 1300 880 875.

## BOOKS



### **Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism**

**Dr. Temple Grandin and Sean Barron** Often those with autism/Asperger's suffer socially and professionally because social cues and perceptions hinder their lives. This enlightening and thought-provoking book by two of the leading minds in the field, who themselves have been diagnosed with autism, educates both those on the spectrum and their caregivers. Certain to become a classic, Temple and Sean lead you through their mistakes socially and ways they found to improve their lives.



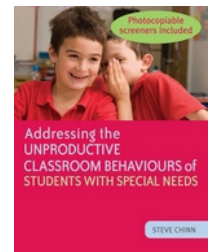
### **The New Social Story Book (Revised) - Carol Grays long awaited new book is a revamped formatted with over 50% more stories and a CD with stories in pdf and word format!**

Developed through years of experience, these strategically written stories explain social situations in a way children with autism understand, while teaching the social skills children need to be successful at home, at school, and in the community.

### **Addressing the Unproductive Classroom Behaviours of Students with Special Needs**

**Steve Chinn**

Certain classroom behaviours can signify an underlying learning disability. This book will help you recognise potential indicators of Asperger Syndrome, dyslexia, dyspraxia, AD/HD, physical disabilities and speech and language disorders; explores the benefits of different interventions; and offers practical strategies for improving pupils' behaviours, social skills and self-esteem.

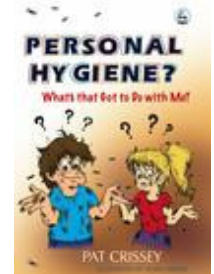




**Personal Hygiene? What's that Got to Do with Me?** [Pat Crissey](#)

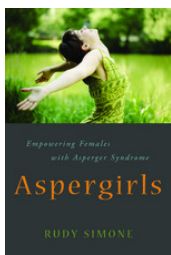
Illustrated by [Noah Crissey](#)

*Personal Hygiene? What's that got to do with me?* is a curriculum developed for students with autism, Asperger's Syndrome, learning and developmental disabilities, designed to help them understand how others perceive their appearance and the social implications of neglecting personal hygiene. Simple factual information is accompanied by humorous cartoons that emphasize how others view someone with poor hygiene. Step-by-step cartoons explain exactly what the student needs to do to ensure good hygiene.



**Aspergirls Empowering Females with Asperger Syndrome** [Rudy Simone](#)

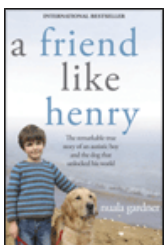
Foreword by [Liane Holliday Willey](#) June 2010,



Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness. This is a must-have handbook written by an Aspergirl for Aspergirls, young and old. Rudy Simone guides you through every aspect of both personal and professional life, from early recollections of blame, guilt, and savant skills, to friendships, romance and marriage. Employment, career, rituals and routines are also covered, along with depression, meltdowns and being misunderstood.

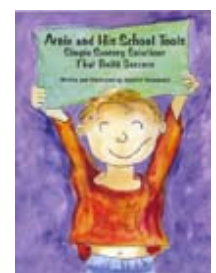
**A Friend like Henry: The Remarkable True Story of an Autistic Boy and the Dog That Unlocked His World** by Nuala Gardner. This

is a very uplifting account of how a dog helped a boy with autism begin to open up and learn to communicate with others. It shows how animal therapy, often overlooked, can help treat different conditions



**Arnie and His School Tools: Simple Sensory Solutions That Build Success**

by [Jennifer Veenendall](#) – Arnie and His School Tools is a delightful and one-of-a-kind book that helps others 'walk a mile in the shoes' of a child with sensory processing difficulties and understand the day-to-day challenges these children experience.



**Why Does Izzy Cover Her Ears? Dealing with Sensory Overload (Hardcover)**

[Jennifer Veenendall](#) This brightly illustrated book creates an environment that is accepting of students with sensory modulation difficulties, including many on the autism spectrum. It's a great resource for occupational therapists, teachers, and parents to share with children. Resources for adults at the end of the book include definitions of sensory processing and sensory modulation disorder, suggested discussion questions, and lists of related books and websites.



**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>



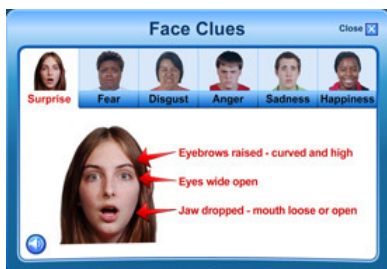
<http://www.donjohnston.com/products/autism/faceland/>

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!

**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.



## 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)

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

*educationasd@yahoo.com*

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

(03) 9795 0328



## 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)



**CRISTINA ISAAC** ABN: 32 473 025 470  
*educationasd@yahoo.com*  
[www.autismspectrumeducation.com](http://www.autismspectrumeducation.com)  
(03) 9795 0328