

# AUT-TALK



## NEWS FROM THE OFFICES OF AUTISM SOUTH AFRICA

Congratulations to Mr. Paul Pratt who was voted as Chairman of Autism South Africa for yet another year, to Petra Dillmann who was voted as Vice Chairman, and to Pauline Shelver for her appointment as Assistant Director. We will be taking part in the "702 Walk The Talk" which we hope will create awareness of Autism.

### AUTISM SAFARI CAPE TOWN

**HOW FAST THE NEXT 2 YEARS ARE GOING TO FLY!!**

**As a reminder, the 2nd World Congress on Autism will be hosted at the Cape Town International Conference Centre from October 30th till 2nd November 2006.**

We all know how fast time can fly, so start putting a small amount away each month ready for this auspicious occasion!

The final attendance fee has not yet been set, but as a result of the enormity of this occasion and the fact that there will be over 120 experts in the international field of autism at your disposal for 4 days, we will not be able to offer a registration fee as low as for our present symposia!!

We reckon the fee in 2006 for South African delegates will be around R 1 500 for parents and R 2 500 for professionals. This for an international congress is relatively "for nothing", but I know we are all working on extremely tight budgets, thus the need to put a couple of Rands away each month from now till Early Bird Registration opens.

In the near future, we will start sending out the "official" information pertaining to this congress.

### CONTACT DETAILS FOR AUTISM SOUTH AFRICA

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Greenside. 2034

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Fax: (011) 486 2619

E-mail: [autismsa@iafrica.com](mailto:autismsa@iafrica.com)

Web Page: [www.autism-sa.org](http://www.autism-sa.org)

Monday 16<sup>th</sup> &  
Tuesday 17<sup>th</sup> August  
2004

**Johannesburg**

**Communication:  
Theo Peeters and  
Hilde De Clercq**

Thursday 19<sup>th</sup> &  
Friday 20<sup>th</sup> August  
2004 **Cape Town**

**Communication:  
Theo Peeters and  
Hilde De Clercq**

Monday 23<sup>rd</sup> &  
Tuesday 24<sup>th</sup> August  
2004 **Durban**

**1<sup>st</sup> Part of Basics:  
Theo Peeters and  
Hilde De Clercq**

Monday 18<sup>th</sup> &  
Tuesday 19<sup>th</sup>  
October 2004  
**Johannesburg**

**Asperger Syndrome:  
Theo Peeters and  
Hilde De Clercq**

Thursday 21<sup>st</sup> &  
Friday 22<sup>nd</sup> October  
2004 **Cape Town**

**Asperger Syndrome:  
Theo Peeters and  
Hilde De Clercq**

Monday 25<sup>th</sup> &  
Tuesday 26<sup>th</sup>  
October 2004  
**Johannesburg**

**Informal Assessment:  
Magda van Collie and  
Marc Serruys**

Thursday 28<sup>th</sup> &  
Friday 29<sup>th</sup> October  
2004 **Cape Town**

**Informal Assessment:  
Magda van Collie and  
Marc Serruys**

Monday 8<sup>th</sup> &  
Tuesday 9<sup>th</sup>  
November 2004  
**Cape Town**

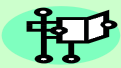
**Asperger Syndrome:  
Practical guidelines for  
classroom intervention :  
Michiel Liefsoens and  
Monique Van Haver**

Thursday 11<sup>th</sup> &  
Friday 12<sup>th</sup>  
November 2004  
**Pretoria**

**Asperger Syndrome:  
Practical guidelines for  
classroom intervention :  
Michiel Liefsoens and  
Monique Van Haver**

Please contact Autism South Africa for registration forms.

**"Not being able to speak is not the same as not having anything to say."**



## **FEEDING PROBLEMS** – TAKEN FROM IT CAN GET BETTER ... PAUL DICKINSON AND LIZ HANNAH, THE NATIONAL AUTISTIC SOCIETY.

In many ways the problems that confront us in helping a child or young person to feed themselves, are similar to those that apply to toileting. One thing is clear with either situation – nagging or forcing does not work. As much as pinning a child to the potty and demanding they ‘do something’ will not produce good toilet habits, trying to pry open your child’s mouth in order to insert a spoon will not help them eat properly. Sometimes without meaning to we can create feeding problems, because we are so anxious about our children not eating! Feeding problems are not uncommon in pre-school children whether or not they have any form of special need. Some children seem to be remarkably healthy on surprisingly limited diets, consisting of things like yoghurts, biscuits, crisps and milk. While this should give us some encouragement we need to think about what causes feeding difficulties for children with autism and what can keep the problems going. There are a number of things that can contribute to a feeding problem developing: some children are very sensitive to certain textures or flavours. They may dislike anything with ‘lumps’, they may be very reluctant to use cutlery and feed themselves and prefer to be fed by an adult. Many children are very ‘faddy’ about food. The difficulty many children have about being flexible often applies to feeding, especially trying anything new. Many children are overactive and will find it hard to sit down and eat at a table. Feeding problems may be maintained by: the opportunity to avoid an unwanted situation (sitting still, eating something that’s not liked, or having to stop doing a preferred activity), getting attention for being disruptive at meal times.

### **TACKLING THE PROBLEMS**

Be realistic and take things in steps. If your child is unable to sit for more than five minutes at any task, you will not get from that point to sitting down for a full meal at the table in one go. Set realistic goals. A starting point might be ‘Fred will sit at the table for five minutes’. Build up from this in stages.

### **WHAT IS THE ‘PAY OFF’ FOR THE CHILD?**

You will also need to think about what the driving force is behind the behaviour. If for example your child is getting attention when they leave the table (perhaps you end up pursuing them around the house to try to get them to come back) the best solution may be to: ignore leaving the table so the child is given the minimum attention for this, give lots of praise and positive attention for ‘good sitting’ at the table and eating, consider a ‘no sitting, no food’ rule. Be firm about all meals, snacks and drinks being taken when the child is seated.

But my child is not interested in food and screams if I try and make him sit at the table. First of all stay cool. Most children do not starve. Why not actually record how much your child actually eats over 24 hours, you may be very surprised. There may be a number of possible strategies to tackling this.

### **ENCOURAGE ‘GOOD SITTING’**

Some children find being in close proximity to others in group situations, such as meal times, overwhelming. Try and understand this. Decrease the amount of time the child is expected to sit at the table. After short period of ‘good sitting’ allow the child to get down and do a favorite activity. Do your best to ignore screaming. We know this is very hard, but the more attention you give to it the more the child will learn to use screaming to control your behavior. Cut down on snacks between meals. Try not to give a child piles of their favorite junk food after they’ve just refused their dinner. Try fruit as a snack if they are hungry between meals. If they ‘do a runner’ from the table do not chase them (do you know many children who don’t enjoy being chased at some point in their childhood?). Simply remove their food to prevent them grabbing a handful or spoonful and then running off. Replace the plate as and when they sit down.

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## **MY SON JORDAN AND I – BY BARBARA BYRD**

Almost as soon as my son was born on June 11, 1982 I sensed there was something different about him. I wondered if it was because he was born a month early and was smaller and sleepier than my first child had been. I intuitively sensed it was something beyond that, more elusive and not easily defined, but present nonetheless. Jordan did not breast feed readily during the first few days the way his older sister had. He only wanted to sleep. The doctor suggested I try to awaken him to nurse by tapping the bottom of his foot. When I did that persistently enough to awaken him, he wailed so piteously at being roused that I felt like wailing in sympathy right along with him. It took a week or so, but he finally caught on and seemed to enjoy snuggling in my arms. His sleepiness also disappeared, and I began to hope that my initial feeling of foreboding had been without a cause.

As Jordan grew I tried not to compare him to his older sister, Alisa, who was a brilliant and highly verbal child. Jordan was on track with his motor skills, but his speech and perception lagged way behind. He was also unresponsive a great deal of the time, and it was difficult to get him to look me in the eye when I spoke to him. Having a conversation with him was next to impossible. Sometimes his behaviour would be really bizarre. He would become easily irritated and frustrated, which usually resulted in terrible tantrums, seemingly with no cause. I felt that I must be doing something wrong, since I was obviously not connecting with my son. Much of the time he seemed like a complete alien to me. Those early years were very difficult. No one seemed to know what was wrong with Jordan. (In fact he wasn’t diagnosed with autism until early teens). Jordan seemed to respond much better to his father, whom he adored, but my husband’s life began to revolve around drugs, so he was gone much of the time. I had also become pregnant with a third child



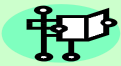
when Jordan was only ten months old. Since he never seemed to feel very connected to me, he would take off the instant I took my eyes off him, leaving stores, restaurants, and parks in search of who knows what. These disappearances prompted frantic searches by me, my five year old daughter, and whoever else happened to be around. Going out in public with Jordan was usually embarrassing and stressful. Soon I was a single mother with four small children. I was in a fragile mental state. When I took the kids to church, a children's worker would unfailingly come looking for me with a grim expression to report Jordan's misbehaviour. I felt I couldn't ever get a break in church. There always seemed to be looks of disapproval from others when we went out because Jordan made strange sounds and spun out of control. The implication was that he was a brat that I must be failing to correct and discipline.

Preschool was not much better. My oldest daughter had thrived and fit seamlessly into the preschool environment, but Jordan failed to conform. He would not follow direction and stood off in a corner of the room alone. When I had him tested, the tests were inconclusive because he was selective about when he would answer the psychologist, if he bothered to communicate with her at all. When Jordan entered elementary school, he was placed in special education classes. I was often called to come pick him up because he was disrupting the class. Often I questioned myself as a mother. I felt that if I was doing things correctly, my son would not be such a terror. I felt guilty because I couldn't seem to accept him for whom he was. If I was honest with myself, I had to admit I only loved him because he was my son. Sometimes I really wanted to be harsh with him and had to restrain myself from hurting him either physically or verbally. I had always adored children and yearned for them even when I was myself a child, and yet I could not seem to have a real relationship with my own son. I wondered how things could possibly have gone so awry.

I finally determined that I would have to ask God to teach me how to view this child as a blessing and love him exactly the way he was. It didn't happen overnight, but it did happen. When Jordan was about five years old, he told me he loved me for the first time. At that time, he had misbehaved, and I was angry at him. He looked very sad as he said "I love you, and now you are mad at me". His expression and words broke my heart, and I assured him that nothing could change my love for him. It was there always and forever. At that moment and for all the years since, I have never doubted that I love my son even when he drove me crazy.

As I write these words, Jordan is a 20 year old. He has struggled and worked very hard to become all that he can be. It is a work that is still in progress. He recently got his driver's license, an achievement that I could not envision when, years ago, he was a child who would frequently sprawl on the supermarket floor screaming out of control as I tried to do our shopping. He graduated from a regular public high school, although he was in a special education class when he was 18. He desperately wants to find his own way, independent of me. I am very grateful for the fact that I learned how to love and accept my son. He has a sweetness about him and a calm sense of acceptance about himself that has developed over time and is rare in most young men. He is a blessing to me and his three sisters, although he complains that he is "surrounded by girls". I tell him that his sensitive ways will make him a great husband one day. For now, he is definitely a great man.

Two months have passed since completing my story. During that time, my son has moved to Arizona to live on his own at which time he also turned twenty-one years of age on June 11<sup>th</sup>. He is now living with his friend and the friend's girlfriend, both "regular" people who have trouble getting along with each other. Jordan recently got a job as a security guard, and is paying his own way. He lives in a reasonable rent district as the area is quite hot. He is telling me that he's saving to move out soon because he doesn't like strife and doesn't like to see people argue. He does, however, love the idea of having a space that is totally his. Jordan is very aware of the different stages of people's lives and felt funny about living with me after he turned eighteen. When his friend relocated to Arizona from California and invited Jordan to come out and live with him Jordan jumped at the chance. The cost of living in California is very high and he was becoming increasingly frustrated with each passing year, which is quite a change from the families who have grown children that are reluctant to leave their family abode. My son relishes showing his independence and seeks to overcome his disability on a daily basis. For instance, he was determined to pass his driver's test, although he had to take the written portion four times. He nearly gave up. He has also struggled to gain social skills, and has succeeded, partially because he's a keen observer of human nature. He has friends now and looks people in the eye and really listens when they talk. I could really learn something from my son, and I am proud to be his mom.



### THE KEY SCHOOL

The Key School has been in existence for thirty five years and is situated in the leafy suburb of Parktown West, Johannesburg. We have a highly trained professional staff consisting of specialist teachers, a psychologist, an occupational therapist, a speech therapist and class assistants. We cater for children with special needs but our specialty is providing relevant intervention to children with autism. Before accepting a child at our school, we assess him or her over a two-week period, arrange a feedback meeting with the parents, and then make recommendations about placement. Once a child has been accepted, we create an individualised developmental programme based on the assessment with the help of the whole staff. Each child is seen individually by the therapists and psychologist on a weekly basis and they also receive music therapy once a week.

The curriculum also includes the following:

- Augmentative and alternative communication for children with little or no functional speech
- Regular weekly outings
- Life skills such as food preparation, gardening and car washing
- Weekly themes
- Innovative, dynamic teaching

In order to achieve our aims and outcomes, we require our parents to be involved in the school as much as possible. They pledge to support us in our aims, they become members of professional bodies such as Autism South Africa (ASA), they attend meetings whenever possible and they co-operate with school rules and the paying of fees timeously. We try to secure bursaries for children who cannot afford the fees.

Our fees which are payable in advance are:

Monthly school fees: R 2000.00 per month

Assessment fees: R 2000.00 – 2 weeks

Aftercare fees 14h00 – 17h00: R 250.00 per month

The school has been under new management since April 2004 with the appointment of Jennifer Gous MA(AAC) as the new principal.

Email: [keyschool@iafrica.com](mailto:keyschool@iafrica.com) Website: [www.autism-sa.org](http://www.autism-sa.org)

### I TAUGHT YOU

I Taught You To Take All The Punches Of Life,  
 And The Knocks That Life Often Brings,  
 I Taught You To Stand On Your Own Two Feet,  
 When Confronted By Difficult Things  
 I Taught You To Hold Your Head Up High,  
 When You Feel Like Hanging It Low,  
 And When The Impossible Lies Before You,  
 I Taught You To Get Up And Go.  
 I Taught You To Take Up The Challenges Of Life,  
 As They Are Presented To You,  
 And When There's A Twist In The Path You're On,  
 I Taught You That You Would Get Through  
 I Taught You To Never, Ever Give Up,  
 Though The Way Be Cloudy And Dark,  
 I Taught You To Always Hold On To Hope,  
 Even The Smallest Spark  
 I Taught You To Climb Every Mountain,  
 I Taught You To Swim Every Sea,  
 I Taught You To Have Love For Your Neighbour,  
 That Your Spirit Might Always Be Free.  
 I Taught You All This And Much More,  
 Because I Wanted You To Be Strong...  
 And Noble And True To The End Of Your Days,  
 And Endure Though The Way Be Hard And Long.  
 I Hoped That You'd Follow In The Footsteps,  
 Of The Savoir Who Loves Perfectly,  
 And Choose The Right All Of Your Life,  
 To Live For Eternity.

WRITTEN BY: PANAYIOTA RYALL – FOR MY ANDREW  
 AFTER YOUR RETURN TO SCHOOL. ALL MY LOVE AND  
 BEST WISHES, FROM MOM.

(INSPIRED BY THE COMFORTING WORDS OF OUR  
 NEIGHBOUR AND SPECIAL FRIEND, MRS. ANTONETTA  
 MYNHARDT)

### SENT TO AUTISM SOUTH AFRICA BY Ms. MANJU HARIPERSAD

My son Pavit was born on 04 July 1987 and diagnosed as being a touch autistic in 1994 after undergoing a series of tests, scans, etc. The reason why he had to endure all these tests was because he showed signs of autism from age 5 although we did not know that that word and the condition existed. At the time, his specialist told us that Pavit's teenage years may be more unbearable due to mood swings, etc. We shrugged this off because Pavit was fine at the time.

He attended a normal primary school and went on to high school. He managed to pass Grades 7 and 8 at high school. The problems started when he had to do Grade 9. He refused to attend class because the children were too rough and noisy for him. He used to sit in the reading garden. Every so often I used to receive a call at work from school telling me to please collect Pavit. Anyhow, after explaining to the school principal about Pavit's condition, we came to an agreement that Pavit attend school only once a week and his work will be supplied to him to be done during the week. This did not wholly work out. By this time, we were despairing about his education and his future. Every parent wants what's best for their child. He managed to scrape through Grade 9 although the quality of his education was equivalent to that of a primary school child.

Towards the end of last year I started making enquiries about furthering Pavit's education for this year. I heard about Pinetown Technical College (now referred to as Sivananda College). I went to the college at the beginning of this year just to make an appointment with the Principal. I did not expect her to actually meet with me on that day. Considering her extremely busy schedule, she managed to make time to sit with me and discuss Pavit. After talking for about fifteen minutes about him, she consulted the Rector and they came up with a program for Pavit taking into consideration what his favourite subjects are. When she told me that she would give Pavit a chance at the college taking his progress month by month, I cried with happiness and relief. My personal opinion is that Pavit posed a challenge to her. One of the principal's requests was if I had a problem if the children and the lecturers at the college were told about Pavit's condition. My reply was most definitely no. In her wisdom she told the lecturers about Pavit but did not tell the children until two week later. She wanted to see the children's' reaction to him. Their reply when she told them was that they sensed that there was something different about him and all of them treat him as they would their younger brother. All the children naturally took to him.

As parents of autistic children will understand, any disruption to their daily routine causes a lot of stress, trauma and discord. Initially there were some adjustments which caused stress, however Pavit has settled down beautifully after three weeks at the college. He is awake on his own at 05h00. Ready to leave with me at 06h30. Fortunately my work is five minutes away from the college. From the bottom of my heart, I would like to thank the Rector, Principal, Lecturers, Cleaners, Administration staff and the children at Sivananda College for allowing Pavit to pave his confused way into adulthood. Absolutely no words and nothing can express my relief and happiness that Pavit is now settled down 100% at this remarkable institution with these God's angels.





## BOOK CORNER

We are proud to promote Kaleidoscope. This book has been written by a very special local author , Barbara Erasmus who lives in Johannesburg. We believe that her book will make a significant difference to the awareness and understanding of autism in South Africa.



### **KALEIDOSCOPE – BY BARBARA ERASMUS**

Available at Exclusive Books – R 92.00

Claire is ice blue, triangular, beautiful. Her specialty is lists, she remembers them verbatim. Katherine is red, multi-angled, a chameleon slipping into whatever role she is playing and making it seem authentic. Amy won't let anyone cross her boundaries, she is a butterfly that has folded her wings around her and crept back into her cocoon. Kaleidoscope is a novel about shifting perspectives within a family brought about by the birth of an autistic child.

[www.exclusivebooks.co.za](http://www.exclusivebooks.co.za)

#### **REVIEW:**

DAROLD  
TREFFERT  
AUTHOR OF  
EXTRAORDINARY  
PEOPLE - AN  
EXPLORATION OF  
THE SAVANT  
SYNDROME

*Kaleidoscope* is an insightful and touching book – not just about an autistic child but all the people around her as well. Autism doesn't just affect the child himself or herself but influences and touches all those around him or her in difficult and profound ways which are captured in this book and I am complimented to have been part of its genesis.

Savant skills mystify and intrigue us when we encounter them because they at the same time both jarring in their spectacularness and beauty as well as jarring to the way we ordinarily think about ourselves and our capabilities. The text paints a complex and intricate picture of both autism and savant skills – a kaleidoscope picture which changes as the autistic savant moves along the life spectrum.

#### **REVIEW:**

FUMANI DISEKO  
MAIL&GUARDIAN,  
WINTER READING  
SUPPLEMENT

Barbara Erasmus's *Kaleidoscope* is an insightful family drama anchored by a girl toddler's autism. The Johannesburg setting, the use of familiar events and signifiers, such as known newspapers gives the novel an authentic feeling. The message is a universal lesson of difference and weakness can become a source of power that influences the course of people's lives. The compartmentalized narrative clearly depicts a contemporary South African situation but for a change, the differences that are depicted aren't because of race or gender; and money and success do not create social acceptance like in many conventional stories. The reader is guided with great lucidity into the workings of an autistic mind.

### **CHILDREN CAN LEARN WITH THEIR SHOES OFF**

Supporting young people with Asperger Syndrome. A video showing best practice in classrooms and colleges around the country.

Barbara Maines

Price: £ 40.00 + £7.00 VAT. Visit: [www.luckyducky.co.uk](http://www.luckyducky.co.uk)

#### **LETTER:**

FROM BARBARA  
MAINES, THE  
PRODUCER OF  
**CHILDREN CAN  
LEARN WITH  
THEIR SHOES  
OFF.**

I cannot claim to be an expert on Autism. Like most educational psychologists I have contributed to the assessment and planning for a number of young people on the Autistic Spectrum and I also probably missed some...

Three years ago Clare Sainsbury completed her book, *Martian in the Playground*, and it was published in 2000 by Lucky Duck Publishing. I edited her manuscript and like everyone else who read it I was captivated by the significance of this book and learned more about Asperger Syndrome than all the other text books have taught me. The book went on to win the National Association for Special Educational Needs / Times Educational Supplement Best Book Award. Later we published another book by a young author, *Standing Down, Falling Up* by Nita Jackson.

These two books impressed upon me the stress and pain suffered by so many young people with Asperger Syndrome – often because the adults who care for, teach and love them do not have an awareness of the complexity of the condition. I decided that a useful way to help would be to make a video of good practice (*Children Can Learn With Their Shoes Off*) – to inform and inspire others. I expected to visit three or four venues and make a 25 minute tape, but it turned into an adventure that took me all over the country, meeting wonderful teachers, parents, lecturers, support staff and above all, wonderful students. The video is 104 minutes long and is finished at last. It is colour coded into 12 sections and includes excerpts from an interview with Rita Jordan. There is an accompanying handbook with a full transcript of the interview and lots of references and resources.

Best wishes Barbara Maines.



## AUT-TALK AD PAGE

### ADULT CARE MEETING

Autism Western Cape invites all interested parties to attend a meeting to strategise Adult Care services. Beverages will be served.

Date: 4<sup>th</sup> August 2004

Venue: Vera School

Time: 19h00

Contact: Autism Western Cape  
(021) 557-3573 or  
[info@autismwesterncape.org.za](mailto:info@autismwesterncape.org.za) for further information

### GROWTH THROUGH KNOWLEDGE SCHOOL MEETING

A meeting will be held at the Growth Through Knowledge School for interested parties willing to become involved in the operating/working committee and/or future applicants.

Date: 2<sup>nd</sup> August 2004

Venue: St Mathews Church, Janssens Road, Table View

Time: 19h00

Contact: Autism Western Cape  
(021) 557-3573 or  
[info@autismwesterncape.org.za](mailto:info@autismwesterncape.org.za) for further information

### ABSA REWARDS

If you bank with ABSA, you can apply for a “Rewards” Credit Card and you can then accumulate points as you use your credit card. These points are then “cashed in” to purchase something from their extensive list of products.

The Rewards Company who manage this promotion have selected **Autism South Africa** as one of three beneficiaries to receive “Rewards” points that people would like to give to charity.

For those of you who bank with ABSA, please consider helping **Autism South Africa** through ensuring that you have a “Rewards” Credit Card and then if you do not want to utilise the points you accumulate, please consider donating them to **Autism South Africa**.

We use these points to purchase items such as printers, TVs, video recorders etc for the schools around the country.

For more information on the ABSA “Rewards” system, please phone **0800 600 059** or visit their web page: [www.absa.co.za](http://www.absa.co.za)

Thank you for your consideration.

### ESSAYS WANTED FOR NEW BOOK ABOUT AUTISM

Voices from the Spectrum: Parents, People with autism, Grandparents, Siblings, Friends, and Professionals share their wisdom. Edited by Cindy N. Ariel, Ph.D. and Robert A. Naseef, Ph.D.

Cindy Ariel and Robert Naseef are proud to announce our contract with Jessica Kingsley Publishers, London ([www.jkp.com](http://www.jkp.com)). For this book, parents, people with autism, grandparents, siblings, friends and professionals of various disciplines are invited to write about their experiences. We want to hear lessons of mind and heart culled from life and professional practice. In the essays, authors are asked to address how autism has changed their life in love and/or work, what they have learned, and what they would want others to know that would in turn help them. We are interested in situations from the most mild to the most severe – from classic autism to Asperger Syndrome.

Think about these questions while you are writing your essay: What experiences would you like to share? What do you want others to understand better about you, or about autism – this may include issues such as diagnosis, treatment options, relationships, etc? What were some of the turning points if any, in your journey? How did autism influence or even change you, your work, or your relationships with others?

Here are specific guidelines for essays:

Please write an essay of about 1500 words, or less. Add a biography of about 100 words that would follow the essay. At the end, include your mailing address, telephone number and email.

Please submit your essay as an attachment in Microsoft Word to an email or paste your essay into the body of your email and send to [cariel@alternativechoices.com](mailto:cariel@alternativechoices.com).

If you submit your essay by regular mail, please double space the text and send a disk as well. Please send the printed copy and disk to Cindy Ariel, Ph.D., Alternative Choices, 514 South 4<sup>th</sup> Street, Philadelphia, PA 19147 USA.

If you are interested in this writing opportunity please respond with a brief e-mail indicating your intent, your name, and your relationship with autism. Deadline: all essays are to be received by August 15, 2004

### AUTISM SOUTH AFRICA GOLF DAY

Autism South Africa will be hosting a Golf Day on Thursday, 29th July 2004 at the Parkview Golf Course, Johannesburg. Please may we ask you to consider assisting with our golf day, or else ask your work colleagues, friends, or family members to please participate through one of the below listed alternatives:

- Enter a Fourball at R 1200
- Sponsor a Tee or Green at R 500
- Donate a set of 4 prizes for the Golfers
- Donate an item for the auction
- Donate prizes for the raffle



**FUSSY EATERS –** TAKEN FROM IT CAN GET BETTER ... PAUL DICKINSON AND LIZ HANNAH, THE NATIONAL AUTISTIC SOCIETY.

- Gradually build up the amount and variety of food presented to your child.
- Do not force, nag or cajole.
- If the fussiness is due to a fixation on, or a dislike of particular tastes or textures, introduce new ones slowly. Try placing a small amount of new food (perhaps a few peas for example) on your child's plate separate from a favorite food.
- Try not to fuss, and do not feed your child or make a big deal about them eating.
- Give praise after food has been swallowed, not before.
- Tough it out. Don't give lots of attention even if food is chucked on the floor (put a plastic sheet under their chair if you need to).
- At the end of a meal just take the plate away without comment. Don't make a big fuss about what's been left.
- If you've tried to get your little boy or girl to try something new and it's been left, don't worry or fuss, just take the plate away.
- Try once a day at family meals to give a small quantity of what the family is eating. If the food is tried, give praise after it's swallowed. Remove what is left at the end of the meal. If necessary give a small quantity of what the child normally eats.
- Children behave differently in different places. They may eat happily at nursery but not at home, or the other way around. They may refuse food when they get a good reaction. Ever wonder why we struggle to get children to eat vegetables? Because we all freak out when they won't eat their greens. Kids see our entertaining reaction and then the next time they see a spoonful of peas their mouth is shut tighter than a bank vault!
- Try and have regular routines around eating. Try to avoid having different arrangements for every one in the family.
- Think about using serving dishes or bowls of some kind. Give your child an empty place and let them help themselves (younger children may need help). Seeing everyone else enjoy eating while they are sat in front of an empty plate, may make them think again and their decision to boycott tonight's offering, especially if they are hungry.

## **NATURE'S CHOICE SPECIALTY GLUTEN-FREE FLOURS**

Cake Flour  
Pizza & Waffle Flour  
Pancake & Crumpet Flour  
Bread Flour  
Corn Bread Flour

### Living Free Help Line

For free advice regarding your gluten-free baking, telephone Debi Leaker. Cell: 083 310 8577 or visit their website at [www.natureschoice.co.za](http://www.natureschoice.co.za).

## **FRUIT MUFFINS**

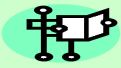
300 g NC GF Cake Flour  
150 ml Brown Sugar or NC Fructose  
5 ml Cinnamon  
300 ml Strong Rooibos Tea  
250 ml Cake Mix or NC Raisins  
10 ml NC aluminium-free baking powder  
NC Salt to taste

1. Make up 300 ml strong Rooibos tea - 2 tea bags - leave to get cold.
2. Place all the ingredients in a bowl.
3. Mix in the cold rooibos tea last and beat for 2 minutes.
4. Spoon the mixture into a greased muffin tin.
5. Bake at 180 C for 40 minutes - makes 10 large muffins.

## **GINGERBREAD**

300 g NC GF Cake Flour  
15 ml Ground Ginger  
160 ml NC Molasses  
10 ml NC Mixed Spice  
200 ml Water  
50 ml Brown Sugar or NC Fructose  
100 ml NC Natural oil  
10 ml NC aluminium-free baking powder  
NC Salt to taste

1. Place all the ingredients in a bowl - adding the water last.
2. Beat for 2 minutes.
3. Grease and line a large loaf tin.
4. Bake at 180 C for one hour.



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**wish to become a member of Autism South Africa, and enclose a cheque for R 25.00. Membership fee is renewable on an annual basis.**

SIGNATURE

### **BROCHURES AVAILABLE FROM ASA**

- Parents Brochure R 8.00 ea
- Doctors Brochure R 5.00 ea
- Teachers Brochure R 5.00 ea
- Asperger Brochure R5.00 ea
- Sibling Brochure R 5.00 ea
- Dietary Intervention R 5.00 ea
- I am autistic – M MacGregor R8.00 ea

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