

April 2006  
Issue 9

# Aut-Talk



Newsletter from Autism South Africa - the National Body for people with autism in South Africa

<b>Provisional Programme for the upcoming World Congress on Autism - "Autism Safari - Exploring New Territories"</b>	<b>2</b>
<b>A reminder to our delegates from Africa</b>	<b>7</b>
<b>Funding Received For Sponsorship Of Delegates For The 2006 World Congress</b>	<b>7</b>
<b>Teaching Tips for Children and Adults with Autism</b>	<b>8</b>
<b>Effecting and Supporting a change in routine for an adult with ASD</b>	<b>10</b>
<b>The Future: a Poem</b>	<b>11</b>
<b>Visual Aid Corner</b>	<b>11</b>
<b>Emotions and Autism</b>	<b>12</b>
<b>The Vanishing Boy</b>	<b>13</b>
<b>Thank You to our Benefactors</b>	<b>14</b>
<b>Sometimes the patience of a stranger can be very helpful in an otherwise potentially embarrassing situation.</b>	<b>14</b>
<b>Education</b>	<b>15</b>
<b>WE NEED YOUR HELP!!</b>	<b>16</b>
<b>Autism Spectrum Quarterly Magazine (ASQ) Subscription</b>	<b>17</b>
<b>Autism South Africa</b>	<b>17</b>
<b>Professional Database.</b>	<b>18</b>
<b>Vacancy's available</b>	<b>19</b>
<b>Book Corner</b>	<b>20</b>
<b>Special Brothers and Sisters</b>	<b>20</b>
<b>Books available through Autism South Africa (expected arrival of stock is mid May)</b>	<b>21</b>
<b>Booking Form</b>	<b>22</b>
<b>Aut-Talk Buzz Page</b>	<b>23</b>
<b>Aut-Talk Buzz Page continued.</b>	<b>24</b>
<b>Aut-Talk Buzz Page continued.</b>	<b>25</b>
<b>Aut-Talk Buzz Page continued</b>	<b>26</b>

## Series of Workshops

Led by

**Prof. Bruce Tonge and Dr. Avril Brereton**

We would like to take this opportunity to thank The Piccolo Mondo Gourmet Club care of The Michelangelo Hotel on Nelson Mandela Square and RB Hagart Barbara Bird Trust for making it possible to fully sponsor a series of workshops held at the Monash University and The Ridge School during the week of 20th February to 25th February 2006 .

Avril Brereton is Senior Research Fellow at the Centre for Developmental Psychiatry & Psychology, Monash University, Australia. She has worked for many years with autistic children and their families in a variety of research, teaching and clinical settings and provides consultation to community health, education and welfare agencies. She also presents educational workshops for parents and professionals.

Bruce J. Tonge is Professor and Head of the Australian Monash University School of Psychology, Psychiatry and Psychological Medicine and established the successful Centre for Developmental Psychiatry and Psychology at the

University. He has a distinguished record of teaching and research in child psychiatry, many years' experience in clinical practice and a particular interest in Pervasive Developmental Disorders, mental health problems and intellectual disability, and



effective treatments of emotional and behavioural disorders in childhood.

We had a overwhelming response of 300 delegates who described Prof. Tonge and Dr. Brereton as down to earth, compassionate, very encouraging, and extremely informative professionals.

**Please note that Autism South Africa has a new Web Page.**

**Please visit [www.autismsouthafrica.org](http://www.autismsouthafrica.org).**

Autism South Africa sincerely thanks the National Lottery Distribution Trust Fund for their ongoing support.



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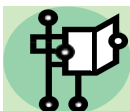
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## Autism Safari

2nd World Congress on Autism  
Cape Town  
South Africa  
2006



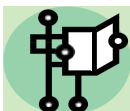
### Provisional Programme for the upcoming World Congress on Autism - "Autism Safari - Exploring New Territories"

#### Day 1

TIME	AUDITORIUM
13H00	<b>OPENING CEREMONY</b> <b>MUSICAL PRESENTATION</b> Chris Moreton (Chairman ASA) Pat Matthews (President: WAO) Jill Stacey (National Director: ASA)
13h50	The Hitch Hiker's Guide to Autism- An Educator's Unique Account of the History of Autism and the Development of a Relevant and Empowering Curriculum 1959-2005 <b>Margaret Golding</b> (South Africa)
14h30	Life and Learning with Autism <b>Wendy Lawson</b> (Australia)
15H10	TEA
15H40	Topic <b>Gary La Vigna</b> (USA)
16H20	Mental Health Aspects of Autism and Asperger Syndrome <b>Mohammad Ghaziuddin</b> (USA)
17H00	CLOSURE FOR THE DAY

#### Day 2

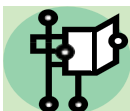
Time	Breakaway 1	Breakaway 2	Breakaway 3	Breakaway 4	Breakaway 5	Breakaway 6	Breakaway 7
08h30	80% of Children with PDD-NOS Have Several Co-morbid Psychiatric Disorders / Intelligence Profile in Children with PDD-NOS:VIQ=PIQ are in the Normal Range  <b>Esther De Bruin</b> The Netherlands	Making a Start: Developing a sexuality education programme for learners with Autism  <b>Rebecca Johns</b> South Africa	The Western Australian Autism Diagnosticians' Forum, Inc (WAADF, Inc) - a collaborative, cross-disciplinary and cross-sectorial approach to maintaining diagnostic excellence.  <b>Sarah MacDermott</b> Western Australia	How Do We Support People with Autism Spectrum Disorders to Attach Importance to Culture, Society, Rules and Mores Associated with the Relationships and Sexual Behaviour Going on Around Them?  <b>Lynn Moxon</b> England	The Recognition and Development of High Quality Autism Specific Provision in the UK  <b>Jaqui Ashton-Smith</b> England	Using AAC Strategies to Develop Emotions and Problem Solving Skills  <b>Ylana Bloom</b> Australia	The Family Initiatives Project: Enabling Parents of Young People with Autism to Reduce Challenging Behaviour in Family Settings  <b>Wendy O' Connor</b> Western Australia
09h15	Well-being In the Curriculum: Helping Students Help Those Who Help Them.  <b>Stephanie Lord</b> England	Assumptions on Sexuality in Autism  <b>Barbara Wilson</b> England	Functional Skills Curriculum for Secondary Aged Students with Autism  <b>Kitty Doyle &amp; Jo-Anne Seip</b> Australia	Autism & Sexuality  <b>Hans Hellemans</b> Belgium	Asperger's Syndrome vs. Reactive Attachment Disorder  <b>Cobie Lombard</b> South Africa	20 Years of PECS, The Picture Exchange Communication System: A Widely Used Intervention to Promote Functional Communication Skills  <b>Sue Baker &amp; Lori Frost</b> England	Parent Training and Intervention for Severe Problem Behaviour within a Family-Centered Approach  <b>Libby Maher</b> Australia
10h00	TEA						



## Day 2 continued

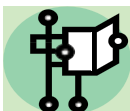
Time	Breakaway 1	Breakaway 2	Breakaway 3	Breakaway 4	Breakaway 5	Breakaway 6	Breakaway 7
10h30	A Puzzle within the Autism Puzzle: Imagination  <b>Peter Vermeulen</b> Belgium	Is Autism an Immune Mediated Inflammatory Disorder?  <b>Michael Ash</b> England	Vocational Teacher Training Courses in Autism Spectrum Disorder  <b>Mary Thomson</b> Australia	Infants at Risk: Early Signs of Pre-Autism Diagnosis and Treatment  <b>Hanna A Alonim</b> Israel	Neuropsychological Differences in Autistic Children with and without Co-morbid ADHD  <b>Judith Sinzig</b> Germany	Initiating of the Picture Exchange Communication System (PECS) in Africa  <b>Julia Travis</b> South Africa	Concepts to Consider When Trying to Understand AS Behaviour, an Autie Inside Approach  <b>Harold Stone</b> Australia
11h15	Primary Healthcare Professionals: What do they need to know about Autism Spectrum?  <b>Glenys Jones</b> England	A South African Study of an Autistic Susceptibility Gene on Chromosome 7  <b>Zainunisha Arief</b> South Africa	Autism and Careers Requiring Empathy: Are They Compatible?  <b>Ava Ruth Baker</b> Australia	The Detection of Autistic Disorders in Children Under the Age of 3 Years  <b>Robyn Young</b> South Australia	MCDD: A sub-group of PDD-NOS or a psychotic disorder?  <b>Robert Ferdinand</b> The Netherlands	Augmented Reality for Autism  <b>Gerardo Herrera</b> Spain	An Evaluation of the Impact of Lodon PLLUSS (Personalised Learning for Life using Supportive Strategies) on the Challenging Behaviour and Learning of Children with Autistic Spectrum Disorder  <b>Louise McCauley</b> England
12h00	Subtypes in Autism Spectrum Disorders. Importance for research but mainly for tailoring individualized intervention and guidance programmes  <b>Rutger Jan van der Gaag</b> Netherlands	"Candidate Genes and Candidate Therapies - How Far Have We Come and Where Are We Going?"  <b>Kenneth Aitken</b> Scotland	A Lifelong Perspective and Quality of Life: Guiding Concepts in Pedagogical Interventions for Persons with Autism  <b>Magnus Björne</b> Sweden	Establishing Autism Services - A Kenyan Experience  <b>Monica Mburu</b> Kenya	Building a system wide change organisation  <b>John Toscano</b> USA	Understanding Sensory and Emotional Responses in Developing Communication in Children with Autistic Spectrum Disorder  <b>Deborah Stodel</b> South Africa	Treating Anxiety Disorders in Children with High Functioning Autism Spectrum Disorders: A Controlled Trial  <b>Anne Chalfant</b> Australia
12h45	LUNCH						
13h45	Autism and Qualitative Differences  <b>Theo Peeters</b> Belgium	Effects of Polyunsaturated Fatty Acid (PUFA) Supplementation in Children Diagnosed with Autism Spectrum Disorders (ASD)  <b>Madeleine Portwood</b> England	Preparing Students with Autism Spectrum Disorder for Work - A School to Work Training Program and the Importance of Relationships  <b>Margaret Lynch</b> Australia	Autistic Disorder in Kenyan Children. Clinical Presentation  <b>Rachel Kang'ethe</b> Kenya	Creativity and Autism (Psychiatric Disorder) Historical Review and New Associations  <b>Michael Fitzgerald</b> Ireland	Interactive Play for Children with Autism  <b>Diana Seach</b> England	Emotion Management Toolkits for Children on the Autistic Spectrum  <b>Margaret Carter</b> Australia
14h30	What If We Die?  <b>Hilde De Clercq</b> Belgium	Childhood Autism: A Circuit Syndrome?  <b>Deborah Lee</b> USA	The Development of Social Firms to Support the Employment of People with Autistic Spectrum Disorder  <b>Richard Ibbotson</b> England	Children with Autism in Residential Home  <b>Bente Laustsen</b> Denmark	Humour in Autism and Asperger Syndrome  <b>Viktoria Lyons</b> Ireland	Adult Child Therapy Using Video: A Preliminary Intervention Program for Pre-School Children with Autism  <b>Donia Fahim</b> Egypt	Sensory Processing, Communication, Understanding and Autism  <b>James Pendlebury</b> South Africa
15h15	TEA						





## Day 3 continued

Time	Breakaway 1	Breakaway 2	Breakaway 3	Breakaway 4	Breakaway 5	Breakaway 6	Breakaway 7
10H30	<p>Presentation of Autistic Spectrum Disorder Children from a Multi-cultural and Multi-lingual Background</p> <p><b>Lynn Holford</b> South Africa</p>	<p>The Use of Written Language as a Context for Language Learning in Learners with Autism Spectrum Disorder</p> <p><b>Iize Pansegrouw</b> South Africa</p>	<p>Physical Activity Programs for Learners with Autism Spectrum Disorder (ASD) - Frequently Asked Questions</p> <p><b>Cecil Reed</b> South Africa</p>	<p>Developing Friendship Skills and Making them Work...for Individuals with an ASD</p> <p><b>Kevin Baskerville</b> England</p>	<p>Integrating Approaches to Service Delivery, Supporting the Whole Life Journey</p> <p><b>John McDonald</b> England</p>	<p>Siblings Experiences of Having a Brother or Sister with Autism and Learning Disabilities</p> <p><b>Ylva Benderix</b> Sweden</p>	<p>Understanding Autism - Training Needs and Opportunities for Professionals</p> <p><b>Aline-Wendy Dunlop</b> Scotland</p>
11H15	<p>Including Children with Autism Spectrum Disorders in Regular Classrooms: The Socially Challenged and the Social Challenge</p> <p><b>Mythily Chari</b> India</p>	<p>Teaching, Reading to Students with Autism Using Interactive Teaching Material</p> <p><b>Llewellyn "Cissy" Coleman</b> USA</p>	<p>Music Therapy at Unica School for Learners with Autism</p> <p><b>Liesl du Plessis</b> South Africa</p>	<p>A Reality: Inclusive Education for Students with ASD</p> <p><b>Rose Walthers</b> Australia</p>	<p>The Road To Adulthood</p> <p><b>Penelope Brennell</b> USA</p>	<p>The Legal Position of an Adult with Mental Incapacity</p> <p><b>Matthew Klein</b> South Africa</p>	<p>The Differing Perceptions of Parents and Educators on the Needs and Directions of Learners with Autistic Spectrum Disorder in the Mainstream / Inclusive Environment</p> <p><b>Jos Horwitz &amp; Karen Kalmowitz</b> South Africa</p>
12H00	<p>Strategies for Successful Inclusion of Children with ASD in Mainstream Schools</p> <p><b>Michael Collins</b> England</p>	<p>Super Sensory Workshops</p> <p><b>Gail Gillingham</b> Canada</p>	<p>Issues and Challenges of Using Cognitive-Behaviour Therapy with People on the Autism Spectrum</p> <p><b>Katingo Giannoulis</b> England</p>	<p>An Overview of a Belgian Program for Students with ASD in Mainstream Education From Pre-school Through College: Support for the Students and the Staff (Including an Experimental Project for Professionals in Special Schools for ASD)</p> <p><b>Marleen Clissen</b> Belgium</p>	<p>Providing a Better Quality of Life - Implementation of Visualization and Structure According to the TEACCH Program. Positive Effects for Autistic and Severely Learning Disabled Adults in Their Third Age.</p> <p><b>Doris Deckers</b> Germany</p>	<p>ASD and Apparent Criminality</p> <p><b>Greg O'Brien</b> England</p>	<p>Application of Basic Concepts of Systems Theory to School Management</p> <p><b>Stephanus Minnaar</b> South Africa</p>
12.45	LUNCH						
13h45	<p>Visualisation and Sign Language in Autism &amp; Deafness</p> <p><b>Roger Verpoorten</b> The Netherlands</p>	<p>Sensory Modulation: A Daily Experience at Vera School for Children with Autism</p> <p><b>Sarosha Pillay</b> South Africa</p>	<p>Building a Curriculum to Meet the Needs of Students with Autism Spectrum Disorders</p> <p><b>Barbara Bloomfield</b> USA</p>	<p>Asperger Syndrome: The Results of a National Study on Characteristics and Their Impact on Interventions</p> <p><b>Brenda Smith Myles</b> USA</p>	<p>Co-constructing Competency: A Partnership Approach to Workforce Development</p> <p><b>Jon Martin</b> Australia</p>	<p>The State of Autism in the US and The World</p> <p><b>Jeff Sell</b> USA</p>	<p>Obtaining Government "Ownership" of Autistic Spectrum Disorders</p> <p><b>Hugh Morgan</b> England</p>

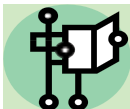


### Day 3 continued

Time	Breakaway 1	Breakaway 2	Breakaway 3	Breakaway 4	Breakaway 5	Breakaway 6	Breakaway 7
14H30	Novel Probiotic Strains with High Peptidase Activity and High Adherence to Cut Epithelial Cells for Reduction of Pathogenic Opioid Food Peptides in Autistics <b>Gunnar Broenstad</b> Norway	Making it Happen - The Development of Innovative Interactive Learning Courseware for ASD <b>Paul Quantock</b> England	Drafting IEP's in Collaboration with Parents - a Trans-disciplinary Approach <b>Jana Forrester</b> South Africa	The "One Stop Shop" for Adults with Asperger Syndrome <b>Jane Neil-MacLachlan</b> England	AS - Transition From School to Employment <b>Lynda Mcleod</b> Scotland	A Public Health Collaboration for the Surveillance of the Autism Spectrum Disorders (ASD) in the United States <b>Catherine Rice</b> USA	Developing 'Autism-friendly' Respite Services within the TEACCH Model <b>David Preece</b> England
15H15	TEA						
15H45	Bio-medical Intervention in Autism <b>Tapan Audhya</b> USA	Exploring the Effects of Computer-based Social Stories on the Social Understanding of Students with Autism Spectrum Disorders <b>Sophia Mavropoulou</b> Greece	I Can See Your Face Now, I Can Hear All the Words Unjumbled, I Know Where I Am! <b>Ian Jordan</b> England	Asperger's Syndrome and Anti-social Behaviour in Adolescence: Misunderstanding or Co-morbid Conditions? <b>Cora Smith</b> South Africa	Success with Autism: Using Our Strengths for Achieving a Fulfilling and Productive Life - Just Like Everyone Else <b>Stephen Shore</b> USA	Effective Social Work Intervention - Advocating for Autism <b>Margaret Itsines</b> Australia	Architecture for: Autism New Dimension in School Design <b>Magda Mostafa</b> Egypt
16H30	Researching Interventions and Priorities for Research in Autistic Spectrum Disorders <b>Richard Mills</b> England	Promoting Joint Imaginary Play with 'Representationa l Others' in Pre-school Children with Autism: Developments in Abstraction, Pretence and Sense of 'Self' and 'Other' <b>Helen Marwick</b> England	Visual Support Access Project for Children with A Psychiatric Diagnosis <b>Tania Van Huyssteen</b> South Africa	Managing Asperger Syndrome in Tertiary Education <b>Juliet Jamieson</b> England	Autism and Creativity, Quality of Life Through Art <b>Paul Tréhin</b> France	The Danish Model <b>Morten Carlsson</b> Denmark	Designing Environments for Children and Adults with ASD. <b>Christopher Beaver</b> England
17H15 Closure							

### Day 4

TIME	AUDITORIUM
08h30	<b>Announcements for the Day</b>
08h40	Laughing and Loving With Autism <b>Wayne Gilpin</b> (USA)
09h20	Logically Illogical: Information and Insight into Autism <b>Ros Blackburn</b> (England)
10h00	<b>TEA</b>
10h30	Topic <b>Tony Attwood</b> (Australia)
11H10	The Reasons For and Results of Dietary Intervention in Autism <b>Karl Reichelt</b> (Norway)



### Day 4

TIME	AUDITORIUM
11h50	Autism Two to Nine <b>Catherine Lord</b> (USA)
12h30	International Conceptualisations, Theories & Treatments: New AND Valuable? <b>Rita Jordan</b> (England)
13h10	<b>CLOSING CEREMONY</b> Inauguration of New President of the World Autism Organisation
14h00	<b>DELEGATES DEPART</b>

### A reminder to our delegates from Africa

The rate for the congress for delegates from Africa is R 2400 if they are paid up in full and registered before **30th June** and R 2 900 thereafter. This applies to both parents and professionals.

### Funding Received For Sponsorship Of Delegates For The 2006 World Congress

#### Gold Sponsor

**Jessica Kingsley Publishing +- R 78 000.**

"Jessica Kingsley Publishers is committed to publishing books that make a difference, and is proud of its worldwide reputation as the leading publisher of books on the autism spectrum and related conditions for parents and professionals."

#### Silver Sponsor

Momentum Fund c/o FirstRand Foundation R 40 000.

#### Bronze Sponsor

Development Bank of Southern Africa R 20 000

Charities Unlimited R 24 000

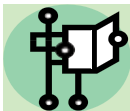
BENEFACTOR	AMOUNT
Eric Samson Foundation c/o Macsteel Corporate Services (Pty) Ltd	R 1 000
The Littlefold Trust (Summercon)	R 2 000
Graham Beck Foundation	R 1 000
Shoprite Checkers	R 600
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### "Artism" Exhibition



We would like to have an "Artism" Exhibition at the World Autism Congress. Please will you keep your children or adult's best work for this exhibition.

**Please let us know if you would like to submit a piece of art for this exhibition and we will advise you of the submission process.**



## Teaching Tips for Children and Adults with Autism

by Dr. Temple Grandin

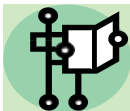
Dr Temple Grandin is probably the most famous autistic person in the world. Now assistant professor at Colorado State University, she has achieved world recognition for her designs for abattoirs for humane slaughtering of cattle, based on her understanding of what makes cattle panic. These are her tips to assist people with autism.

Good teachers helped me to achieve success. I was able to overcome autism because I had good teachers. At age 2 1/2 I was placed in a structured nursery school with experienced teachers. From an early age I was taught to have good manners and to behave at the dinner table. Children with autism need to have a structured day, and teachers who know how to be firm but gentle.

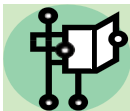
Between the ages of 2 1/4 and 5 my day was structured, and I was not allowed to tune out. I had 45 minutes of one-to-one speech therapy five days a week and my mother hired a nanny who spent three to four hours a day playing games with me and my sister. She taught 'turn taking' during play activities. When we made a snowman, she had me roll the bottom ball; and then my sister had to make the next part. At mealtimes, every-body ate together; and I was not allowed to do any "stims." The only time I was allowed to revert back to autistic behaviour was during a one-hour rest period after lunch. The combination of the nursery school, speech therapy, play activities, and "miss manners" meals added up to 40 hours a week, where my brain was kept connected to the world.

1. Many people with autism are visual thinkers. I think in pictures. I do not think in language. All my thoughts are like videotapes running in my imagination. Pictures are my first language, and words are my second language. Nouns were the easiest words to learn because I could make a picture in my mind of the word. To learn words like "up" or "down," the teacher should demonstrate them to the child. For example, take a toy airplane and say "up" as you make the airplane takeoff from a desk. Some children will learn better if cards with the words "up" and "down" are attached to the toy airplane. The "up" card is attached when the plane takes off. The "down" card is attached when it lands.
2. Avoid long strings of verbal instructions. People with autism have problems with remembering the sequence. If the child can read, write the instructions down on a piece of paper. I am unable to remember sequences. If I ask for directions at a gas station, I can only remember three steps. Directions with more than three steps have to be written down. I also have difficulty remembering phone numbers because I cannot make a picture in my mind.
3. Many children with autism are good at drawing, art and computer programming. These talent areas should be encouraged. I think there needs to be much more emphasis on developing the child's talents. Talents can be turned into skills that can be used for future employment.
4. Many autistic children get fixated on one subject such as trains or maps. The best way to deal with fixations is to use them to motivate school work. If the child likes trains, then use trains to teach reading and math. Read a book about a train and do math problems with trains. For example, calculate how long it takes for a train to go between New York and Washington.
5. Use concrete visual methods to teach number concepts. My parents gave me a math toy which helped me to learn numbers. It consisted of a set of blocks which had a different length and a different colour for the numbers one through ten. With this I learned how to add and subtract. To learn fractions my teacher had a wooden apple that was cut up into four pieces and a wooden pear that was cut in half. From this I learned the concept of quarters and halves.
6. I had the worst handwriting in my class. Many autistic children have problems with motor control in their hands. Neat handwriting is sometimes very hard. This can totally frustrate the child. To reduce frustration and help the child to enjoy writing, let him type on the computer. Typing is often much easier.
7. Some autistic children will learn reading more easily with phonics, and others will learn best by memorizing whole words. I learned with phonics. My mother taught me the phonics rules and then had me sound out my words. Children with lots of echolalia will often learn best if flash cards and picture books are used so that the whole words are associated with pictures. It is important to have the picture and the printed word on the same side of the card. When teaching nouns the child must hear you speak the word and view the picture and printed word simultaneously. An example of teaching a verb would be to hold a card that says "jump," and you would jump up and down while saying "jump."
8. When I was a child, loud sounds like the school bell hurt my ears like a dentist drill hitting a nerve. Children with autism need to be protected from sounds that hurt their ears. The sounds that will cause the most problems are school bells, PA systems, buzzers on the score board in the gym, and the sound of chairs scraping on the floor. In many cases the child will be able to tolerate the bell or buzzer if it is muffled slightly by stuffing it with tissues or duct tape. Scraping chairs can be silenced by placing slit tennis balls on the ends of the legs or installing carpet. A child may fear a certain room because he is afraid he may be suddenly subjected to squealing microphone feedback from the PA system. The fear of a dreaded sound can cause bad behaviour. If a child covers his ears, it is an indicator that a certain sound hurts his ears. Sometimes sound sensitivity to a particular sound, such as the fire alarm, can be desensitized by recording the sound on a tape recorder. This will allow the child to initiate the sound and gradually increase its volume. The child must have control of playback of the sound.
9. Some autistic people are bothered by visual distractions and fluorescent lights. They can see the flicker of the 60-cycle electricity. To avoid this problem, place the child's desk near the window or try to avoid using fluorescent lights. If the lights cannot be avoided, use the newest bulbs you can get. New bulbs flicker less. The flickering of fluorescent lights can also be reduced by putting a lamp with an old-fashioned incandescent light bulb next to the child's desk
10. Some hyperactive autistic children who fidget all the time will often be calmer if they are given a padded weighted vest to wear. Pressure from the garment helps to calm the nervous system. I was greatly calmed by pressure. For best results, the vest should be worn for twenty minutes and then taken off for a few minutes. This prevents the nervous system from adapting to it.





11. Some individuals with autism will respond better and have improved eye contact and speech if the teacher interacts with them while they are swinging on a swing or rolled up in a mat. Sensory input from swinging or pressure from the mat sometimes helps to improve speech. Swinging should always be done as a fun game. It must NEVER be forced.
12. Some children and adults can sing better than they can speak. They may respond better if words and sentences are sung to them. Some children with extreme sound sensitivity will respond better if the teacher talks to them in a low whisper.
13. Some nonverbal children and adults cannot process visual and auditory input at the same time. They are mono-channel. They cannot see and hear at the same time. They should not be asked to look and listen at the same time. They should be given either a visual task or an auditory task. Their immature nervous system is not able to process simultaneous visual and auditory input.
14. In older nonverbal children and adults touch is often their most reliable sense. It is often easier for them to feel. Letters can be taught by letting them feel plastic letters. They can learn their daily schedule by feeling objects a few minutes before a scheduled activity. For example, fifteen minutes before lunch give the person a spoon to hold. Let them hold a toy car a few minutes before going in the car.
15. Some children and adults with autism will learn more easily if the computer keyboard is placed close to the screen. This enables the individual to simultaneously see the keyboard and screen. Some individuals have difficulty remembering if they have to look up after they have hit a key on the keyboard.
16. Nonverbal children and adults will find it easier to associate words with pictures if they see the printed word and a picture on a flashcard. Some individuals do not understand line drawings, so it is recommended to work with real objects and photos first. The picture and the word must be on the same side of the card.
17. Some autistic individuals do not know that speech is used for communication. Language learning can be facilitated if language exercises promote communication. If the child asks for a cup, then give him a cup. If the child asks for a plate, when he wants a cup, give him a plate. The individual needs to learn that when he says words, concrete things happen. It is easier for an individual with autism to learn that their words are wrong if the incorrect word resulted in the incorrect object.
18. Many individuals with autism have difficulty using a computer mouse. Try a roller ball (or tracking ball) pointing device that has a separate button for clicking. Autistics with motor control problems in their hands find it very difficult to hold the mouse still during clicking.
19. Children who have difficulty understanding speech have a hard time differentiating between hard consonant sounds such as 'D' in dog and 'L' in log. My speech teacher helped me to learn to hear these sounds by stretching out and enunciating hard consonant sounds. Even though the child may have passed a pure tone hearing test he may still have difficulty hearing hard consonants. Children who talk in vowel sounds are not hearing consonants. Several parents have informed me that using the closed captions on the television helped their child to learn to read. The child was able to read the captions and match the printed words with spoken speech. Recording a favourite program with captions on a tape would be helpful because the tape can be played over and over again and stopped.
20. Some autistic individuals do not understand that a computer mouse moves the arrow on the screen. They may learn more easily if a paper arrow that looks EXACTLY like the arrow on the screen is taped to the mouse.
21. Children and adults with visual processing problems can see flicker on TV type computer monitors. They can sometimes see better on laptops and flat panel displays which have less flicker.
22. Children and adults who fear escalators often have visual processing problems. They fear the escalator because they cannot determine when to get on or off. These individuals may also not be able to tolerate fluorescent lights. The Irlen coloured glasses may be helpful for them.
23. Individuals with visual processing problems often find it easier to read if black print is printed on coloured paper to reduce contrast. Try light tan, light blue, grey, or light green paper. Experiment with different colours. Avoid bright yellow--it may hurt the individual's eyes. Irlen coloured glasses may also make reading easier. (see the Irlen Institute's web site.)
24. Teaching generalization is often a problem for children with autism. To teach a child to generalize the principle of not running across the street, it must be taught in many different locations. If he is taught in only one location, the child will think that the rule only applies to one specific place.
25. A common problem is that a child may be able to use the toilet correctly at home but refuses to use it at school. This may be due to a failure to recognize the toilet. Hilde de Clereq from Belgium discovered that an autistic child may use a small non-relevant detail to recognize an object such as a toilet. It takes detective work to find that detail. In one case a boy would only use the toilet at home that had a black seat. His parents and teacher were able to get him to use the toilet at school by covering its white seat with black tape. The tape was then gradually removed and toilets with white seats were now recognized as toilets.
26. Sequencing is very difficult for individuals with severe autism. Sometimes they do not understand when a task is presented as a series of steps. An occupational therapist successfully taught a nonverbal autistic child to use a playground slide by walking his body through climbing the ladder and going down the slide. It must be taught by touch and motor rather than showing him visually. Putting on shoes can be taught in a similar manner. The teacher should put her hands on top of the child's hands and move the child's hands over his foot so he feels and understands the shape of his foot. The next step is feeling the inside and the outside of a slip-on shoe. To put the shoe on, the teacher guides the child's hands to the shoe and, using the hand-over-hand method, slides the shoe onto the child's foot. This enables the child to feel the entire task of putting on his shoe.
27. Fussy eating is a common problem. In some cases the child may be fixated on a detail that identifies a certain food. Hilde de Clerq found that one child only ate Chiquita bananas because he fixated on the labels. Other fruit such as apples and oranges were readily accepted when Chiquita labels were put on them. Try putting different but similar foods in the cereal box or another package of a favourite food. Another mother had success by putting a homemade hamburger with a wheat free bun in a McDonald's package.



## Effecting and Supporting a change in routine for an adult with ASD – Kevin Harrison, UK.

Taken from GAP6,2,2005

### Editorial comment

Change to established and familiar routines can be hard for individuals with ASD, partly because they find it very hard to predict what might happen instead. However, if carers and staff do find ways of helping the person adapt to change, then an individual's life and options can be limited. Changes that do occur can cause panic and anxiety which result in behaviour which challenges staff and others. In this short case study, Kevin Harrison describes how staff in a residential home helped one of the residents to increase the activities she did outside the home. From a position where she rarely left the home, June was eventually able to take part in many outings and to plan and take holidays abroad with the staff.

### Introduction

In April 2002 I became the manager of a residential home for adults with learning disabilities. There were 11 residents, four of whom were on the autistic spectrum. One of the residents, June, had become less and less keen to leave the home to go on outings and only left the home once a month with a member of staff to go shopping. When the staff suggested other outings to June her behaviour deteriorated and she became seriously challenging. She would become extremely verbally and physically aggressive if her routines were not followed in the same way every day. This had a major impact on her relationships with other residents within the home and during her outbursts, they would go to their bedrooms. These outbursts would last for hours at a time and often over several days. I decided to assess the situation and explore how we might encourage June to take part in experiences outside the home.

June's spoken language was largely echolalic, where she would repeat the last two or three words that were said to her. It was agreed that June had become very fixed in her routines and was resistant to changing these. The staff had also reached the conclusion that little could be done to change this situation and that it was easier not to try. They addressed the challenging behaviour as it occurred, but now did little to introduce change into June's life.

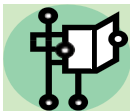
### The intervention

As June's ability to respond verbally to questions from staff was limited and often echolalic, photographs were made of the activities which June did within the home. Then, during her free time, June was shown two cards – each of which had a photograph of one of her favourite activities (e.g. art and craft; jigsaws). She was shown these cards on a daily basis and asked to choose which activity she would like to do. She learned to use these well after about eight weeks and so photographs of other activities were made, some of which showed activities outside the home. Initially, these were used on her shopping trips. At first, June was reluctant to do anything other than shop and return home, as that is what she always did. The new photographs offered her options to shop for clothes, go for lunch or to have a cup of tea with a member of staff. June began to choose the additional activity she wanted before she went out. She would then leave the home with a member of staff. We made sure the staff member had a mobile telephone to call for support if it was needed. This continued for several months and June became used to incorporating other activities within her familiar shopping trip.

Through introducing the photograph system, we were able to support June in making choices and began to develop her flexibility. June became familiar with undertaking other activities as a part of her usual shopping trip. We then introduced the notion of a separate outing on a different day from her shopping trip. June was uncertain at first but then she chose to go for lunch with a member of staff. June really enjoyed the outing and the lunch. We started to offer June an activity outside the home on a regular basis. We began to compile more photographs of local community based attractions and amenities to introduce her to a wider selection of activities.

We are now two and a half years into this intervention and I believe that this worked because of the preparation that occurred before it started. The success of the intervention was due to the fact that we took the time to understand June and the effects that her autism had on her. The photograph cards were the beginning for June to make decisions within her life of activities that she would like to do. This empowered June to take more control over her life and the decisions that were made. As Thompson (1997) explains:

'Empowerment is not a technique but a goal and a process. As a goal, it will not be reached overnight, just as oppressive conditions within our current social order did not suddenly appear. As a process it is ongoing. The major premise underpinning empowerment is that people are not objects to be exploited, to be controlled, or to be oppressed. People are subjects with inherent dignity and worth that should not be conditional on race, gender, class or any other inherent characteristics. All people should have reasonable opportunities and choices over their life situations and their social environment. Empowerment is a goal and a process for overcoming oppression' Reference, N (1997) *Anti-discriminatory practice*, London: MacMillan.



Over time, June began to ask the staff to undertake activities within the home without using the cards. The cards are now kept in her room if she needs them. If staff offer June an activity, they list about three or four options for her. She will actually choose the one that she wants to do, rather than echoing the last two words that were said to her.

### Concluding comments

June now leaves the home several times a week to participate in an activity or to go shopping. She has also been on many holidays with the residents. These have been both within this country and, once a year, abroad. She really enjoys the holidays and goes on every one that is offered to her. She has been to Benidorm twice, Majorca, Disneyland Paris and many holidays within the United Kingdom. She is also involved in the planning of the holidays, which begins about a year before the holiday. The planning has begun for the holiday next year and June has expressed her wishes, which are to go to either Spain or Disneyland Florida. June does not find such long term planning difficult. It does not upset her, but helps her to understand the holiday process and the choices that are open to her. Since this intervention began June's relationships with the other residents have improved and her outbursts are very rare now. If she does have an outburst the intensity has dramatically reduced and the periods of time for the outbursts are now a matter of minutes rather than hours or days.

### The Future: a Poem

Wendy Lawson  
Editorial comment

Wendy Lawson has autism and an amazing ability to write about the condition both in prose and poetry. A new collection of her poems entitled ASpoetry is to be published in December 2005 by Jessica Kingsley. This powerful poem is taken from a book Wendy wrote in 2003 and could be read daily to the benefit of all.

Life on earth is but a moment caught within the crease of time,

The seasons come and go again,  
You have your life, and I have mine

The seed that's planted within the ground  
Cannot choose what to become.  
A potato, an apple or a rose for some.

However, for it to be the very best,  
It needs rich soil, not poor  
The sun and the rains must come,  
To open that seed's door.

I may be born to nourish others,  
I may delight the senses.  
I may grow small,  
I may stay stunted beneath wire fences.

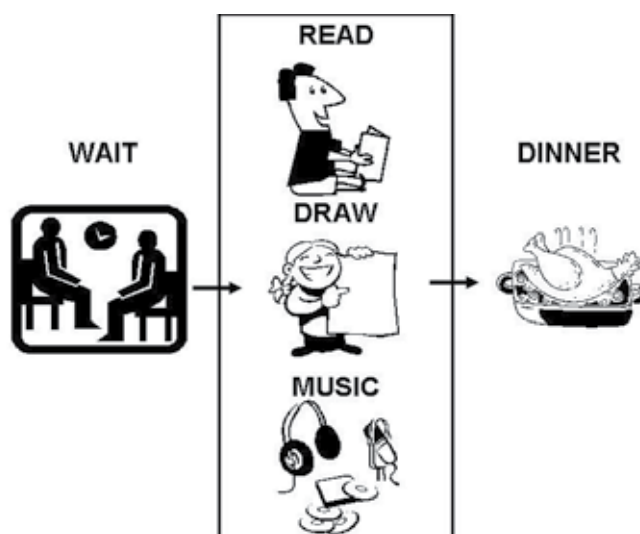
My future may not depend on my stock,  
So much as it does upon sources.  
Sources of warmth, sources of care  
I depend on the nurture to be for me there.

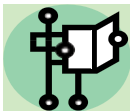
Then I can blossom and sing with the birds,  
Then I can grow my potential.  
So plant me in goodness and all that is fine,  
Please keep the intruders away.  
Give me a chance to develop, in time,  
To become who I am, in life's future, oneday!

### Visual Aid Corner

#### Waiting

None of us enjoys waiting but most of us can do it when the need arises. However, waiting can be difficult for the person with autism. Obviously, this is not simply because people with autism are impatient. One reason is that the concept of "wait" is very ambiguous i.e. it isn't concrete. Consequently, we need to give the person with autism some concrete measure of "wait". We can do this by providing an activity, or a number of activities, which will constitute a concrete focus to waiting. So, for example, if I need the person to wait because dinner is not yet read, the following visual will make waiting easier. It will provide them with a concrete means of understand what "wait" means in relation to dinner e.g. I listen to my favourite CD and then have dinner. The visual below can be used to provide the person with a choice of activities in which to engage while waiting; or it can be used as a sequential schedule of activities if the waiting period is more substantial.





## Emotions and Autism

Taken from Autism News Volume 28 October 2005

One of the myths about autism is that people with autism do not experience the same emotions as non-autistic people. This is a myth. People with autism experience exactly the same emotions that non-autistic people do. Autism does not mean that people lack emotions.

However, there are several issues relating to emotion that can occur in autism.

People with autism may have difficulty knowing how to manage their reaction to emotions. When we are very young, and we feel an emotion, we simply react. We don't consider whether our reaction is appropriate, counter productive, safe etc. If we are upset, we cry or scream. If we are frustrated, we may kick or throw things. We expect this sort of behaviour from babies and it is not really a problem, because they are not big enough to cause any harm. One of the important developmental tasks of childhood is to learn to control our behaviour. Obviously, when people get older they can not simply react to emotion in this uncontrolled way. A tantrum in a 3 year old is one thing, in a thirty year old it is quite another. We actually learn this sort of control, by learning that we can separate our behaviour from our feelings. For example, it is quite appropriate and, in fact, healthy to feel upset if something bad happens. However, as adults, we are able to control our reaction to this feeling and still behave appropriately, despite being upset. We do not respond automatically to the feeling in the way an infant does. This learning is difficult for all children. It involves both learning to control our automatic response and learning what behaviour is appropriate for different situations. Both parts of this equation are difficult. For people with autism it is made more complicated by language impairment, their impairment in social understanding and their cognitive characteristics. If they have an accompanying intellectual disability, the whole process is even more complex, of course.

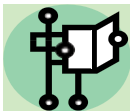
People with autism may have difficulties coping with other people's emotions.

They may have difficulty in understanding why the person would feel that way. An integral part of autism is an impairment in the ability to automatically take another person's perspective or "put yourself in their shoes". Thus, when some incident occurs, the person may not immediately know what other people are likely to be feeling.

In addition, the person with autism, even when they have identified how the other person is feeling, may have difficulty in knowing what the appropriate response to that emotions. Knowing how to respond to emotional situations is a complex skill that requires a lot of social learning and experience. (This is why grandparents are popular figures for people to take their troubles to). Even very skilled, non-autistic adults often find it difficult to know how to respond in emotionally charged situations. People with autism, as I said, have an impairment in social understanding. This means they also have a much more difficult time learning about social situations. That is, they lack social learning and experience. Thus it is difficult for them to know how to respond. A good example of this comes from a young student with autism who was about 11 at the time. His teacher's father had died and she was obviously still very distressed when she came back to school after being on leave. On her first day back to school, the student with autism, "Martin", spent the whole day coming up to her and telling her jokes. Naturally, she found this quite inappropriate. When asked about his behaviour, "Martin" said that he knew she was sad (his mother had explained) and was trying to cheer her up.

People with autism may become very upset when those around them are upset. There are a number of reasons for this. When people are upset a number of things happen. They talk louder and faster with fewer pauses. What they say is less organised, and may be quite difficult to follow. Their body language also becomes more agitated. Thus, for someone who has an impairment in their ability to understand conversations at the best of times, people who are upset become much harder to follow. At the same time, the person with autism does pick up the feelings behind the words. However, because of their language impairment and impairment in social understanding, they may not understand what those feelings are about or who they are directed at. Thus the person with autism may know that the people speaking are very upset, but not know who with or why. In this situation, they are likely to assume that people are upset with them.

As can be seen from these examples, people with autism may behave differently from non-autistic people in response to emotions, but this does not mean that they are not capable of experiencing the same emotions. It is important to keep this in mind, especially when dealing with someone who may not be able to explain what they are feeling.



## The Vanishing Boy

Taken from The New York Times – By Phil Collins

The moment I opened my eyes I knew something was wrong. The sun wasn't up yet, and a cry was forming in Morgan's throat. I padded over to his bed, puzzled. "Morgan?" His darkened room was filled with battered brass instruments, playing cards, thick reference books – the inscrutable fascinations of an autistic 5-year old. Morgan had always been in his own world, but it was a fairly happy one. In his waking hours he'd hum "In the Hall of the Mountain King" while shuffling through mysterious sequences of pinochle cards; lately he had become engrossed in an illustrated encyclopaedia of electric guitars, squinting and smiling at the old pictures and names; Dan electro, Rickenbacker, Gretsch. Sometimes he'd brush past this baby brother and march up to me with a lump of Play-Doh. "Gibson ES-350," he'd demand. As I'd gamely fashion a fret board and tuners out of clay, he'd grab his tarnished French horn, skip outside to the tree swing and blast out wobbling notes at the neighbours; borp, brap, boorp.

I leaned farther over his bed.

"Morgan?"

I staggered back, smacking away another punch, yelling in surprise, "Go to your room!" – which didn't mean much since he was already in it. I retreated across the hall and snapped on the bathroom light. Blood was flowing from my nose. Behind me Morgan thrashed on his bed, pounding and kicking the bedroom wall, screaming.

It hadn't always been like this. But lately Morgan had been reaching out into the world and forming full sentences. I want a peanut butter sandwich. Turn on the TV, please. Yet the more he understood the world outside himself, the more it infuriated him. He was noticing things. The slightest variation in his world – a broken cracker, a minute tear in a book – sent him into inconsolable tantrums over the very existence of disorder.

"Fix it," he'd roar. "Fix it fix it fix it ... "Sometimes I could; sometimes I couldn't. Sometimes it didn't matter; he'd flail at me anyway. Recently the tantrums started in bed, before he was fully awake. Nothing in particular was setting him off; just being conscious enraged him. Just existing. All the calming procedures from his special-ed class was flung aside by his anger and confusion. I studied my bloodied face, and for the first time in my life I was truly frightened.

I found my wife nursing our baby, woken up by his brother's tantrum. "Should we call the doctor?" she said. I felt as if I was losing my son' I feared for the baby, even for myself. "yes", I said, nodding.

A few days later I held a prescription for liquid Prozac in my hand. It's often used with autistic children to moderate the floods of stimuli that send them into fits. But medicine always has one unavoidable side effect; doubt. I'm a historian and all too aware of how heavily drugs have been marketed to Americans, even in old sheet music and comics. In our house lay a 1935 Dr. Miles New Weather Almanac, alternating farm forecasts with patent remedy testimonials; "I get a bottle of Dr. Miles' Nervine, and after a few doses, it does the trick. Sleep – Oh Boy! I'll say I can sleep". We laugh now, of course – and then take our own medicines. Yet what might that daily millilitre of mint-flavoured solution do to Morgan? The F.D.A. warnings ranged from a dry mouth to a "black box" caution over suicidal thoughts in a few patients. And his young brain was still forming. But forming into ... what exactly?

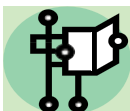
We didn't know if treating him would work; we did know what would keep happening if we didn't try. We slipped it into his pudding each day and watched nervously for the ebb of his tantrums. After a week or two the familiar outlines of our son re-emerged from the depths; Morgan began to hum happily again, to sleep through the night, to crash away at our piano joyfully. Today, a year later he swings on the front-porch glider, blowing glissando raspberries and then smiling at the reflection in his trombone. He still gets frustrated, but it no longer escalates so wildly. And yet ...

*Really? You medicate your son?* Our choice required no explanation to parents of disabled kids, but to others I almost had to apologise for ....well, getting medicine for my child. The failures of the past and present – those old almanacs and new black-box notices – make us suspicious. But I don't have the luxury of distrust. I do not love that it came to this. I do not love drugs. I do not love the companies that sell them.

But I love my son.

Paul Collins is the author, most recently, of "The Trouble With Tom; The Strange Afterlife and Times of Thomas Paine".

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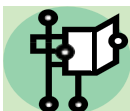
As it is the end of this financial year, Autism South Africa would like to express our sincere gratitude to all our benefactors **(Last updated 11.04.06)**

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## Sometimes the patience of a stranger can be very helpful in an otherwise potentially embarrassing situation.

Taken from Laughing and Loving with Autism compiled by R. Wayne Gilpin

When our son Loudie was about seven or eight, I took him to McDonald's for lunch. It was always a challenge to balance a tray of food; my infant daughter and my flapping, non-verbal son with autism. As I stood at the counter, waiting to order, I was surprised to see Loudie with a coke he was enjoying and a much surprised patron who never saw his coke disappear. Unfortunately, he was hungry as well as thirsty. At my next glance he was gone. He had planted himself in the lap of an elderly gentleman and was consuming his French fries with both hands. I ran over blabbering that my son had a communication problem and really didn't understand what he was doing. The elderly gentleman smiled as he responded, "maam, I think he's communicating pretty well. He just looks like a hungry lad to me".



## Education

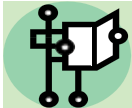
If your child is not in a state supported school **PLEASE** help us create new educational opportunities for our children with autism in South Africa by contacting the relevant official of your province informing him/her yet again that they **MUST** make beneficial provision for our children.

### Contact Details: Heads of Provincial Education Departments

Province	Name	Physical Address	Postal Address	Tel & Fax
Eastern Cape	Dr DWM Edley Superintendent-General	Steve Tshwete Bld. Zone 6 Zwelitsha, CENTRAL BISHO 5605	P/Bag X 0032 BISHO, 5605	Tel:040 608 4205 Fax:040 608 4249
Free State	Dr MC Nwaila Superintendent-General	CR Swart Building 55 Elizabeth Street, Room 2103, BLOEMFONTEIN, 9301	P/Bag X 20565 Bloemfontein 9300	Tel: 051 404 8428 Fax:051 404 8269
Gauteng	Mr M Petje Superintendent-General	African Life Bld., Arcade 10 <sup>th</sup> Floor, Room1009, 111 Commissioner St, Johannesburg, 2001	PO Box 7710 Johannesburg 2000	Tel: 011 355 1511 Fax:011 333 5546
KwaZulu Natal	Mr T Ndlovu Superintendent General	228 Pietermaritz St. 3 <sup>rd</sup> Floor No 304, Pietermaritzburg, 3200	P/Bag X 9137 Pietermaritzburg, 3200	Tel: 033 355 2355 Fax:033 355 2337
Limpopo	Prof RH Nengwekhulu Superintendent-General	113 Biccard Street Polokwane, 0700	P/Bag X 9489 Polokwane, 0700	Tel: 015 297 0895 Fax:015 297 0937
Mpumalanga	Mr CM Mashaba Acting Deputy Director General	Govt Building No 5, Riverside Complex, Upper Ground Level, Nelspruit, 1200	P/BagX11431 Nelspruit, 1200	Tel:013 766 5462 Fax:013 766 5577
Northern Cape	Mr EAB Williams Superintendent- General	Perseverance Bld. 156 Barclay Street, Homestead, Kimberley, 8301	P/Bag X 5029 Kimberley 8300	Tel:(053)839 6500 Fax:(053)839 6640
North West	Dr AM Karodia Superintendent General	Executive Block, East Wing 1 <sup>st</sup> Floor, Garona Building Dr James Moroka Av, Mmabatho 2735	P/Bag X 2044 Mmabatho 2735	Tel: 018 387 3429/8 Fax:018 387 3430
<b>Western Cape</b>	Mr BR Swartz Superintendent-General	Grand Central Bld. Rm 924, 9 <sup>th</sup> Floor, Lower Parliament St. Cape Town 8000	P/Bag 9161 Cape Town 8000	Tel:021 467 2000 Fax:021 467 2363

### Provincial Heads of Inclusive Education

Province	Name	Postal Address	Tel & Fax
Eastern Cape	Mrs NP Nabe nabe@edu.ecprov.gov.za	Eastern Cape Dept. of Education Private Bag X 0032, BISHO, 5605	Tel: 040 608 4219 Fax:040 608 4276
Free State	Mr ADO Moloabi maphol@edu.fs.gov.za	Free State Dept. of Education Private Bag X 20565, Bloemfontein, 9300	Tel: 051 404 8226/5 Fax:051 404 8233
Gauteng	Mr Anthony Meyers anthonym@gpg.gov.za	Gauteng Dept. of Education Private Bag X7710, JOHANNESBURG, 2000	Tel: 011 355 0833 Fax:011 355 1539 Cell: 083 570 4959
Northern Cape	Ms Hawa Abass habass@per.ncape.gov.za	Northern Cape Dept. of Ed Private Bag X 5029, KIMBERLY, 8300	Tel: 053 839 6642 Fax:053 839 6633
North West	Ms JJ van Wyk vanWyk@nwpg.org.za	North West Dept. of Education Private Bag X 2044, MMABATHO, 2735	Tel: 018 387 2071/3 Fax:018 387 2347
Western Cape	Dr MJ Theron mtheron@pgwc.wcape.gov.za	Western Cape Dept. of Ed Private Bag X 9114, CAPE TOWN, 8000	Tel: 021 467 2027/8 Fax:021 425 7465
Mpumalan ga	Mr JR Molai jmolai@nel.mpu.gov.za SweetNkosi@nel.mpu.gov.za mlekgau@nel.mpu.gov.za	Mpumalanga Dept. of Education PO Box 5265, NELSPRUIT, 1200	Tel: 013 766 5358 Fax:013 766 5585
Kwazulu Natal	Dr HP Gumede thobiles@kznedu.kzntl.gov.za	KwaZulu Natal Dept. of Ed Private Bag X04, ULUNDI, 3838	Tel: 035 879 2018 Fax:035 879 2020
Limpopo	Ms Asnath Mojapelo mojapelo@edunorprov.gov.za	Limpopo Dept. of Education, Private Bag X 9489 POLOKWANE, 0700	Tel: 015 290 7686 Fax:015 297 4877



## WE NEED YOUR HELP!!

May we appeal to you to please become a paid up member of Autism South Africa to help us help you?

When lobbying Government and the corporate sector on the dire need for additional services and facilities for our children and adults with autism, they seem to be increasingly measuring the urgency and need for assistance by the number of PAID UP MEMBERS of Autism South Africa.

Therefore we ask that please consider becoming a member of Autism South Africa for a mere R30 per person per annum, or at R40 per annum for a family membership.

I \_\_\_\_\_  
wish to become an individual member of Autism South Africa. (R30 per person).

**PLEASE PRINT YOUR FULL NAME AND TITLE**

or

We \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

wish to become family members of Autism South Africa (R40 per family)

**PLEASE PRINT THE NAME OF EACH FAMILY MEMBER**

POSTAL ADDRESS \_\_\_\_\_  
\_\_\_\_\_

TEL NO: \_\_\_\_\_

FAX NO: \_\_\_\_\_

EMAIL ADDRESS \_\_\_\_\_

Please find enclosed my cheque/postal order for R 30 for individual membership.

(tick)

Please find enclosed my cheque/postal order for R 40 for family.

(tick)

### OR I PREFER TO

directly deposit R30 or R40 depending on type of membership and fax the deposit slip along with my membership application to: 011-486-2619

(tick)

**Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

#### Contact Details

Autism South Africa, PO Box 84209. Greenside 2034

Tel: 011-486-3696

Fax: 011-486-2619

[pauline@autismsouthafrica.org](mailto:pauline@autismsouthafrica.org)

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

#### Banking Details:

Autism South Africa

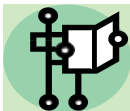
Standard Bank

Sandton

Branch code: 019205

Acc. No: 2207 312 33





## Autism Spectrum Quarterly Magazine (ASQ) Subscription Autism South Africa

Autism South Africa is acting as a local distributor for a wonderful magazine from America called Autism Spectrum Quarterly. We need your urgent response should you wish to receive copies.

Diane Twachtman-Cullen, Ph.D., Editor-in-Chief, Liane Holliday Willey, Ed.D., Senior Editor. ASQ is described as "THE AUTISM MEGAJOURNAL™" to underscore that it combines the readability and interest of a high-level magazine with the substance and depth of a professional journal. It is this combined focus that distinguishes ASQ from other publications of its type, and creates an important niche in the world of autism publications that has heretofore been lacking. Each issue features a line of research and commentary aimed at helping parents, teachers, and clinicians to translate this research into practice.

Included in every issue of *Autism Spectrum Quarterly*

- Articles by, for, and about individuals with ASD
- A focus on families and family issues
- Book and product reviews and recommended resources
- Contributions by outstanding professionals in the ASD field
- Spotlight on Best Practices to highlight an educator, clinician, or paraprofessional support person whose work on behalf of those with ASD has been exemplary
- Tips and strategies to translate research into practice
- User-friendly, cutting-edge information from the world of research.
- And so much more!
- Due to the financial implications, we will need potential South African subscribers to sign up, commit and pay up front for the period of a year.

We have been offered the wonderful price of R 50 per magazine (incl shipping from the USA). Therefore for a year's subscription, with local postage it will cost you only **R 200 per year to receive 4 copies of this magazine** with informative, practical and up-to-date information.

**Should you wish to subscribe please to this magazine, please complete the form below and fax it back to 011-486-2619 along with your deposit slip.**

**Name:** \_\_\_\_\_

**Tel. No.:** \_\_\_\_\_

**Fax. No.:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

**Postal Add:** \_\_\_\_\_

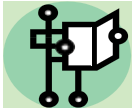
Contact Details  
 Autism South Africa, PO Box 84209, Greenside 2034  
 Tel: 011-486-3696/4037  
 Fax: 011-486-2619  
 e-mail: [psautism@iafrica.com](mailto:psautism@iafrica.com)  
[www.autismsouthafrica.org](http://www.autismsouthafrica.org)

Banking Details  
 Autism South Africa  
 Standard Bank  
 Sandton Branch  
 Branch Code: 019205  
 Acc. No: 2207 312 33

**Message from Diane Twachtman-Cullen, Editor-in-Chief Autism Spectrum Quarterly, P O Box 799, Higganum, CT 06441-0799, [submit@ASQuarterly.com](mailto:submit@ASQuarterly.com), [www.ASQuarterly.com](http://www.ASQuarterly.com).**

Autism Spectrum Quarterly (ASQ) is an international publication of Starfish Specialty Press, LLC. It is published four times a year in the months of February, May, August, and November. We welcome articles from individuals in the United States, and from foreign countries. The intent of ASQ is to inform its readers about research and issues relevant to the needs and interests of individuals with autism spectrum disorders (ASD); members of their families; and the professionals and paraprofessionals who work on their behalf. We are not a peer-reviewed journal, but we do intend for our articles to be of the highest quality and worthy of publication. We welcome submissions on a variety of topics related to ASD. Please send your article to [submit@ASQuarterly.com](mailto:submit@ASQuarterly.com)

Your article should range from between 800 and 1,200 words, but a word count that extends slightly beyond that range may be acceptable, in certain cases. Articles that contain word counts that extend significantly beyond 1,200 words will be returned to the author for further editing unless prior arrangements have been made for longer articles. Please be sure to include a title, unless you would like one of our editors to suggest possible titles. Section headings are also encouraged. The article should be sent by email, as an attached Microsoft Word document. The text of the article should not be included in the email message itself. Please also include a paragraph about yourself, including academic degrees, positions, and/or institutional affiliations, if applicable, prior writing experience and publications, as well as your mailing address, telephone number, and email address.



## Professional Database.

If you believe that you have experience in working with children or adults with and would like to be added to our Professionals Database, could you please complete this form and fax / email it back to Autism South Africa on 011-486-2619 or [pauline@autismsouthafrica.org](mailto:pauline@autismsouthafrica.org). Please note that your details may appear on our website.

**Full Name:** \_\_\_\_\_

**Profession:** \_\_\_\_\_

**Private or linked to a centre:** \_\_\_\_\_

**Physical Address:**  
\_\_\_\_\_  
\_\_\_\_\_

**Tel:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Mobile:** \_\_\_\_\_

**E-Mail:** \_\_\_\_\_

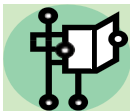
**Main areas of interest:**  
\_\_\_\_\_  
\_\_\_\_\_

**Previous autism-specific workshops attended or training received:**  
\_\_\_\_\_  
\_\_\_\_\_

**Please describe "Mind-Blindness" that is found in autism:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Any additional comments on how you feel you can assist those affected by autism?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Vacancy's available

**AUTISM SOUTH AFRICA  
a NGO based in Gauteng,  
is looking to fill a vacancy for the post of National Director.**

The person who accepts this post will be expected to:

- Lead and implement strategic planning.
- Proactively engage and co-ordinate advocacy work on behalf of Autism South Africa.
- Represent Autism South Africa in the media, and at relevant National and International conferences.
- Establish and maintain proactive communications with government departments and officials, other disability organisations and applicable NGO partners from the South African and International arena.
- Provide leadership to and manage the staff of Autism South Africa.
- Act as a liaison between affiliated regional bodies, schools, centres and service providers.
- Be willing and able to work as a full team member of the Autism South Africa management team.
- Head up and expand the fund-raising for programme activities, which will include developing Business Plans and proposals, managing project finances and providing full accountability to donors.
- Manage all activities of Africa South Africa under the direction of the Management Board.

It would be of benefit if the candidate has the following qualifications, experience and expertise:

- Hold a relevant tertiary qualification, such as in the field of management, marketing, social work or equivalent;
- Have previous experience in working in the disability sector;
- Be able to develop and implement policies;
- Demonstrable experience in advocacy and working with media;
- Proven beneficial fundraising skills, such as proposal writing, report writing and donor liaison that has had successful results.
- Be comfortable with conducting high level interactions with government, donors and other NGO's.
- 3-5 years managerial experience in the disability sector or NGO field.
- Traceable track record and references concerning the above listed experience.

Autism South Africa offers a competitive salary package that would be commensurate with the qualifications and experience of the successful applicants. This position will be filled with a view to Autism South Africa achieving its equity targets, therefore suitably qualified persons from historically disadvantaged communities are encouraged to apply. Autism South Africa reserves the right not to make an appointment to the position advertised, or to make an appointment at a lower grade than that at which the position is advertised.

**Communications will only be entered into with applicants who have been short-listed for interviews and short listed candidates may be asked to undergo Psychometric Testing.** If you have not been contacted by 15<sup>th</sup> June 2006 you should assume that you have not been placed on the short-list.

**Please forward your curriculum vitae (Maximum of 6 pages) to: Fax: (011) 486 2619.**

**Email: [jill@autismsouthafrica.org](mailto:jill@autismsouthafrica.org)**

**Closing date for receipt of applications by the offices of Autism South Africa is 11<sup>th</sup> May 2006.**

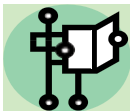
**THE DEPARTMENT OF HOME AFFAIRS** is offering a Youth Service Programme to unemployed youth, targeting disabled young adults, aged between 18-25, matriculated. The programme runs for a period of 12 months and participants will be paid R3000.00 per month. For further information please contact: Miss M A Shikwane, National Department of Home Affairs, Tel: (012) 810 6051, Fax: (012) 810 6076, Cell: 082 355 7672 or E-mail: [asia.shikwane@dha.gov.za](mailto:asia.shikwane@dha.gov.za)

**OPPORTUNITY FOR DISABLED TO WORK ON GAUTRAIN PROJECTS** - On behalf of the various GAUTRAIN PROJECT MANAGERS ( Bombela JVC [ Joint Venture Consortium] ), I would like to extend an invitation for disabled skilled persons to submit their CVs for consideration for a variety of positions on the Project. Some examples of positions that need filling include - DOCUMENT CONTROLLERS, SECRETARIES, ADMINISTRATORS, DRAUGHTSPERSONS, ENGINEERS IN ALL DISCIPLINES

Please forward these CVs in electronic format to Ellen Steadman at [es@worksa.co.za](mailto:es@worksa.co.za) for processing.

1. This is an invitation for applications, NOT an offer of work
2. Positions may arise throughout the Project period of, initially 3 years, so do not expect immediate response.
3. Do not telephone the Email recipient, Ellen Steadman. Only written applications will be considered. All applications will be given due consideration

For further information please contact: Ellen Steadman, BA Hons Psychology UNISA, FOR STEADMAN SEARCH, TEL : +27 11 646 0012 ALL HRS, CELL : 082 869 9221



## Book Corner

These books are available through Jessica Kingsley



**Friendships**  
The Aspie Way – written by Wendy Lawson  
Foreword by Emma Wall

Paperback, ISBN-10: 1-84310-427-X  
ISBN-13: 9781843104278, 122pp, June 2006-03-29

People with Asperger's Syndrome have difficulty with interpersonal relationships, yet are well known to be loyal and dependable friends. Wendy Lawson felt she had a knack for upsetting people and was surprised to be told that she 'did friendships, she explores what it means to have friends or be a friend – even a friend to oneself; what happens when times are tough and friends are scarce; whether one can be a 'good friend' without effort; and what other kinds of friendships there are, whether imaginary, animal or inanimate. These ideas are accompanied by practical examples, poetry and stories.

Insightful and relevant to people both on and off the autism spectrum, *Friendships; The Aspie Way* is a fresh approach to a universal issue in human relationships.

**Social Skills Groups for Children and Adolescents with Asperger's Syndrome**

A Step-by-Step Program

Written by Kim Kiker Painter

Paperback, ISBN-10; 1-84310-821-6 ISBN-13:  
978184108214, 144pp, May 2006

*Social Skills Groups for Children and Adolescents with Asperger Syndrome* is an empirically-grounded, ready-to-use curriculum for clinicians, teachers and other professionals wishing to lead social skills groups for children and adolescents with AS.

It provides an introduction to AS and issues surrounding social skills, including diagnostic and assessment issues, the importance of good social skills, and treatment approaches. At the heart of the resource is a practical, user-friendly, fully photocopiable program, consisting of 10 core sessions and 13 supplementary sessions, which covers topics such as greetings, emotions, facial expressions, conversational skills and more. Each session contains an outline of the aims, the empirical basis of the skill being taught, step-by-step instructions for group leaders, and parent and teacher handouts.

A comprehensive and practical social skills group program, this will be an invaluable and unique resource for clinicians, teachers, parents and professionals working with children and adolescents with AS social skills.

**Encouraging Appropriate Behaviour for Children on the Autism Spectrum**

Frequently asked questions.

Written by Shira Richman

Paperback, ISBN-10; 1-84310-825-9 ISBN-13;  
9781843108252, 224pp, March 2006

Written in an accessible question-and-answer format for easy navigation, this book provides detailed, practical answers to the real questions asked by parents of children with autism spectrum disorders (ASDs). One hundred questions, organised by topic, cover common everyday problems, from advice on what to do if your autistic child routinely runs away when in the supermarket to tips on how to stop him from spitting. Shira Richman outlines succinct behavioural plans to help parents and professionals encourage appropriate behaviour and help their child make progress with learning positive behavioural patterns. She also offers advice on how to recognise maladaptive behaviours and explains the reasoning behind taking a proactive approach with children on the autism spectrum.

This book can be read cover to cover or used as a handy quick reference. It will be invaluable to parents of children with ASDs and the professionals working with them.

**Voices from the Spectrum**

Parents, Grandparents, Siblings, People with Autism, and Professionals Share Their Wisdom.

Edited by Cindy N. Ariel and Robert A. Naseef.

November 2005; 256pp; 40 b&w photographs; ISBN  
10: 1 84310 786 4 ISBN 13: 9781843107866

*Voices from the spectrum* is a compelling collection of personal accounts from people on the autism spectrum and those who care for them, including professionals, friends and family members. The essays in this collection tell of both the positive and negative effects of autism on individuals and families, and pose the question; is a diagnosis on the autism spectrum a puzzle to be solved, or something to be embraced and accepted?

The broad scope of this book presents insights into the autism spectrum from many from many different perspectives from first hand accounts of the autistic child's school and childhood experiences to parents and grandparents reactions to a diagnosis. A number of chapters written by professionals explain their motivations for working with autistic people and reveal what they have learned from work and how it has affected their lives. The contributors describe experiences of autism from the mildest to the most severe case, and share their methods of adapting to life on the spectrum.

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### Special Brothers and Sisters

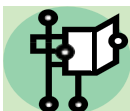
**Stories and Tips for Siblings of Children with Special needs, Disability or Serious Illness**

Edited by Annette Hames and Monica McCaffrey

Paperback, ISBN-10; 1-84310-383-4 ISBN-13: 9781843103837, 96pp, 2005

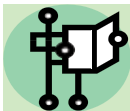
*Special Brothers and Sisters* is a collection of real-life accounts from the brothers and sisters of children with special needs, disability or serious illness, ranging in age from 3 to 18 years. They explain, in their own words, what its like to live with the siblings. There is a lot of advice available for parents of a child with a disability or illness, but very little about the important issue of educating their siblings about how they feel, and why they may behave differently from other children.

These stories – from 40 different families – come with related tips to help siblings deal with some of the things that happen in their family lives. The books also provides a helpful glossary to explain, in child-friendly language, the disabilities and medical conditions mentioned, including; ADHD, AUTISM, CEREBRAL PALSY, CYSTIC FIBROSIS, DOWN SYNDROME. *Special Brothers and Sisters* is an engaging and educational collection that will enable young people and adults to share in the extraordinary experience of being a sibling of a child with special needs, a disability or serious illness.



## Books available through Autism South Africa (expected arrival of stock is mid May)

No	Book Title	QTY	Price
1	How to Understand Autism – The Easy Way.		R221.45
2	Autism – The Eighth Colour of the Rainbow. Learn to Speak Autistic.		R306.95
3	Autism: An Inside-Out Approach. An Innovative Look at the 'Mechanics' of 'Autism' and its Developmental 'Cousins'.		R272.75
4	Demystifying the Autistic Experience. A Humanistic Introduction for Parents, Caregivers and Educators.		R221.45
5	A Mind Apart. Understanding Children with Autism and Asperger Syndrome.		R193.23
6	A Positive Approach to Autism.		R272.75
7	Personal Hygiene? What's that Got to Do with Me?		R221.45
8	Toilet Training for Individuals with Autism and Related Disorders. A Comprehensive Guide for Parents and Teachers.		R328.55
9	Asperger's Syndrome. A Guide for Parents and Professionals.		R221.45
10	Asperger's Syndrome DVD.		R1091.50
11	Asperger's Syndrome Video. Diagnosis and Support. Two 90-minute videotapes.		R945.97
12	Asperger Syndrome in Adolescence. Living with the Ups, the Downs and Things in Between.		R238.55
13	Coming Out Asperger. Diagnosis, Disclosure and Self-Confidence.		R238.55
14	Congratulations! It's Asperger Syndrome.		R272.75
15	Asperger Syndrome. (Ami Klin)		R695.30
16	Children, Youth and Adults with Asperger Syndrome. Integrating Multiple Perspectives.		R341.15
17	People with Autism Behaving Badly. Helping People with ASD Move On from Behavioral and Emotional Challenges.		R238.55
18	Behavioural Concerns and Autistic Spectrum Disorders. Explanations and Strategies for Change.		R272.75
19	Autism in the Early Years.		R307.80
20	Autistic Spectrum Disorders. Practical Strategies for Teachers and Professionals.		R290.70
21	Accessing the Curriculum for Pupils with Autistic Spectrum Disorders. Using the TEACCH Programme to Help Inclusion.		R290.70
22	Pre-Schoolers with Autism. An Education and Skills Training Programme for Parents - Manual for Clinicians.		R598.50
23	Pre-Schoolers with Autism. An Education and Skills Training Programme for Parents - Manual for Parents		R238.55
24	Making it a Success. Practical Strategies and Worksheets for Teaching Students with Autism Spectrum Disorder.		R221.45
25	Addressing the Challenging Behavior of Children with High-Functioning Autism/Asperger Syndrome in the Classroom. A Guide for Teachers and Parents.		R272.75
26	I am Special. Introducing Children and Young People to their Autistic Spectrum Disorder.		R306.95
27	School Phobia, Panic Attacks and Anxiety in Children.		R289.85
28	Asperger Syndrome - What Teachers Need to Know		R187.25
29	Hitchhiking through Asperger Syndrome.		R221.45
30	Freaks, Geeks and Asperger Syndrome. A User Guide to Adolescence.		R221.45
31	Multicoloured Mayhem		R221.45
32	Managing Asperger Syndrome at College and University. A Resource for Students, Tutors and Support Services		R342.00
33	How to find work that works for people with Asperger Syndrome. The Ultimate Guide for Getting People with Asperger Syndrome into the Workplace (and keeping them there!)		R255.65
34	Sex, Sexuality and the Autism Spectrum		R238.55
35	Understanding Sensory Dysfunction. Learning, Development and Sensory Dysfunction in Autism Spectrum Disorders, ADHD, Learning Disabilities and Bipolar Disorder.		R221.45
36	Communication Issues in Autism and Asperger Syndrome. Do we speak the same language?		R289.85
37	Assessing and Developing Communication and Thinking Skills in people with Autism and Communication Difficulties. A Toolkit for Parents and Professionals.		R341.15
38	Diet Intervention and Autism. Implementing the Gluten Free and Casein Free Diet for Autistic Children and Adults - A Practical Guide for Parents		R238.55
39	Special Diets for Special Kids. Understanding and Implementing Special Diets to Aid in the Treatment of Autism and Related Developmental Disorders.		R289.85
40	Nobody Nowhere. The Remarkable Autobiography of an Autistic Girl		R221.45
41	Somebody Somewhere. Breaking Free from the World of Autism.		R221.45
42	Like Colour to the Blind. Soul Searching and Soul Finding.		R238.55
43	Blue Bottle Mystery. An Asperger Adventure		R135.95
44	Of Mice and Aliens. An Asperger Adventure		R135.95
45	Lisa and the Lacemaker. An Asperger Adventure		R135.95
46	Haze.		R170.15
	PLEASE ADD POSTAGE @ R10 PER BOOK		R
	TOTAL		R



Golf Day Hosted by Autism South Africa on Thursday, 27th July 2006 at Parkview Golf Course.

## Booking Form

NAME:

COMPANY

POSTAL ADDRESS:

TEL NO:

FAX NO:

CELL NO:

E-MAIL ADDRESS:

\*Enter  fourball(s) @ R 1 500 each. Preferred Tee Off time

*Name of player 1	<input type="text"/>	Handicap	<input type="text"/>	Member Club	<input type="text"/>
*Name of player 2	<input type="text"/>	Handicap	<input type="text"/>	Member Club	<input type="text"/>
*Name of player 3	<input type="text"/>	Handicap	<input type="text"/>	Member Club	<input type="text"/>
*Name of player 4	<input type="text"/>	Handicap	<input type="text"/>	Member Club	<input type="text"/>

\*Sponsorship of the 1st Tee or 18th Green @ R 1500 each

\*Sponsorship of any other Tee or Green @ R500 each

\*Provision of "watering hole" or product stand on the course

\*Donation of fourball or single prizes

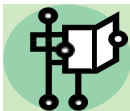
\*Donation of item for auction or raffle

\*Unable to attend, but would like to offer a financial donation of R

Please fax this reply slip back to (011) 486 2619  
or  
Post this reply slip with the appropriate payment, to  
P.O. Box 84209, Greenside. 2034.  
Please make cheques payable to Autism South Africa.

For Direct Deposit / Internet Banking:  
Bank: Standard Bank. Branch Code: 019205. (Sandton Branch)  
Account No: 2207 312 33. Account Name: Autism South Africa

**Please write your company name or lead player's surname in the reference block on the deposit slip.**



## Aut-Talk Buzz Page

### Sanato

Symposium Invitation – for those who practice, study, or have an interest in health, education, community work and the arts. South African Registered Arts Therapists (Arts, Drama, Music and Movement) will present papers on contemporary practice in a variety of contexts.

Workshops in each of the art fields will give participants an experience of the Arts Therapies.

**Date:** Friday, 9<sup>th</sup> June 2006 17h00 – 20h30  
Saturday, 10<sup>th</sup> June 2006 08h30 – 16h30

**Venue:** AFDA (SA School of Motion Picture Medium and live Performance), Frost Avenue, Auckland Park, Johannesburg

**Cost:** (Pre-conference registration essential)

Full: R 300.00

Student: R 120.00

Early registration (before 31<sup>st</sup> March 2006)  
R 250.00

Registration closes Wednesday 31<sup>st</sup> May 2006.

**Booking:** Hanni Beyers

**Email:** [hanni.beyers@gmail.com](mailto:hanni.beyers@gmail.com)

**Cell:** 082 835 2127

**Fax:** 086 688 8082

## AUTISM SOUTH AFRICA GOLF DAY



Autism South Africa will be hosting a Golf Day on 27th July 2004 at the Parkview Golf Course.

May we please ask that if you are able to participate, donate prizes or help in any way could you please return the reply slip included in our Aut-Talk to our office on fax number: 011-486-2619.

Thank you very much indeed.



**Joey's Aftercare**  
**for special needs children**  
**Homework supervised**

**"GODS' BLESSINGS"**

**pre school for special needs children**

**Ages 3 to 6**

**(011) 957 3934**  
**(084) 264 7236**

P.O.Box 1550,  
Muldersdrift  
1747

## Autism South Africa National Forum and Annual General Meeting

**Date: 3<sup>rd</sup> to 5<sup>th</sup> August**

**Venue: Vera School**  
**20 Anglesey Road,**  
**Rondebosch East**

**All welcome**

To Whom it may concern.

My name is Rene Van Eetveldt and I am currently 20 years old. I have just returned from California, America where I had the pleasure of working as an Aupair for the last 18 Months.

The family that I worked for and lived with had one child: Mark, who was 2 when I arrived and 4 when I left. Not long after my arrival, Mark was diagnosed with Pervasive Development Disorder: Not Otherwise Specified/ High Functioning Autism. I was his Aupair and was therefore with him all day, every day. Hence, I got very involved with Marks intervention and treatment, and, had the privilege of being able to work with his Advanced Behavioural Analysis Therapist, Speech and Language Pathologist and Occupational therapist. I was also primarily in charge of Marks daily routine and care, preparing Gluten and Casein free meals was a daily task for me, as well as preparing his supplements. I was also responsible for the generalising the skills learnt at the various clinics at home. While abroad, I also managed to attain an A for a course called "Socialization of the Child". I also have an Infant & Child Emergency Care as well as a CPR for Friends and Family Certificate. I have had my drivers licence since 2004 and am quite used to driving long distances on a daily basis. Since I returned back to South Africa in late January, I was too late to register and to get into University. I have since decided that because I really enjoyed my job and felt passionate about the fight against Autism, that I would still like to Aupair for a host family who has a child/ children with Autism. I am comfortable with being a "live in" and would actually prefer it. I would also prefer to be involved with the child/ children's intervention and treatment as I aspire to one day be an ABA therapist. I will be available as of the first of March 2006 and would love to hear from you.

My Cell Phone Number is : 082 455 2112 (8am - 8pm). Email : [rene\\_honey@hotmail.com](mailto:rene_honey@hotmail.com). I will gladly send you my CV via email, fax or mail. Rene Van Eetveldt.

## Little Steps

Pre-school for learners with ASD / PDD

302 Badenhorst Str

P.O. Box 50704  
Wierda Park  
Centurion  
0149

Pre-school opening 17 July 2006

A loving, Christian environment, meeting the specific needs of children with Autistic Spectrum Disorder and Pervasive Developmental Disorder

Ages 3 – 6 years

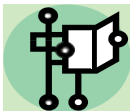
Experienced staff

Half and full day facility

Limited enrolment

For further information please contact Ashley Wagner on 0824682171 or Laurine Wagner on 012 653 1939





## Aut-Talk Buzz Page continued.



'Mothers' Journal' is a magazine designed to assist and aid Mums in day-to-day activities and to make the mothers' role less daunting.

The Journal contains a mixture of advertising and editorials, helping mums with different areas of motherhood and offering useful hints where they can go for help, entertainment and advice.

'Mothers Journal' is a monthly A5 magazine, approximately 24 pages, printed on 80g bond paper with a durable cover and designed to fit snugly into a child's satchel or mother's handbag.

We will have eleven publications annually and an initial distribution of 10,000 copies, growing each month as demand and popularity increases.

The Journal features regular articles covering many subjects of interest to mothers, children and schools, including food, health with qualified Pharmacist, Lawyer and Occupational therapist, reporting back to mothers, with the different approaches to holistic healing and homeopathic medicines, shopping, creative arts and crafts, entertainment, fund raising for schools, charities, monthly calendar of events and many more.

'Mothers' Journal' circulation will be in the whole of Gauteng  
The distribution of 'Mothers' Journal' will be free to all schools, baby clinics, Pediatric and maternity wards and in children's stores, markets and shopping centres.

'Mothers' Journal' covers a wide spectrum and is a pro-active publication – and we look forward to you advertising in our magazine.

Phillippa Machetto, 072 948 5328, Editor of Mothers Journal, [mothersjournal@telkomsa.net](mailto:mothersjournal@telkomsa.net)

Discounts will be given for Advertisers that pay for 3 to 6 months before advert goes to print. Prices on previous page.

The size of the booklet is A5, which is 210mm deep by 148mm wide.

The Ad sizes then will be :

1. **Full page ad** - 148mm wide by 210mm deep, with a print area of 128mm wide by 190mm deep (Portrait format). Bleed will be 3mm all round (making a full width of 154mm by 216 deep) **R2500 (discount for 3 to 6 months)**
2. **Double page spread ad** - 296mm wide by 210mm deep, with a print area of 276mm by 190mm deep (Landscape format: i.e. reading upright across both pages). Bleed will be 3mm all round **R4000 (Discount for 3 to 6 months)**
3. **Half page ad** - 148mm wide by 102 deep, with a print area of 128mm wide by 92mm deep (Portrait format). Bleed will be 3mm all round. **R1250 (discount for 3 to 6 months)**
4. **Quarter page ad** - 60mm wide by 92mm deep (Portrait format). Bleed will be 3mm all round. **R950 (discount for 3 to 6 month)**
5. **Eighth page ad** - 60mm wide by 44mm deep (Portrait format). Bleed will be 3mm all round. **R350 (discount for 3 to 6 months)**
6. **Business cards** are generally 90mm wide by 50mm deep, but will not fit comfortably on an A5 page..... so I suggest that you keep to the eighth page size. **R350 (discount for 3 to 6 months)**
7. **Strip ads at bottom of page** - This will have to be wording only as there is not much space for anything else, **R350 (discount for 3 to 6 months)**
8. Classified **R175** up to 6 lines

We require High Resolution PDFs or JPEGs.

We cannot print from Microsoft Word or Corel documents.

Before going to print we must be paid as the printers need the money up front. Phillippa Machetto, Acc# 1973049945, Branch code #197305

Fax or email slip to 011 789 2619, [mothersjournal@telkomsa.net](mailto:mothersjournal@telkomsa.net)

**"VUKA!  
LET'S TALK  
ABOUT EPILEPSY!"**

EPILEPSY CONFERENCE MAY 2006

Epilepsy South Africa would hereby like to invite all interested parties to attend and participate in the National Epilepsy Conference to be held in Kwa Zulu Natal on 11 & 12 May 2006.

Venue:

Garden Cour Marine Parade,  
PO Box 10809, Marine  
Parade, 4056

167 Marine Parade, Durban,  
4001

Tel: +27 31 337 3341

Fax: +27 31 337 5929

Email:

[ContactUs@SouthernSun.com](mailto:ContactUs@SouthernSun.com)

Enquiries:

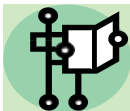
Epilepsy South Africa

KZN Durban & Coastal Branch

Contact Person: Denise Ball

Tel: 031 3091370 email:  
[durban@epilepsy.org.za](mailto:durban@epilepsy.org.za)





## Aut-Talk Buzz Page continued.

### Weak brain links 'explain autism'

The difficulties people with autism have in relating to others could be due to poor communication between brain areas, scientists suggest.

It may explain why they do not interact well, as the weak links mean they benefit less from social situations.

It had been thought that their lack of social skills was due to abnormalities in particular brain areas.

The study in Neuroimage, carried out by University of London researchers, compared brain scans of 32 people. **The face processing areas of the brain are not well connected to those parts of the brain that control attention**  
Dr Geoff Bird, University College London

The researchers took brain scans of 16 people with autism spectrum disorders (ASD) and above-average IQs, as well as those of 16 unaffected volunteers.

They were shown four images on the screen - two of houses and two of faces. They were then asked to concentrate on either the faces or houses and decide if they were identical.

Scans showed there were marked differences in the brain activity of the two groups.

In the control group, paying attention to pictures of faces caused a significant increase in brain activity.

But for people with ASD, paying attention to faces made no impact at all on the brain, explaining their lack of interest in faces.

Both groups had the same reaction to houses.

Dr Geoff Bird, at the UCL Institute of Cognitive Neuroscience, who led the research, said: "The standard view of social problems in ASD is that there is a problem in the part of the brain that processes faces.

"Our research suggests that this is not the real problem - it seems to be that paying attention to faces doesn't lead to the normal increase in brain activity.

"This is because the face-processing areas of the brain are not well connected to those parts of the brain that control attention - such as the frontal and parietal regions.

"We all know that it is harder to pick a face out of a busy crowd, for instance, but when we do find the right face and pay attention to it, we are easily able to tune-out all the other distractions and focus on that one face.

"It seems that, for people with ASD, paying attention to a face is much harder to do and doesn't have the same effect."

Richard Mills, director of research for the National Autistic Society, said: "We welcome this research, which examines the underlying mechanisms related to complex 'instinctive' social responses.

"We know that many people with ASD have particular difficulties in this area and we are hopeful that an improved understanding of these processes will enable people to receive appropriate and helpful support."

Story from BBC NEWS: <http://news.bbc.co.uk/go/pr/fr/-/2/hi/health/4888528.stm>

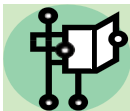
Published: 2006/04/09 23:05:41 GMT © BBC MMVI

### Child ID Labels

I would like to direct you to <http://www.childidatlantic.com>

**Our proactive approach to child identification might be of considerable interest to the many parents of Autistic children, who could be considered "high flight risk". If after informing yourself with our unique concept, you are interested in speaking with me, I would truly appreciate your input as well as help in getting this information to the many parents who could benefit from our program. Thank you in advance for your time. Sincerely, Keeping Them Safe, Scott Irwin**

**Marketing Director, Atlantic Regional Director BR Child ID Labels Inc. [www.childidatlantic.com](http://www.childidatlantic.com)**



## Aut-Talk Buzz Page continued

### Sonador

#### Kindergarten for children with Autism, Asperger's syndrome and PDDNOS

**When:** The school will open on 18 April 2006.

**Language:** It will be a bilingual (Afrikaans and English) school and it is also Sign language friendly.

**Ages:** Sonador is for children between 3 and 7. There will be 2 groups, one for the older kids that needs school readiness (Gr 0 and 00) and a group for younger children that needs stimulation and lots of love.

**Where:** 1231 Paul street Moreletta Park, Pretoria east (Close to Pretoria East Hospital).

The school will be based on the curriculum of the Department of Education. The principles will be based on Relationship Development Intervention, which is a remediation program Dr Steven Gutstein and Dr Rachelle Sheely developed. [www.rdiconnect.com](http://www.rdiconnect.com). I am a RDI consultant in training, but I am encouraged to consult so that I can gain experience.

Every child that joins the school will go through an Assessment of RDI and a personal program will be developed for the child. Because every child on the spectrum is so unique, I believe they should be taught in a unique manner that best suits them. That is why my groups will not exceed 5 children per group.

#### Other services the school will provide:

1. RDI consultations for the family (if they wish)
2. Support group with meetings (free)
3. Behavior support (free)
4. Potty training support (free)
5. Parent education on aspects related to the spectrum and their children (free)
6. Very structured RDI based educational program
7. Sensory stimulation (free)

#### What is RDI?

Dr Steven Gutstein and his wife, Dr Rachelle Sheely developed a remediation program called RDI. RDI stand for Relationship development Intervention. In short, RDI is a parent-centered remediation program which addresses the core deficits that is related to quality of life and adult competence. The goals of RDI is to develop the child's motivation for accepting challenges and changes, develop the ability for families to independently carry on the process of development in their children and to develop the ability for children to independently discover new ways of engaging with their dynamic world.

I just came back from the training in Texas, Houston. We saw numerous before and after videos during the training and it was amazing. In some of the children the results were so drastic that people don't believe it when they hear the child is autistic.

For more information, please contact, Antonette, at 012 997 0498 or 082 940 3722, [agericke@gmail.com](mailto:agericke@gmail.com)

### Sexuality Education and the young person with ASD

Rebecca Johns has offered to write a brochure on sexuality education and the young person with ASD. This pamphlet aims to discuss the following issues:

- How does a young person with ASD understand their changing identity as they move from being a child to becoming a young adult?
- How can parents, carers and teachers engage with sexuality in a way that supports young people with ASD to cope with the changes and challenges they may face in this area?

We want to make this pamphlet as relevant and useful to parents as possible and suggest it could be a forum to present common questions or issues related to sexuality and the young person with ASD from a parent carer point of view.

We are asking for questions or thoughts about this issue that could be shared with and help other parent/carers. Common issues or questions will be put together and included in the pamphlet. All contributions would remain anonymous although it would be helpful to state the age and gender of the young person and your relationship to them. Please email or send your contribution to Autism South Africa and include the following details.

#### Age of young person with ASD you have had experience with:

#### Gender:

#### Relationship to the young person:

#### Issue:

#### DISCLAIMER

Information disseminated by Autism South Africa is for information purposes only. The onus rests with the reader to explore and investigate the relevant information and alternatives for each individual. Information sent out does not imply that Autism South Africa underwrites or endorses any particular therapy, intervention, method or medication. Autism South Africa assumes no responsibility for the use made of any information provided herein.