

Aut-Talk



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NEWS LETTER FROM AUTISM SOUTH AFRICA—THE NATIONAL BODY FOR PEOPLE WITH
AUTISM SPECTRUM DISORDERS IN SOUTH AFRICA

11th EDITION

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My name is Taegan Devar—by Taegan



The caption on the shopping bag reads
"Reach out to children with autism"

On the subject of a cure—taken from Understanding Autism for Dummies—Stephen Shore

Here are the words some people with autism
offer up about cures:

Temple Grandin: "If I could press a button and
not have autism, I wouldn't do it."

Donna Williams: "Some people seek 'cures' as
though there is a 'normal' person within an
'autistic' shell just waiting, like sleeping beauty,
for the spell to be broken. Some look only for
causes, forgetting the 'now' that people with
'autism' and those who support them have to
tackle today and again tomorrow". (Autism: An
Inside-Out Approach Jessica Kingsley Publish-
ers)

Unknown Author: "Sometimes I feel angry
when I read about attempts being made to 'cure'
autism. I do not wish to be 'cured' from my au-
tism, and many autistic persons who are able to
communicate their feelings say the same thing.
Autism is not something that I have, it is some-
thing that I am. Autism is in every emotion I
experience, in every thought I think Every-
thing! Autism is not a cage, with us as the pris-
oners. You cannot talk about a person
'emerging' from autism. If it were possible to
remove autism from a person you would get a
different person. A person who, perhaps, fits in
better with his surroundings. Maybe a person
who abides by the rules of society more. A per-
son who does not stick out. That person will
look identical to the previous one, but will be a
different person nonetheless". Taken from
within.autistics.org/nocure.html.

Stephen Shore: "Fortunately, I am able to suc-
cessfully use my set of characteristics, which we
refer to as autism, and do not wish to be 'cured'
out of a fulfilling and productive life. However,
we are duty-bound to help persons more se-
verely affected with autism to lead fruitful lives to
their greatest potential by using their strengths."

Show you
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Autism
Aware

WE HAVE
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Because of Autism

By Dilshad D. Ali

Autism. It's an ugly word, isn't it? Certainly one that I never figured would have such a stranglehold on our lives when my precious son was born six years ago. Autism, best described as a complex developmental disability, affects one in 166 children, and my son is one of them. By now, three years after my son's diagnosis, I know no other life than being his Mamma. For the first three years of his life, before the diagnosis, I had tread mostly alone in dark and deep waters, suspecting he had this terrible thing while the rest of our family clung to clichés like, "Boys talk late", and "He's not talking because you anticipate his needs".

Each family of an autistic child has a wrenching diagnosis story to tell, the horrible time when they learned that their child was autistic and might never speak, might never make friends, might never learn to be independent, might never learn, period. The spectrum of autism (it goes from mild to severe) is so wide. I think most parents initially teeter between disbelief and despair, clinging to the notion that, OK, we'll work very hard for a few years and my kid will beat this. Sometimes it works that way, often it doesn't. Some kids do learn to manage their autism and are able to go to regular school, make friends, progress academically, and become independent. But many kids do not. And only time will tell how much my son will progress. Autism is my son's battle, but we are fighting it with him — from grandparents who support us with unwavering prayer and faith (and sometimes financial support) to siblings who have sympathetic ears, to our daughter, who at the age of three knows enough about Applied Behavior Analysis (ABA is therapy of choice for many autistic children) to reinforce her brother with a "Good job!" and a high-five when he accomplishes some minor task.

As traumatic, agonizing, tiring, and joyful (yes, there have been joyous moments) as our autism journey with our son has been, there's one thing I can thank autism for — fighting it has invigorated my faith and has made me a better Muslim.

Three years ago I was eight months pregnant with my daughter. My son, then nearing his third birthday, had been in New York City's early intervention program for about a year receiving speech therapy and special instructions therapy. The progress was next to nil, and he was withdrawing more and more in front of my eyes. In the deepest part of me that I tried to deny, I knew it was autism. After our daughter was born, we consulted one of the top behavioural development pediatricians in New York concerning our son, and my fears were confirmed. My mother-in-law, who was visiting from India to help us out with our new baby, was — with all of us — devastated and had difficulty grappling with this new life of ours. She, and the other grandparents, immediately fell back on faith and prayer. "Inshallah (God willing) Allah will cure him, "she and my mom would say to me. "Allah can make miracles. He can cure your son in minutes. He has a plan for you and your son. He will not forsake you". My mother would tell me stories of our Prophet Muhammad (peace be upon him), whose four infant sons died, to remind me that even Allah's most beloved suffered. She tried to impress upon me that, yes, our situation was bad, but it could be so much worse. She tried so hard to help us out of love for us and her grandson. But at that time, all of the "comforting" words of faith felt like daggers in my heart. Both my husband's family and mine are devout Muslims, true to their faith. They raised us to be Muslims first and everything else second. But this autism diagnosis, this cruel, cruel trick played on my son, shattered my faith.

Sometimes I had the simple thought, "Why me?". But more often it was: "Allah, you gave our family this difficulty. And more so, you've made life difficult for our innocent son. You can't do anything for

me now". I decided to throw myself and my son into therapy and try to handle autism myself, without Allah's help. I kept up a "faithful face" for my family — praying and reading the Quran, writing prayers with saffron ink on waxed paper and then soaking them in water for my son to drink. But I didn't believe any of it would help him.

The next month, when my son started going to one of Manhattan's best schools for autistic children, was the worst of our life. It was November, 2003 — the month of Ramadan by the Islamic calendar. Every day my son cried, paced our apartment, wrung his hands, repeated one phrase endlessly, and began panicking as soon as the evening adhan (Islam's call to prayer) sounded from our computer. (He knew that the sound of the adhan meant the day was coming to a close, and he would have to go to school the next day). Well, I fasted (but it didn't mean anything to me) and made it through the month, and my son did eventually settle into school. But I gradually gave up my five daily prayers, or sometimes said them half-heartedly. I had so little faith in Allah by then. I put my energy instead into my son's therapy, and my husband and I, after meeting a lot of other parents with autistic children, decided we would just work hard at being happy. But over the next two years, I began to feel that I had to reconnect with Islam and Allah. If I cut faith out of my life completely, then I knew eventually autism would beat my family and me. Living a life full of therapy and without a larger sense of purpose was draining me. And I needed to be a whole person, connected with my faith, so that I could be the mother of my children needed me to be. I thought a lot, I cried a lot, and fought with Allah a lot. Then I decided to go for Hajj, the once-in-a-lifetime pilgrimage to Mecca and Medina required of all Muslims. I went in January, 2005 with my husband. I went to fulfill my obligation to Allah, and to find my faith.



Because of Autism continued

I came away from that experience with the feeling that when you finally accept your fate, you can embrace your life. And then you can actually celebrate and thank God for giving that fate to you. And that's the golden ticket, I believe, to being happy and strong. An autistic child is not a loss, I realized, but a sort of gift that can be managed through faith.

Our lives are so much better now. Islam is actually more a part of me than it was before my son was born. We realize now how truly lucky and blessed we are to have our son. And we feel equally blessed to have our daughter, who is not autistic.

It's not easy, of course. I still fight with Allah all the time. On occasion, my faith does weaken: When my son is going through a difficult period, I still blame Allah. I beseech Him. I get angry with Him, and then I turn to Him again. Finally, finally, I understand what my parents and in-laws were saying all along — that Allah, indeed, has some purpose for our son. That realization doesn't cure autism, but it sure helps me help my son to fight it.

This fall, my son started attending a "normal" preschool class for a few hours twice a week with an aide. (The rest of the day he spends at his special school for autistic children getting intense ABA therapy). On his first day at the preschool, I marveled at the ease with which he entered the classroom and joined the kids for circle time. And then I sat in my car and cried and prayed.

I read the little book of Quranic prayers that I keep in my purse for an hour, trying to keep calm before I went in to pick him up. When I did, his aide said she was amazed by the ease of his transition to the new classroom. I just smiled.

He's a hard worker, my son. He's got good days and bad days. His progress is all a series of baby steps. I don't

know what life holds for him, but I don't (always) fear the future. We try to take it a day at a time. And there's one thing I know, one hard and fast fact about him that gives me immense peace. He is a rue innocent. He is incapable of sin. I believe my son has the best chance of all of us to get into jannat (heaven). I take strength from a verse in the Quran: "Say: 'If I am astray, I only stray to the loss of my own soul; but if I receive guidance, it is because of the inspiration of my Lord to me. (Saba '34:50)"

A Little bit of Humor goes a long way—by Melissa Alexander

Our daughter, Shelby, loved to listen to music in the car. Who am I kidding? She insisted we listen to music in the car! Every time! Whenever a song ended, she'd start yelling, "Turn it up, turn it up!" She was always told that the music was coming, and as soon as it began she'd sit back contently and listen. We were traveling in our car one day, and I had a 12 year old daughter of a friend with us. Our daughter adored her. When a song ended, Shelby looked over the edge of her car seat, put her hand on her friend's arm and said, "it's coming", with such a concerned look on her face. I guess she thought her little friend would start yelling to 'turn it up' like Shelby usually did!

My husband is used to living in a house full of women. We have two daughters, so he's sorely outnumbered. He's used to the many brands of shampoos, conditioners, body washes, shaving creams and all of the other assorted female beauty products you'd find in a bathroom where three females reside. Our daughter has had such difficult potty training, and when she accomplishes the task she was always given praise. One day my husband came out of the bathroom. Shelby, approximately four years old at the time, asked him if he pooped. Grinning, he replied that he had. She patted him on the leg and said, "That's a big girl!", and walked away. At that point, my husband realized he was now one of the girls!

Our daughter continued to have great difficulty learning to use the potty. She just couldn't do it. So, as a reward, we offered her a piece of candy if she was successful. Well, that was the key! After that, she proudly showed us her "offering" and we would then applaud, tell her what a big girl she was, and give her a piece of candy.

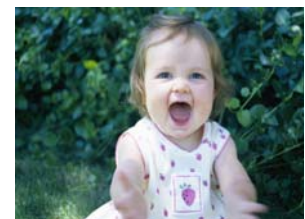
One day I was in the bathroom. I had the door locked. (I did this very rarely, but sometimes a Mom craves privacy!) She was never more than six inches away from me when she was little, so she thought it strange when she realized that Mommy was in the potty and she couldn't come in. "Mommy what are you doing?" she asked. "Going potty," I replied. "Are you pooping?" She asked. "Yes, Shelby," I sighed, realizing with that reply the last visages of privacy were now gone from my life. A few seconds later, I heard some rustling by the bathroom door. Then I saw her little fingers putting a piece of candy under the door for me.

When Shelby was approximately two and one half years old, she and her big sister were arguing over something out in the hall while I was in the bathtub, soaking in bubbles and enjoying a glass of wine. Well, Shelby came right on in. She was all ready to complain about her sister, until she saw the bubbles. "ooh, bubbles," she said, and started immediately stripping off her clothes to climb in with me. After she'd been soaking for a while, she saw my wine. Before I knew it, she grabbed the glass. She took a big drink of it (I saw her swallow twice!) put the glass down and paused. I waited, while I watched her nostrils flare and her shoulders shudder "yucky" was her only comment.

Approximately two years later, we were at our local church for the annual observance of Jesus' last supper. This was the first year our daughter was seated with us during the ceremony (passing the emblems). Children don't participate but watch. When the wine glass was passed, she asked me what was in it. I whispered that it was wine. She said, in a loud whisper to all the people seated around us, "I don't like wine. But Mum sure does!" and she proceeded to pat my shoulder ...

Taken from The Autism Experience

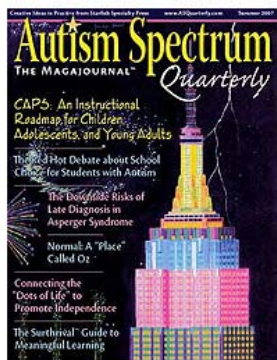
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I am the Mothers

By Michelle Guppy—

taken from *The Autism Experience*

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I am the mother of a child who has special needs. I am the little engine that did. When on my journey in life, my tracks led me to a mountain—a diagnosis of autism, or CP, or MR, or a similar disability—I looked at it with defeat, thinking there was no way I could climb over it. I then pondered the obstacle before me, and I then said to myself over and over, “I think I can, I think I can .. “. Then I slowly started climbing the mountain saying to myself over and over, “I know I can, I know I can ..” and I made it over that ominous diagnosis and continued my journey. I am the little engine that did.

I am more devoted than Noah’s wife. I sometimes feel overwhelmed in my “houseboat,” 365 days and 365 nights a year, constantly working with and teaching my child. But when the storms of isolation and monotony become most unbearable, I do not jump ship. Instead I wait for the rainbow that is promised to come.

I am Xena, real life warrior goddess of Autism. With my steel-plated armor I can battle anyone who gets in the way of the progress for my child. I can overcome the stares and ignorance of those with no experience in their lives of disability and educate them as to why my child is the way he is, and why he does the things he does. With my sword of persistence, I can battle the schools to have them properly educate my child. Yes, I am Xena—and I am prepared for any battle that might come my way. I am beautiful. I have hairy legs because I get no time alone in the bathroom. I have bags under my eyes from staying up all night with my child. The only exercise I get is the sprint from my house to my car to take my child to therapy. “Dressed up” to me is, well ... just that I had a moment to get dressed! They say that beauty is in the eye of the beholder. So even on the days when I don’t feel very beautiful, I will know that I am beautiful because God is my beholder.

I am the Bionic Woman. With my bionic vision, I can see through the disability my child has, to see the beauty in his soul, the intelli-

gence in his eyes, when others can’t. I have bionic hearing. I can look at my child when he smiles at me, and hear his voice say, “I love you, Mommy” even though he can’t talk. Yes, I am thankful to be Bionic.

I am Mary. I am a not-so-well known mother of a special needs child who was brought here to touch the souls of those around him in a way that will forever change them. And it started with me by teaching me things I would never have known, by bringing me friendships I never would have had, and by opening my eyes as to what really matters in life. He has shown me things like the Joy of just living in the moment, the Peace of knowing that God is in control, never losing hope, and knowing an unconditional love that words cannot express. Yes, I too am blessed by a special child, just like Mary.

I am a Superwoman. I am able to leap over tall loads of laundry in a single bound, and run faster than a speeding bullet, to rescue my child from danger. Oh yes, without a doubt, I am Superwoman.

I am Moses. I was chosen to be the mother of a special needs child. I may at times question whether I am the right person for the job, but God will give me the faith I need to lead my child to be the best he can be. And like Moses, God will give me the small miracles, here and there, needed to accomplish my mission.

I am a Stretch Armstrong—the mom who can be stretched beyond belief—and still somehow return to normal. I can stretch limited funds to cover every treatment and therapy that insurance won’t cover. I can stretch my patience as I bounce from doctor to doctor in a quest to treat my child. I can stretch what time I have, and share it with my husband, my children, my church, and still have some leftover to help my friends. Yes, my name is Stretch. And I have the stretch-marks to prove it!

I am Rosa Parks. I refuse to move or waver in what I believe is right for my child in spite of the fact that my views are among those of the minority, not the majority. I refuse to accept the defeatist question, “What can one mother do?” but instead, I will write, call, and rally before the government if I have to, and do whatever it takes to prevent discrimination against my child and ensure that he gets the services he

needs.

I am Hercules, the Greek god known for strength and courage. The heavy loads I must carry would make others crumble to the ground. The weight of Sorrow, Fear of Uncertainty of the future, Injustice at having no answers, and the Tears of Despair, would alone possibly be too much, even for Hercules. But then the Joy, Laughter, Smiles, and Pride at my child’s accomplishments, balance the load to make it easy to bear.

I am touched by an Angel, an Angel who lives in a world of his own. And it’s a fact. He lives in a world of innocence and purity, a world without hatred or deceit. He lives in a world where everyone is beautiful and where no one is ugly, a world where there is always enough time. He lives in a world where he goes to bed with no worries of tomorrow and wakes up with no regrets of the past. Yes, I most certainly am touched by an Angel, and in some ways, his world is better.

I am a true “Survivor”. I am the mom of a child who has faced, is facing, and will face, some of the most difficult challenges life has to offer. I am ready for the challenge and have God-given endurance to last until the end, along with a sense of humor to cope with all the twists, turns, and surprises along the way. Oh yes, I am a TRUE “Survivor” - and I don’t need to win a million dollars to prove it!!!

I am a mom of a special needs child, all the above, and so much more. Someday I will want to be one of the above and just be a typical mom with a typical child, doing typical things. On those days I will know it’s OK to be angry, and to cry, and to lean on my family, friends, and church for support, because after all, most importantly, I am human.

And on this day, and any other day I feel the need, I will read this as a reminder, of just who it is, - I am

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Getting the Gist—taken from How to live with Autism and Asperger Syndrome—Chris Williams and Barry Wright.

When we see something, whether it is a picture or a sentence in a book or the real world, we see that it is full of detail. In a picture there are lots of colours, shapes, sizes and objects. Many of us have an ability to draw together lots of information from a situation in order to make sense of it. We can see the whole picture. This is called the 'drive for central coherence' (we call it 'getting the gist'). For example, if we heard church bells and saw a large group of people dressed up in fine clothes and hats, throwing confetti at a couple outside a church, we might guess that this was a wedding. Children with ASD appear to experience great difficulty in drawing together information in this way to understand the gist of what is going on or what is expected from them. In the example of the wedding given above, the child with ASD might focus on the church bells, or the pieces of paper floating around, but fail to recognize the event as a wedding. If we are sitting in a classroom and the teacher said 'Take your pencils out', we might understand that a lesson was about to begin and we would be expected to write something down. We relate the details of the words in the sentence to the context. A child with ASD, however, might quite literally take his pencil out of the room. In other words, children with ASD have difficulty getting the gist. They may not understand the overall meaning when presented with the details. They may become preoccupied with detail. This difficulty in getting the gist applies to the child's use of language as well as his understanding of pictures, stories, events and objects.

Use of spoken language is made up from many different words. When we hear a sentence we use the context of the sentence to comprehend the detail of the words within it. If somebody says 'The lady led the dog down to the beach', we have a picture in our minds instantly to know that the word 'led' refers to the action of leading and not the metal 'lead'. We don't need to think about it.

Children with autism may jump to the wrong conclusion because they have problems referring context and detail backwards and forwards to each other. Most people do it intuitively without thinking about it. We are able to get the gist of the meaning of phrases and sentences intuitively, but sometimes we make mistakes. You may be able to recall situations yourself when you have focused on a particular word in a sentence incorrectly. The whole meaning of the sentence and the social intent that surrounded it may have been lost. For children with difficulties on the autism spectrum, their own language may seem as confusing as foreign languages seem to the majority of people. Often this is because they struggle to get the gist of the situation because they fail to understand the meaning of words within the correct context. For example:

A mother commented: 'Oh dear, my foot is wet. There must be a leak in my boot'. Her daughter insisted that she should take off her boot and take the leek out. In this instance the child failed to use the context to appreciate that the leak her mother was talking about was the type of leak that lets water in, rather than the vegetable.

A grandmother related how she told her granddaughter that she liked to soak her 'bare feet' in a bath of warm water. Her granddaughter became frightened and distressed, insisting on checking that her grandmother had not suddenly grown feet like the bears in her story book.

Interest in parts of objects—Rather than seeing an object as a whole, many children focus on individual parts. This is also associated with not getting the gist. The child may see a doll's house as a series of doors, windows and walls and fail to appreciate it as a whole miniature house. Other examples of this focusing include:

- Focusing on some particular aspect of an object such as the wheel or door of a toy car rather than using it as a miniature car to play a pretend game.
- Focusing on bits or parts of items in a room, for instance a table leg or a small piece of paper on the floor.

If children struggle to get the gist or pull together and understand the overall meaning of events, then it is perhaps easy to see how detail, patterns and sensory experiences become the focus of their attention.

Pictures—the child with ASD may fail to see the whole picture, looking at individual parts instead. He may focus on some tiny detail in a picture or photograph and hence see a feather rather than a picture of his grandmother wearing a hat with a feather in it. He may count the stripes on the wallpaper or be fascinated by the spinning top on the floor and pay no attention to other things in the picture.

When you show a child with ASD pictures, where we may see a party, a park or a beach he may naturally be drawn to details or patterns he recognizes or is interested in, rather than getting the gist or seeing the overall meaning of the event.

Sensory interests—Children may be drawn to particular sensory aspects, focusing on texture, taste, smell, sight or sounds rather than the function of the whole object. They might focus on the texture or sensation they get from touching or holding an object. They may show more interest in patterns, sensations or music. They may prefer to concentrate on one taste at a time—maybe eating the different items of food on their plate in turn or becoming upset if they 'touch' each other or mix. They may focus on particular sounds and exclude others. They may not be able to process people in terms of a whole but rather as separate 'bits'.

Facial expressions—When children are growing they see various emotions expressed on people's faces and they see them in a context with associated emotions. If they can't understand the context or the emotions, then it will be difficult for them to log the expression in their memory as being associated with similar emotions or contexts. This is what happens for children with ASD, and it makes labeling and understanding emotional facial expressions difficult. It may also be that because they look at individual facial characteristics separately, the overall facial expression is not remembered or recognized.

Learning—Children with ASD may learn by rote rather than intuition. Being rigid in their learning style, children with ASD may be unable to transfer learning to a different situation.



Seth had to learn by extensive questioning which objects fall into the category of fruit. He went through a period of several months when he repeatedly asked his dad whether different items were fruit ('Is a banana fruit?' 'Is a table fruit?' 'Is a sausage fruit?') until he had satisfied himself that he knew which items belonged to the fruit category. He seemed to struggle to infer that if one wooden object wasn't a fruit that others would be unlikely to be too and had to go through many similar wooden objects to rule them out.



When Julian was six his dad was angry with him for painting the kitchen table green and told him not to paint the table again. A few minutes later he found him painting the carpet. It took him a moment to realize that his son was not deliberately ignoring him or being mischievous but that he did not know intuitively that painting household objects was not acceptable. He had to be told that he could only paint on paper.

Getting the Gist—continued Settings—children with ASD have difficulty in transferring skills or expectations they have learnt in one setting to another. Some children will only eat certain types of food at home, but at Grandma's house they refuse some of these same foods and will only eat something quite different. 'Going into town' for many children means a range of possibilities with visits to different places each time. To a child on the autism spectrum it may mean visiting the same shops every time in the same order and buying the same things. The child fails to get the gist of the shopping experience and focuses in on learnt, and now expected, routines. In this way, routines and expected patterns can develop quickly around settings and events.

Twins Story—Two children, who are twins, are going through the same situation. One child has difficulties on the autism spectrum and the other child does not. They are four years old and they experience a trip with their mother in different ways. As you read through the two different accounts, try to decide which twin has ASD and which descriptions are to do with mind blindness or TOM and which relate to (not) getting the Gist(G). Circle the M or the G next to each item depending on which you think applies.

1. Ben	The car stops. There is a screeching noise. That must be the brakes. They are noisy.	M	G
Tony:	The car stops. There is a screeching noise. It is noisy. It is not nice.		
2. Ben:	My mum gets out of the car. There is a smell of smoke. That comes from the back of		
Tony:	My mum gets out of the car. There is a smell of smoke. There are stones on the floor. I pick one up. It feels hard and gritty. There is a stripy fence. One, tow, three, four ... I like the patterns I see when I walk by. I hear screeching noises. I put my hands on my ears. I don't like it. I see a puddle. Splash, splash, splash. Noise noise. Mum says "no, Tony".		
3. Ben:	I see balloons hanging on the side of the house. A mix of different colours of balloons. Hey, I wonder if there is something fun going on here?		
Tony:	I see a window and a door. I see balloons hanging on the side of the wall. A mix of different colours of balloons. Blue and red and green and pink balloons. There are 11, two blue, two red, two green and five pink. I'll count that again. Two blue, two red, two green		
4. Ben:	Mum takes my hand. That makes me feel safe because I might be meeting some one people and that might be scary.		
Tony:	Mum takes my hand. It feels rough. We walk towards the wall. I want to count the balloons again.		

Summary—'Getting the Gist' has focused on the two main theories which we believe help to explain the way children with ASD see the world and, most important, why they may behave differently from other children. Getting the gist means we can:

- Draw lots of information from a situation to make sense of it
- Use the context (and relate context to details to find meaning)
- See a picture or a situation as a whole.

People with ASD find this difficult and tend to:

- Focus on detail
- Concentrate on one small part of a picture or situation
- Concentrate on a particular sensory experience, such as: smell, taste, sight, sound, feel
- Find it hard to 'see' a whole picture and make sense of it.

Mindblindness makes it difficult for people with ASD to:

- Understand other people's thoughts and feelings
- Understand that they are expected to change the way they behave depending on where they are or whom they are with
- Predict what people might do next
- Interpret different facial expressions
- Understand how their behaviour might upset other people
- Understand gestures and non-verbal signals

It can make them seem:

- Self-centred
- Uninterested in other children and people.



Incorporating routine into daily life. One of the hardest things to understand about an autism spectrum disorder is the great importance many people with autism place on structure and routine. Susie shrieks if she can't watch her favorite video all the way through each time, even though she's seen it countless times. Bobby insists on lining up his cars and trucks in order of size, and if another child 'messes up' his order, he can't relax until he returns each toy to its place. Will has to put on his shoes after his socks, and if his parents can't locate the shoes he likes best immediately, he asks for them repeatedly, sounding like a broken record, and won't put on anything else or stop asking until he gets them.

Dealing with the symptoms of autism isn't easy, and dealing with others' negative reactions just adds to the struggle. A person with autism may be battling feelings of chaos and anxiety. His world may be a confusing jumble of unrelated events, loud and painful sounds, or overly bright lights, like being in a funhouse where the entire environment is distorted.

In such a situation, the person feels the need to impose an order on the world just to survive and have a feeling of security. Not understanding or processing information from his senses and brain the way that others do, the person creates his own security. Nobody wants the feeling of security ripped away—particularly if you don't know why it's happening. You may not understand such behaviour (and you don't have to), but you can help by maintaining routines and helping the child deal with new and unfamiliar routines.

Writer and artist Donna Williams, a person living with autism, points out that it's important to know the difference between an autistic person's involuntary responses and behaviors, and actions that are authentic reflections of who the person is. You want to help the person get past the former; you want to encourage the latter. Automatic behaviors may vary across the autism spectrum. High-functioning individuals may exhibit an intense need to organise or learn intricate detail about every day items, whereas low-functioning individuals may be resistant to physical change around them such as chairs being moved around rooms. One global mantra you can keep to reduce the chance of sensory overload when you attempt to introduce different routines is to keep things simple. Slow down the pace of your instruction, and simplify the information you give. Your child may have trouble attaching meaning to words you say, so give him time to make connections, and don't ever raise your voice.

The following list gives you some more tips for different situations:

People with autism may fixate on certain activities, words, songs, or objects. The fixation isn't a random, senseless act but an attempt to compensate or adapt to their inability to effectively connect meaning to others;' words or actions.

Try to introduce new things, people, or places gradually by talking about them first. For example, you can 'walk through' a visit to the dentist before it happens to identify people and items or to 'watch' another person's (mom sibling) exam. You can also use pictures or other graphics to represent the new experience. Do the things you'd normally do to comfort a typical child, only do more of them. The familiar is comforting, and people with autism need more comfort for their jangled nerves.

Be sure to repeat simple questions you pose and remain patient. Many people with autism have slowed processing speeds, so you shouldn't expect immediate responses. Many people with autism also have trouble accessing their long-term memories; they can store the information they learn, but they can't recall facts in new situations when needed. Use simple, concrete, stripped-down language when giving directions without introducing extra information that can slow down the processing of a person with autism.

Try to teach new information to your child—even social skills, which Asperger children need help with—through scripts or 'social stories' that break down a process into easily remembered steps. For example, you can break down the process of getting ready in the morning into a series of steps, beginning with brushing your teeth and washing your face and ending with putting on your coat.

The person with autism can learn steps much easier if he or she can see them in pictures. Books are available with illustrated scripts for many common activities, or you can create your own social stories at home.

Bridging the Communication Gap—Research conducted on families shows that language and communication deficits are the most serious and stressful aspects of autism. Communicating successfully is a major challenge people with autism face. Their ability to communicate drastically affects how well they interact socially in a non-autistic world. Many people with autism lack the skill to even request a glass of water or to ask that the volume of a television set be turned down. Without the ability to communicate effectively, life becomes an exercise in frustration, tension and anxiety. Because most persons with autism tend to have a strong visual skills, a number of tools have been developed to help with communication and social interaction. In the pages that follow, we explain how you can work toward meaningful communication, implement technologies that can help with communication, and use music as a tool for communicating. Children with autism can excel at data collection—gathering facts and figures like little computers. However, in an educational program, you want to include life-skill building that goes beyond data collection. The child should be able to use the data that he collects, and the life skills you build should be meaningful and have purpose in the real world. In other words, you want to practice functional communication. For example, a child should be able to do math, or



course. But he also needs to apply the math he's learning to the world so that he knows how to use math to make change when shopping in a store, for instance. Often, even children on the lowest end of the autism spectrum have the potential to develop basic communication skills that allow them to communicate their most basic needs to others.

A mistake parents make too often with programmed instruction is to focus on academic gains; they miss out on meaningful, functional communication. This results in children who can shoot through all the exercises in their programs with flying colours but can't ask for what they want to eat.

Children who are allowed to play video games for hours or watch television endlessly will disengage from the real world because their brains don't get enough stimulation. This troublesome fact is true for neurotypical children and doubly true for autistic children. So, you should pack your child's day full of meaningful interactions that keep his mind engaged with the world, not stimming or tuning out for long periods.

Here are some ways you can promote engagement and connection (in other words, functional communication):

- Turn off the TV after one video or program, and limit video games to one hour a day.
- Talk to your child often, even if he or she doesn't seem to respond. Many people with autism have delayed sensory processing, meaning they may not respond immediately or even be able to respond, but they can understand what's happening. Like anyone else, people with autism don't like being ignored.
- Encourage areas of talent, like drawing or computer programming. A common mistake is to focus on weaknesses to the exclusion of strengths.
- Try to channel your child's passions or fixations, such as a love for trains or collecting, into something constructive. Kathy Grant, a high-functioning person with autism, has turned her interest in maps (she collects maps, flags, and items with foreign writing) into a vocation of travelling and writing about her experiences. She has a degree in political science and has visited Australia and Portugal, among other places.

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AUTISM NAMIBIA INVITES TO: A PRACTICAL COURSE ON STRUCTURED INTERVENTION

9 JULY - 20 JULY 2007

Practical approach of *Structured Teaching*

(Structuring in educational intervention and in daily life)

Dr. phil. (USA) Anne Häußler Dip. Education; Dip. Psychology (USA)

Ms Antje Tuckermann Dip. Psychology

- Mon afternoon (09/07/07): Construction of materials Prerequisite - basic TEACCH knowledge).
- Tue (10/07/07): Parallel sessions in two classes - Observation and videoing (practical material to be used for Wednesday and later discussions)
- Wed (11/07/07): Overview of TEACCH (for newcomers) Parallel: Recap and more of TEACCH (for previous delegates)
- Thur & Fri (12 & 13/07/07): Discussion and intervention for children from Tuesday's sessions.
- Mon: (16/07/07) Parallel sessions in two classes - Observation and videoing (implementation of strategies decided on after discussions of previous week)
- Tue to Fri, 17/07/07 - 20/07/07: Advisory sessions: (max. 4 single cases: Meet the child, intervention diagnostics, Recommendations for further intervention).

VENUE: DAGBREEK SCHOOL - HEBENSTREIT STR., KLEIN WINDHOEK

CHARGES PER DAY PER DELEGATE: N\$150,00 (incl lunch and tea)

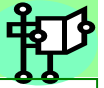
REGISTRATIONS AND PAYMENTS MUST BE IN BY 20 June 2007

FOR REGISTRATION FORMS AND FURTHER INFORMATION:

PETRA DILLMANN: TEL: 224561/2; FAX: 228255; email: petrad@iway.na

These special rates have been made possible through the AUTISM JELLY PROJECT.

A SPECIAL WORD OF THANKS TO ALL THOSE WHO TAKE / TOOK PART IN THIS PROJECT THIS YEAR AND IN THE PREVIOUS YEARS!



Larry King Live

Larry King, CNN Anchor: Tonight, Bill Cosby doing his part to try to solve the mystery of autism, the fastest growing developmental disability in America.

Toni Braxton: My oldest son, who's five, his friend says what's wrong with your brother?

King: It locks kids in a world of their own and drives moms like Toni Braxton to tears.

Braxton: I just want my child.

King: More children will get the devastating diagnosis of autism this year than AIDS, cancer and diabetes combined. And not only is there no cure, nobody is even sure what causes it. Now, heartbreak and hope with Bill Cosby and the parents of children with autism. Some you'll recognize. Others could be living right next door. A powerful, emotional hour is next on **LARRY KING LIVE**.

Good evening.

April is Autism Awareness Month. And on April 9th Bill Cosby headlines 'The Concert for Autism Speaks', an unforgettable night of comedy and music in New York City. NBC news man Tom Brokaw will serve as master of ceremony.

The event takes place at Lincoln Centre. And by the way, throughout tonight's show, we'll be showing you clips from a documentary titled, "Autism Every Day" a fascinating film about autism. And it features some of the guests who will be with us this hour. The documentary was also an official selection at this year's Sundance Film Festival

In our first segment, we offer you Bill Cosby, the legendary comedian and TV star, who will headline that major concert. And here in Los Angeles, Toni Braxton, the six time Grammy award winning singer. Her youngest child, Diezel, was diagnosed with autism at age three. She will sing at the concert.

And also in LA, Gary Cole, the multi-talented movie and television actor. His daughter Mary diagnosed when she was 18 months old. He's also involved in The Help Group, which you can find out more information on the web at the helpgroup.org. He'll start work soon on a new drama series called "Twelve Miles of Bad Road".

Bill, why are you — why are you involved in this, Bill

Bill Cosby: Well, it's about children. And it's about friends and it's about people who are born with something, as we all did—not born with something, but as we all grew up—in my time it was polio, tuberculosis, a whole bunch of things that people didn't want to talk about, didn't want to deal with.

But then, as the organisations began to make more noise about the situations—polio TB etc—we, through the money to research, we began to find the reasons, the cures, what not to do. And if you see families and if you see a child and this child has this particular behaviour, it sounds cold, but you — you have to understand that there's someone inside.

King: yes

Cosby: And you have to understand that that person is trying to convey and trying to talk. And they — they become frustrated.

King: Have you had it affect you personally in your family at all?

Cosby: No, we were just crazy.

King: Oh, just naturally crazy?

Cosby: Yes, just naturally.

King: Toni, tell me about your child, Diezel.

Braxton: Oh, my son Diezel is three years old now. And we found out he had autism—he was diagnosed, actually, last year September in Vegas.

King: What were the signs?

Braxton: For me, he wasn't developing like his older brother. He wouldn't do eye contact. We took him to the doctors, the developmental pediatricians, and they said oh, hw has something called apraxia, which is a fancy label for a speech delay. We put him in Occupational Therapy and speech, everything we needed to do. But things just weren't right. He just—he didn't talk. He stopped saying words. Just—he just was different than his brother.

King: And now

Braxton: much better. We had — because we were able to diagnose, we knew what the problem was and we could get him all the help that he needs.

King: What kind of treatment?

Braxton: Oh, gosh, he's in ABA, O.T. speech behaviour, everything. He has like almost 80 hours a week therapy with different therapists.

King: I guess we know autism, Gary, through the movie, right?

Gary Cole: Right. Right.

King: With Dustin Hoffman and Tom Cruise.

Cole: Right.

(Begin Video Clip from "Rainman," courtesy MGM)

Tom Cruise: Do you know how much 312 times 123 is?

Dustin Hoffman: 38376

Cruise: He's right.

(End Video Clip)

King: Is that a classic example of autism?

Cole: Actually, to my understanding, it is not. That's a pretty rare situation that that character was, not only his intellect, but you know, that it was a combination of his intellect and his condition. But I don't ...

King: What about your daughter?

Cole: Mary is 14 and as Toni was talking, you know, it was pretty much a carbon copy of what we were going through when she was—she was actually diagnosed at two years and four months. But a lot of the signs were lack of eye contact, inability to get her attention, lack of focus on things. She went through occupational therapy, behaviour therapy ...

King: and now?

Cole: ... speech therapy. Now she's doing remarkably well. I mean she's—she's been in public school since she entered school as a kindergartner. She's always had an aide with her, a shadow in the classroom that is ...

King: Would I obviously know she's autistic if I met her?

Cole: no, you would not. No. Maybe when she was younger, if you observed her in a group of other kids three and four years old for a bit of time, you would — you would maybe ask a few questions about her behaviour. But now it's not really all that apparent. No.

King: Bill, I know you get millions of offers to do things and a lot involve children. Why did you take this? Why are you doing this in April?

Cosby: Well, first of all, it's — there was an opening. And Mrs. Wright and my old boss, her husband, they came to me. But I have a loved one by the name of Michelle. And I've know her son for quite some time. And in a way, I've enjoyed watching him get better and I've also enjoyed watching her as a parent going anywhere, anytime, anyplace to see if there was an answer for her. And I've enjoyed her talk about how she found something wonderful for her son. And the latest thing that I got was that he is beginning to say things specifically to her about something. And that's when we all smiled.

King: We need to take a break. But first, if you'd like to learn more about autism just visit our website, cnn.com/larryking. There you'll find additional links to some really great websites. And we'll be right back.



King: Welcome back to LARRYKING LIVE

Joining our panel now is Dr. Ricki Robinson, M.D. and M.Ph. She's a pediatrician specializing in children with autism. She's an expert on biomedical approaches to autism spectrum disorders.

Definition, Dr. Robinson.

What is autism?

Dr. Robinson: Well, autism is a developmental disorder that significantly affects a child's ability to relate and to communicate.

King: It always starts in childhood?

Robinson: It always starts before the age of three. And there are many symptoms that have been talked about here already. But they usually fall into four main categories.

King: They are?

Robinson: The first category is the major delay in the development of language that children can understand and then also use. So, we're not really talking about the child who understands everything that's going on around him and follows directions but doesn't use language. We're talking about the child whose parents may be yelling their name and there's absolutely no response. The second category falls into sort of a need for sameness and ritual and repetitive behaviors. So a typical one a young child might do is instead of taking a toy and zooming it like zoom, zoom, they'll line the toys up. And those of us who observe the children notice that they line them up in exactly the same way each time. And if it isn't the exact same way they can get—they get frustrated. The third category, which is really the core of the issue, is that there's a huge major delay in the social development of the child. And I know you have young children and, you know it's that connection that you have with your child. So when a child is young and has that first smile and you know that feeling you feel as a parent and you have that connection with your child? That's the connection that's missing in these kids. And I call that the gut factor. Most of my parents come in and they say in my gut I know something isn't right.

King: Yes

Robinson: And that's what we have to respond to, because they know they don't have that connec-

King: And the fourth?

Robinson: And then the fourth category is these unusual responses to sensory stimuli. And that ...

King: like?

Robinson: Well, for example, that little boy that I talked about who doesn't respond to his name? An airplane will fly over at 35,000 feet and he's the only one who will look up., So it's almost that what we consider our foreground, which is often the social communication, is their background.

King: It's a disorder?

Robinson: Well, it's a disorder

King: It's not a disease?

Robinson: Well, it is a disease but because we don't yet know what really causes it, it could be many diseases that lead to this end game.

King: Toni, is it frustrating?

Braxton: Yes, as a parent some time it can be, because you want the best for your kid and you don't know what to do sometimes. When I heard his story of his daughter being in school, it made me so excited because I think of my little boy and he's in a special education program. And I think of the road of recovery. And when you have kids, you just ... I want the best for him. So when I heard his story, it was so uplifting for me. So I thank you for that so much.

King: It must be fantastic to know she's in school.

Braxton: We just found out. It hasn't been a year yet. Thank you for that.

Cole: Yes. Yes. No, she's come a — she's come an incredibly long way and you know, it takes me back when I hear stories early, because it is — it's difficult enough when you have a small child to see their personalities emerging and to try to identify that. And that's why it is very frustrating, because thrown on top of that is — is just behaviour that you — you can't explain nor can you figure out how to deal with until you get help from people that are experts at it ...

Braxton: Yes

Cole: ... and other people that have gone through the same thing

King: Bill, your friend will be with us later in the program? But is her child doing better?

Cosby: Well, as I've told — one of the things I think the doctor may

contact. And I think some of the people on the panel had said that they eye contact — it's — it's sort of like that, but at a younger age. They won't — they won't look when — it's like they're not in the room. But what I have seen is exactly what I've said, about the — the person getting better. I've been talked to some who are grown and in college at U. Mass Amherst. I was addressing students who have — who have ADD-ADHD, dyslexic. And we had — there were at least four in — in the auditorium. And it was quite interesting the — what the person wanted to say and what kept coming out. And then you'd see the anger..

King: Yes

Cosby: .. From, because of the sadness that — they were sad because what they wanted to say they couldn't eat out.

King: Yes

Cosby: So they became frustrated, angry with themselves. So you have to be patient.

King: Doctor, do

Cosby: Everybody

King: Doctor, do they know — as Bill points out — do they know something is wrong?

Robinson: yes, they do

King: So..

Robinson: And ..

King: .. Particularly frustrating?

Robinson: Yes. And I think that they've never, in the past, they haven't been given credit for all that they know and all that they feel. And I think that what you start understanding is that because of all these differences in the way in which they process the world around them, that the world for them can be threatening, very frightening.

King: But when you see someone like — like Gary's daughter, now in public — how do you explain that?

Robinson: Oh, well ...

King: What's improved?

Robinson: Well, Gary's daughter has done a fabulous job. But she has had incredible support from her family and incredible support from her entire team and she has done — she has worked incredibly hard to get to where she is.

King: Are there any drugs used in this?

Robinson: Well, yes. We can use all of the medicines that we would use in all the neurobiological disorders, but it's not necessarily the first thing that we would go to.

King: Was "Rainman" really off the mark or are there a lot of people like that, who can add figures and that?

Robinson: Well, you know, there are so many individuals with autism in the country today, that yes, a certain percentage of them might look like "Rainman".

King: Who could go to Vegas and count cards?

Robinson: Yes. Yes. That would be savant skill...

King: Right

Robinson: ... something that—but yet they couldn't care for themselves on a daily basis.

King: What's autism spectrum disorder?

Robinson: Well, if you look at all of the characteristics of autism, you can either have a major hit and be majorly challenged in all of the ears, or you could have less of a hit and be less challenged in all of the areas. So there's a spectrum.

King: How many people have it?

Robinson: Oh we—well, the new CDC statistics say it's one out of 150 children in this — in this country.

King: That is very high.

Robinson: oh, to put it in perspective, there will be more children who are born with autism this year than AIDS, diabetes and cancer all put together.

King: When we come back, television's Lou Grant and his real life wife share the story of how their family has been affected by autism.

The panel remains. Don't go away.

King: Joining us now, Ed and Cindy Asner.

You know Ed as, among others, the series television's Lou Grant. He and Cindy have a young adult son, Charlie who has Asperger's Syndrome, a "high-functioning" form of autism.



What do you mean by “high functioning” Ed?

Ed Asner: Well, I've got to correct you. Charles is “high-functioning” autistic.

King: Ok

E. Asner: And by “high-functioning” he is in many ways, shapes and forms brilliant intellectually — in physics, mathematics. He writes well. He even draws well. He's a man of — a man for all seasons in terms of that.

But his autism expresses itself in it's difficulty to—to empathize, to identify, to occupy the brain of the next person. And yet, at the same time, we—thanks to Cindy, who has practically raised him from—from being totally disconnected to being connected now, he displays empathy and it's almost as if he wouldn't necessarily feel it on his own, but he has been acculturated to do so.

King: Why is it called Asperger's, doctor?

Robinson: Well, Asperger was the name of the psychiatrist in the 1940's who described a group of children who had these kinds of high intellects, but very poor social skills.

King: Lou, that must have driven you nuts. You've got this brilliant kid that's anti-social.

E. Asner: I thought he was just a brilliant individual, you know? Those children accepted that child and that child became loved. And the teacher, who knew nothing about special needs, made the children feel responsible for that child. And this was a way of looking a how to integrate somebody different into our society.

And those children, in the end, cried when he had to leave. And they said they learned more from Peter than Peter learned from them.

King: When we come back, the grandmother who is determined to teach the world about the disorder that affects so many young people.

That's next.

King: We're dealing with a major program tonight on autism.

Our guests are, in New York, Bill Cosby, the legendary comedian and TV star. Always great to see him. He will headline next month's “Concert for Autism Speaks” at Lincoln Center.

In Los Angeles, Toni Braxton, the six time Grammy winning singer. Her youngest child, Diezel, was diagnosed with autism at age three.

Gary Cole, the multi-talented movie and television actor. His daughter Mary was diagnosed at 18 months old and has progressed very well.

Dr Ricki Robinson is a pediatrician specializing in children with autism.

And joining us now in New York is Suzanne Wright, co-founder of Autism Speaks. Her grandson Christian was diagnosed with autism in 2004 at age two. Her husband is the famed Bob Wright, the former head of NBC/Universal.

How is Christian doing, Suzanne?

Suzanne Wright, co-founder, Autism Speaks: Well, thank you both so much for asking.

Christian is doing much better, thank you. And I want to thank especially Toni and for Bill for doing concert for Autism Speaks. This is so important to the Autistic community. And especially important that Bill has decided that the proceeds from the benefit will go to the research in the environmental triggers that might be causing Autism. So thank you from the bottom of my heart.

King: How do you explain, Suzanne, that this is not taught in medical school?

Wright: I don't explain that. I think it's absolutely deplorable. I cannot believe in the day of the Autism epidemic. As somebody reported before, Polio was in the 50's when we were growing up. It was 1 in 3000 and was a national health crisis. Everyone rallied around the fact that we needed to find a cause and a cure. Now, we have 1 in 10 000 — it was 13 years ago — 1 in 166 is three years ago. The CDC numbers are now 1 in 150, 1 in 94 boys will be diagnosed with Autism. This is truly a national and a global epidemic.

King: Are either of you shocked by this? Toni, aren't you shocked..

Braxton: I was shocked

King: ... that they are teaching it in medical school?

Braxton: Yes. Suzanne, she reached out to me immediately. She heard about my son and she called me. And she's a pioneer. I love it when I hear her. I can do this. We can beat this. I mean she's like the best person ever. So when I heard the numbers I was definitely surprised.

King: Suzanne, you have the financial wherewithal, Bo Wright and the like to take care of Christian

Wright: yes

King: What about people who don't?

Wright: That's exactly why we founded Autism Speaks. It was unconscionable that millions of family across the country were not able being accepted into the community that needed help. They are just ignored and that's why we fought so hard. And I want to thank my friend Deidre and Don Imus because without them we wouldn't have gotten the Combating Autism Bill passed, which is going to give us almost a billion in research and education over the next five years. It was historic to get this passed.

And I need to get the grandparents of this country galvanized around their autistic family because you know as well as I do we don't have any time in our families. They don't have any time. We have time to give them to make sure that this legislation gets through and we get the appropriations.

King: Where can they get further information, Suzanne?

Wright: Go to our website, Autismspeaks.org, and we will be there with anything you need. We have to get the country's attention focused on this epidemic.

King: The imuses are good friends and I'm glad to see that they're involved.

Wright: yes, I couldn't have done it without them.

King: What does Autism Speaks do?

Wright: Well, we pretty much do everything and anything. We're a 2-year old operation. We're coming up on \$ 60 million. By the end of this year, we will have given away \$35 million in research, education, and treatment. So we're really on a roll. And Hillary Clinton is introducing a bill, \$350 million for treatment and services to be done, believe, starting next year. And we're thrilled because this is what we need. We need national attention on this epidemic.

King: Doctor, who's more likely to get it, boy or girl?

Robinson: Four times as many boys get it.

King: Four times as many boys?

Robinson: Yes, and that's why Suzanne — I mean listen to the rate that Suzanne said. One in 94 boys will be affected with autism.

King: If your brother has it, will you likely get it if you're his brother?

Robinson: Well, we know that autism has a genetic predisposition. We don't yet know you know, exactly how it's inherited or what those genes are. But part of the research that is being so actively funded by Autism Speaks is into this very issue.

King: Is Autism Speaks it?

Robinson: Autism Speaks is it.

King: And there's nobody else doing it?

Robinson: Well, there are many other organisations. The beauty of Autism Speaks is they brought all of the organisations together so that we can speak with one voice.

King: I gather this would not be done without Suzanne.

Braxton: Yes. She is a pioneer. I love her. She's incredible.

King: When we come back, we'll refresh your memory about an autistic high school student who made headlines as athletic hero. What a show that was. And a little later a mom with three young kids, all three have autism. Don't miss her inspiring story. Don't go away. (Begin Video Clip)

Unidentified Male: Jason or J-Mac, as he is know, is medically diagnosed as highly functioning Autistic. He's also loved by his teammates and fellow students. That's why they came to the game with his face on signs. And when he entered the game, they went crazy. Jason got in the game, took a pass and took a shot. He missed badly.



One minute later, he got his hoop, a three pointer that set the gym on fire.

King: All right, apparently it has no affect athletically, Dr. Robinson?

Robinson: No, actually it often does have affects athletically.

King: Is it good?

Robinson: no, actually not too good.

King; so what happened there?

Robinson: My guess is he's worked very hard at that in order to develop that as a skill.

King: Bill, you're an athlete. What do you make of that?

Cosby: I'm telling you, that it's difficult. I don't care if you have nothing wrong with you; it's tough to make that shot three times. Hey, man, three out of four. You know some of the people might say, "listen, give me some of that."

King: You are not kidding. What is that little blue pin you're wearing?

Robinson: This is Autism Speaks pin and it's also our logo. And it represents the pieces of the puzzle. Right now, we are getting some clues. Each one is a piece. They're not yet connected as to the whole but that's what all of the emphasis on raising the funds, getting the government involved, is so that we can put this mystery together and figure out what's going on.

King: Gary, was your daughter treated differently by other people?

Cole: We never wanted to keep it from anybody and especially in the school setting. And when she went into school, my wife decided to write a letter to each teacher and to all of the parents of her classmates explaining Mary, and the history of her, and what we had been through, and we had done in terms of therapy and intervention. And the same thing took place. These kids in the classroom took it upon themselves as their responsibility to help her, to help her get better. And they each affected each other. So a lot of those kids were walking tall after, you know, their experience with her.

King: how is your boy treated?

Braxton: It's been challenging. My oldest son, who's 5, his friend is like what's wrong with your brother. You're brother's weird. Just little things like that. Ben he's 5. What is he supposed to ask?

So that can be hard to explain to my 5 year old who says how come Diesel doesn't talk or why does he act that way. So that hurts my feelings a lot. But it's getting better.

King: Suzanne, what happens when people come and see Charlie? What would you notice first?

Wright: My Christian?

King: Christian, I'm sorry.

Wright: He doesn't really speak a lot. And he runs around a lot. And he has to have one on one therapist with him most time. Christian unfortunately had a very sad regression of autism. He was developing beautifully. He hit all his milestones. He had a wonderful vocabulary. He was potty trained. So for this to happen to him was so very sad to see this child escape into the darkness of Autism. He lost his language. He lost his ability to potty train. He basically went into the darkness of Autism right in front of our eyes, which was very very sad to see. That's why I want to empower grandparents or anybody in the family that thinks there's something. Most likely there is. We suspected something at about 18 months but because a baby was born and they had moved, you know, boys will be boys. Boys will regress. Many of the doctors said don't worry about it. In the day of the autism epidemic, you cannot accept anything but second and third opinions to make sure that nothing is wrong with your child. And go to my — our website where we have all of the developmental mile stones. And you can look for yourself to see if your child is meeting those.

King: Suzanne, thank you so much. Congratulations on all you're doing. Anything we can do to help?

Wright: Thank you so much.

King: Joining us now in New York is Michelle Lallonardi. Her three sons all have Autism. Five year old son Jackson and 3 year old twins Luca and Bennet. Did you expect after you had Jackson that it would affect the other two boys when they were born, Michelle?

lallonardi: I didn't expect it, but I did worry about it. It was definitely something that we asked doctors about and they said not to worry. But they were wrong.

King: How is Jackson doing?

lallonardi: Jackson is very affected. He's 5. He just spoke his first words about a month ago. He's had such intensive therapy. He works harder than any adult I know. He has, you know, had over 40 hours of therapy since he was 2. you know it's all relative. He's doing better but he's very affected. He struggles every day.

King: These three boys and Michelle are featured in the film we talked about earlier, "Autism Speaks Presents Autism Every Day". Lets watch a clip. (Begin Video clip)

lallonardi: He grinds his teeth. He makes this clicking sound. You just want to be like, shut up, shut up. I can't take it. It drives me crazy and then I feel guilty because that's the only sound he can make.

(End Video Clip)

King: Toni, I know this is hard for you to watch for you having a young boy. What do you think it must be like with three?

Braxton: I couldn't imagine the strength she must have. I mean sometimes I get emotional and cry about it. But my tears don't mean that I'm weak or I'm feeling sorry for myself. It's more of my strength to fight for your children. And I watch her and what her day must be like. So for me as a parent, it's a little hard for me to watch.

King: What must it be like doctor?

Robinson: What these families go through are the most I have ever seen in all my clinical practice. Not only do they have to deal with the diagnosis itself, which means a total reorder of what your expectations are for your children, but then you have to learn how to become an advocate for your child. And you have to advocate with everything. And then you have to figure out how to finance this. The financial burden is overwhelming. When I prescribe a program, I prescribe a program that will be anywhere from 40 to 60 hours per week. In there is lots of expert care. And so, a typical ...

King: How much?

Robinson: Forty thousand dollars, \$50 000, \$60 000 a year. And most of it is not covered by insurance.

King: With three, we triple that. Why is it not covered?

Cole: The same reason it's not taught in medical school I'm gathering. Some of it through because Mary goes to public school and her needs are different than they were when she was younger. But we are doing less therapy and more takes place at school. But when she started, I mean this kid was booked, you know, eight hours a day.

King: Bill, these parents are incredible people, aren't they? They're unsung heroes.

Cosby: But you know what I'm wondering, for instance, with Michelle, what's the comparison of the boys that they — parents could e-mail, get with each other and different age levels and different levels of the way they've been — I'll use an incorrect word but they way they've been hit and talk to each other so that just in case nothing is coming, that they would be able to exchange. I mean your thing — this is the first sound with this young — and what's irritating, what the others are doing. His daughter, who now seems to appear like she may be out of the woods a little bit, and then the other with the kid who seems to be OK — but just so many different ..

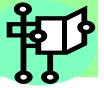
King: Exchanging all of the ideas.

Cosby:Yes

King: Could that work, Michelle?

lallonardi: Of course. I mean, just my children alone, I have three children on the spectrum but they're all very different. So it's not—I really can't even draw on my experience from one child to the other because the spectrum is so different. My oldest child is the one who's very affected. He has global problems. He has stomach problems, medical problems, you name it, he has it.

And my younger two are different, you know. One of my twins has a lot of behaviour issues and my other twin is higher functioning. So you know it's very different and you know it's



Speaks has done a lot. You know if you go to their website, there is a way to, you know, hook up with other parents and learn information and things like that, which is very helpful, you know, for parents who are new to this now. Years ago, I mean even with my son Jackson who now is diagnosed, over three years ago, didn't have nearly as much access to information and support as I did with my twins.

King: Coming up, the mom who helped inspire Bill Cosby among others to raise awareness of Autism. We'll also tell you how you can get tickets to see Bill and Toni and others perform in New York next month. That's when we come back.

King: Joining us now is Michele Pierce-Burns. Her seven year old Danson has autism and that all inspired Bill Cosby to become involved in April's fundraiser. How did you and Bill get involved in all this Michele?

Pierce-Burns: We met when I was a child briefly on "the Cosby Show". And he's been a great mentor in my life ever since.

King: And when Danson was born, did Bill become uniquely aware of this?

Pierce-Burns: Absolutely. And he was on the phone with me actually when my Danson got diagnosed at Yale University. He's someone I've reached out to over the course of my life and much like a second father.

King: Bill, is it difficult for you to be around Danson?

Bill: No

King: Not hard?

Cosby: No, no. You know Nicole said something that I have to go back to. When children like this have to go into the public or be around people, it's best to let the people know about your child, the behaviour, et cetera, et cetera. And then the people become better behaved around your child also.

King: Knowledge is beneficial.

Cosby: But the love — they keep saying the same thing

Kids give more love when they understand because kids want to help. If they see something and it's not explained to them then so and so is weird. But if you explain it and you give them a chance, you know, you can help. Man, they jump in and it's wonderful.

King: Bill is a noble man. You've learned a lot about him just from listening to Michele.

Michele is also in that film we spoke about.

King: Michele got her doctor program in education at Harvard. Did you know a lot about Autism?

Pierce-Burns: I never heard the world autism until my son was diagnosed. And I think it's absolutely terrifying as a high school teacher, a principal of schools, that educators are not being taught what to do and they're being thrown into classrooms with our children and it's absolutely tragic. And I actually home schooled my son for the past year and a half because I was unable to find an educational setting for him. But I'm proud to say he began school last week at a wonder institution in New Jersey. We moved to attend it. It's called Celebrate the children and he's doing beautifully.

King: Do you think your marriage might have ended because of it?

Pierce Burns: it's definitely a factor. Eighty percent of parents who have an autistic child end up getting divorced. And I think it's a high level of stress. It's a high level of sleep deprivation. And it requires from you so much that there's not a lot left to give to your partner. So I think that is a factor.

King: Well said. Did that affect you, your marriage?

Braxton: But it's great. But I remember the stressful period when we first found out.

King: Gary?

Cole: I don't know. It seemed to be a mission from the beginning, you know, that we were going to take on and go forward with. And I think it might have strengthened our relationship.

Autism South Africa Database

Please keep us updated should your contact details change.

Tel: 011-484-9909

Fax: 011-484-3171

Email: pauline@autismsouthafrica.org

www.autismsouthafrica.org

USE YOUR ABSA CREDIT CARD TO HELP AUTISM SOUTH AFRICA!



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

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

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

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

For more information on the ABSA Rewards system, please phone 0800 600 059 or visit their web page: www.absa.co.za

Thank you for your consideration.



THE DAY I MET OUR PRESIDENT!

On Friday, 29 December 2006, my dad, mom and I went to Menlyn shopping centre in Pretoria. We saw President Thabo Mbeki walking past us and then we went to "Look and Listen" store to find him.

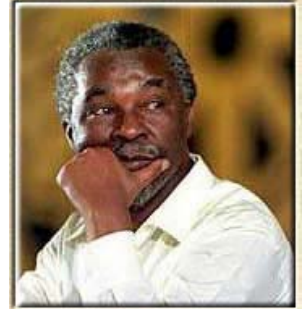
There his security people let me through and I handed my 'card' to him, shook hands and gave him a big hug. Then we went home. That afternoon a lady from the President's office phoned my mom and verified our telephone number and address and if we were indeed the people

that were in Menlyn that day. She told my mom that Mr. Mbeki gave her the card and asked her to see if she can get hold of us!

Then on Sunday 31st December around 18:00 the lady called again and told my father that the President wants to speak to my mom. Then Mr. Thabo Mbeki asked my mom to tell me the following: that he says thank you for the card that I gave him in Menlyn and he wishes me a prosperous and happy new year! My mom also asked him to come and visit us at Unica School.

This was a wonderful experience and I will never forget it.

*Jan Hendrik du Raan (with help from his mom)
Learner, Unica School
12 years*



'Upcoming Events' and 'Breaking News'

Due to our office receiving many requests from the public to send mail shots out on their behalf, we will be updating our events calendar daily and would ask that you please visit our website regularly so that you may be informed of any 'upcoming events' or 'breaking news'.

www.autismsouthafrica.org

WELCOME ABIGAIL KAPEZA

We would like to welcome Abigail Kapeza who has joined Autism South Africa as the office administrator.

We hope you will be very happy here and we are all thrilled that you have joined the team.

SOCIAL DEVELOPMENT COURSE

This course is designed for teens with Asperger's Syndrome. It focuses on teaching everyday social skills in a group setting.

Duration is weekly, on Saturdays, for six weeks.

For more details contact **Anita Sutherland**

082 877 28000

11 678 3030

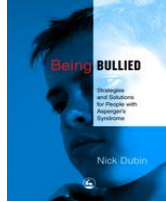


BOOK / DVD CORNER

If you would
like to order any
of the books
listed in
the Book Corner,
please
contact
Pauline

on 011-484-9909 or
email
pauline@autismsouthafrica.org

Being Bullied
Strategies and
Solutions for
People with Asperger's
Syndrome
Nick Dubin
ISBN: 10:1 84310 843 7
Price: R 291.04



Bullying is a serious problem in schools and children on the autism spectrum are particularly at risk of being victimized if they display "different" behavior, such as not understanding rules, having bad handwriting or flapping their hands.

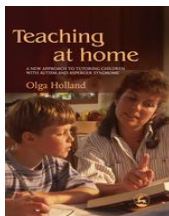
Being Bullied describes the various types of peer abuse - taunting, nicknames, damaging property, stealing, and cyber bullying - and the devastating consequences, such as poor self-esteem, low academic achievement, depression, or even suicide.

Narrated by Nick Dubin and featuring footage of his own childhood that illustrates behaviors that made him an easy target for bullies, the film also includes the stories of three individuals with Asperger's Syndrome who talk about their experiences of being bullied.

The DVD outlines practical strategies for parents, professionals, schools, and individuals being bullied on how to prevent bullying. It stresses the importance of peer intervention, empathetic teachers, and verbal self-defense and shows how lack of teacher support, condemning of "tale telling," or even blaming the victim reinforces bullying.

This DVD offers children and young people who are being bullied a chance to see that they are not alone, and will be a valued source of advice for parents and professionals.

Teaching at Home
A New Approach to Tu-
toring Children with Au-
tism and Asperger Syn-
drome
Olga Holland
ISBN: 10 1 84310 787 2
Price: R 221.45

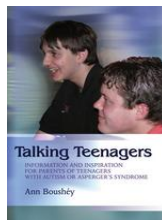


Faced with the apparent inability of her autistic son Billy to learn and socialize with other children at school, Olga Holland decided to teach him at home. Where traditional educational approaches had produced limited results, the author's own method of teaching succeeded, over a period of two years, in enabling Billy to pass the test that allowed him to enter a class for gifted children.

Teaching at Home explains the author's approach, focused on adapting to the demands of Billy's atypical mind and respecting his vivid imaginative world while attracting and retaining his attention. The author describes her use of sensory and memory techniques, social stories and humour, and gives useful advice on issues such as understanding body language, adapting the teaching environment, devising homework schedules and coping with distractions.

This book offers inspiration and encouragement for parents of children with autism or Asperger Syndrome who are considering homeschooling their children, and also provides useful pointers for teachers and carers.

Talking Teenagers
Information and Inspira-
tion for Parents of Teen-
agers with Autism or
Asperger's Syndrome
Ann Boushey
ISBN: 10:1 843 10 844 5
Price: R 239.23

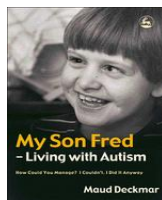


Ann Boushey's teenage son Jon was diagnosed with high-functioning autism in kindergarten. Having mastered the day-to-day challenges that parenting a young child with autism or Asperger's Syndrome pose, *Talking Teenagers* considers questions surrounding parenting across the spectrum during the teenage years.

Written out of her own experience, this inspirational book provides the information that will encourage other parents with teens on the autism spectrum. Covering everyday topics, from what to take on vacation and dealing with anger, to sex education and planning for the parents' own demise, Ann ends each chapter with thoughtful vignettes: "Chicken Nuggets for the Soul".

After reading this book, parents will come away with a sense of empowerment and feeling that they are not alone, while professionals will gain a valuable and compassionate insight into the world of parenting a teenager on the autism spectrum.

**My Son Fred – Living
with Autism**
How Could You Manage?
I Couldn't. I Did It Anyway
Maud Deckmar
Translated by Wea Wul-
kan
ISBN: 10 1 84310 3125
Price: R 221.45



Maud Deckmar tells a touching and honest story of living with Fred, her eldest child, who has autism and an intellectual disability. She recounts here the great struggles and sorrows as well as the love and happiness she has experienced from his early childhood to adulthood.

She vividly describes the feelings of grief after Fred's diagnosis, the sense of loss when old friends distance themselves and the pervasive feelings of guilt about putting her son into care and admitting that she can no longer cope. She stresses the importance of communication and cooperation between parents and carers, and encourages them to find ways to provide the best possible support, based on specific needs and means available. Her unflinching account will resonate with and give support, comfort and courage to parents in a similar situation. It will also provide useful insights for carers and professionals in schools, care homes and institutions to better understand the feelings and experiences of families affected by disability.



BUZZ PAGE



Hurdy Gurdy House is looking for caregivers. Given the gender mix of the residents of the home, preference will be given to male carers.

Honesty, dedication, a calm temperament and a willingness to learn essential, as well as two recent, contactable work references and police clearance certificate. Contact Marianne Victor after hours on

021-902 0953 or send full cv to hurdy-gurdy@absamail.co.za

AUTISM SOUTH AFRICA

GOLF DAY

26th July 2007

Parkview Golf Course



Please see booking form on page 21 or contact: Sandra Miller 011 484 9923

New Discussion and Empowerment Group to be Launched for Adults with Autism and their Families!

The Association for Autism Pretoria

Contact Anna Atkins—

Tel: 012 993 4628 Fax: 012 993 4675 Email: afautism@iafrica.com

Staff members of The Association for Autism are often in contact with families (usually parents, or siblings, or adults with autism), WHO ARE NOT ACCOMMODATED IN THE "SYSTEM".

We have identified some families in the Pretoria area who, due to circumstances, cannot place their child/loved one in residential or day care, and, due to this are in desperate need of emotional and other support.

Other families have chosen for their loved one to remain within the family unit. We believe that these two groups of persons can share resources, thereby strengthening each other.

Please contact Anna for further information and to be informed of the date for the launch.

LOOKING FOR AUTISM FRIENDLY DENTISTS AND HAIRDRESSERS

Can you recommend an autism friendly Dentist and or Hairdresser. Please contact Autism South Africa on either 011-484-9909 or email pauline@autismsouthafrica.org.

Little Stars

Dynamic new school for children with PDD specializing in ASD aged 3-7 yrs.

Individualized development programs. Low teacher-pupil ratio. Outsourced Speech and OT. Holistic Programme incorporating international teaching methodologies Contact: Tracy Hadfield (Bsc Hons (Psyc)(Wits) 96, Sixth Ave Highlands North, Johannesburg Tel: 011-786-6700 Fax: 011-885-2599 Cell: 074-101-2707



Parenting can be difficult

- Do you find yourself yelling at your child more often than laughing with your child?
- Do you feel that you have lost control in your role as a parent?
- Do you feel that you have lost touch with your child ... don't feel as close as you'd like?
- Do you feel frustrated and find yourself saying the same things over and over, with no results?
- Would you like to enhance your relationship with your child?

If you answered 'Yes' to any of these questions,

Child Parent Relationship (CPR) Training can help!

Learn skills that will make a difference in your life and the life of your child.

In 10 weeks, you will learn how to:

- Regain control as a parent
- Help your child develop self-control
- Effectively discipline and limit inappropriate behaviour
- Understand your child's emotional needs
- Communicate more effectively with your child.

In 10 weeks, you will see a noticeable difference in:

- Your relationship with your child
- Your child's behaviour
- Your ability to respond effectively
- Your confidence in your parenting skills

CPR Training is a 10-session programme for parents of children 3—10 years old

Call 078-515-8946
Spaces are limited!

Bumblebees has been open since March 2004, and is based in Blairgowrie.

- Early intervention program for children with P.D.D, Autism and related Disorders.
- Run by Chantelle Silva who is trained in "Applied Behavior Analysis" and who has skills in "verbal behavior & P.E.C.S".
- 8:30 – 12:30 Mon – Fri (No Aftercare) (3 Term School).
- Speech Therapist available on Friday.

Independent Development programs per child.

"BUMBLEBEES: "BE THE BEST YOU CAN BEE"

CONTACT CHANTELE ON 082 689 6603

Wiggles and Squiggles is a playschool which caters for children with developmental delays, Autistic Spectrum Disorders, Down syndrome, physical and cognitive disabilities and other special needs

Class size is kept small, each child has an Individual Education Plan, and the children are taught on a 1:1 basis or in small groups



The Foundation Stage Curriculum (UK) is used, and the Early Learning Goals are broken down into small, attainable steps where the focus is on each child's strengths and abilities. Photo-

graphs and video clips are taken regularly to track progress throughout the year

Makaton sign language and PECS (Picture Exchange Communication System) are used to enhance the child's receptive understanding and expressive language throughout the day, and parents and carers are encouraged to participate and continue these strategies in other settings

Song cues and objects of reference assist the children in transitioning between activities as independently as possible

TEACCH (Training and Educating Children with Autism and Communication Handicaps) is adopted when appropriate in order to facilitate the child's understanding of the day's routine and to encourage independent participation and completion of activities

Therapy is available on site, as well as other specialized sessions to develop fine and gross motor skills, language acquisition, sensory integration and music appreciation. The playschool is open five mornings a week from 8:15 until 12:00 and follows the GDE terms. Please call Sue Fowlds on 084 333 8598 or 011 791 7339, or email suelegassick@hotmail.com for more information.

If your child became lost,
how could someone help
to reunite your child with
you... ?

...by ringing your cellphone number displayed
on a Tag or wristband.



Contact: Ally - 082 447 1182 or email ally@yelosun.co.za

Social Skills Group Through games and role-play activities children will learn important social skills in weekly group sessions. Skills included will be:

- Social conventions such as eye contact, acknowledging another speaker and suitable means of getting others' attention
- Conversation skills such as greetings, joining in a conversation, starting a conversation, exchanging conversation and appropriate topics to speak about in a conversation
- Perspective taking skills and the ability to identify one's own and others' feelings
- Friendship skills

Phone Bianca on 078 515 8946 for further information.

My name is Taegan Devar, as many of you know I have two younger brothers in this school, one in grade 9 and the other in pre-primary, grade 00 and today I am going to tell you a little bit about my younger brother in pre-primary and how he has impacted on my families life and especially on my life. His name is Tariq Aziz Ahmed and he is 6 years old, for those who have seen him he walks on his toes and comes to school everyday with a facilitator-helper named Nellie. My brother is like you and me but he sees hears and experiences this world very differently to what we do. My brother has a condition called Autism.

Now many of you might be asking what this condition is. Tariq was a 'normal' child up to the age of 3, he could talk in sentences, sing nursery rhymes, knew his ABC's, he could count up to 20 and he could interact with us. But at 3 years he began to lose all of that, I didn't know what was wrong with my brother, he began babbling, covering his ears, crying a lot, he lost his speech and stopped listening to us when we spoke to him or interacting with us as he used to. It was like he was living in his own little world. My parents took my brother to many doctors and he went through many tests and eventually he was diagnosed with Autism Spectrum Disorder. My family and I had never heard of this word before and as an older sibling I never knew how my brother with autism would change my life forever.

Autism Spectrum Disorder is a communication disorder, people who have this condition find it difficult to communicate with others, for e.g. You have a house and it is wired in a particular way, here you have a house that is wired differently so when you turn on the lights the stove comes on and when you turn on the T.V the heater comes on. My brother is wired differently from me and you so everything is there it's just that all the wrong messages are being sent to the brain.

One of the hardest things for me was learning how to cope with his condition. He opened my eyes to a whole new world and my family and I had to learn management techniques, learn how to understand and interact with him, for instance, if I want Tariq to come to me or do something, I have to ask him slowly, clearly, using the fewest words possible and give him time to process what I am saying for e.g. "Come here Tariq".

When it comes to verbal processing-how my brother understands spoken language is very difficult for him because for him we speak so fast, he hears it as white noise or a buzz. He is learning written language and reading quicker as it does not change like spoken language.

My brother is a detailed thinker, he can see the minute details and he treats each detail equally unlike us where we are able to block out certain details for e.g. When we walk into a room or a new space we can ignore all the little bumps on the wall and spots and marks where as Tariq sees everything, every mark, every spot and his mind is just bombarded with stimuli and because there is so much information to process so quickly his mind cannot take it all in at once, that is why it is so difficult to take my brother into new spaces, busy shopping centers, places where there is a lot of people and large crowds and loud noises.

Sometimes I sit and watch my brother spinning an object or looking at something for long periods of time- behavior that we would consider very strange or bazaar but a lot of the time he is seeing things that we are not seeing and knowing that he is a detailed thinker it is amazing to think that he must be noticing and discovering new things about that object that we would probably never think up. People say that some of the greatest scientists and musicians in the world were in some way autistic as they were able to take one aspect and solely focus on that and nothing else and they were able to discover or create great things for e.g. Temple Grandon, a famous autistic who is now a professor of agriculture devised animal equipment that allows animals to be slaughtered without them feeling any pain

Something I have learnt having my brother around is just the importance of having a family support system. Since my brother needs 24hr care as a family we just know that we have to help out, each taking turns to look after him and giving each other a break when we need one. We know that it is not possible for one person to look after him as he can be very difficult at times and being human one can only take so much, so it is so important that we all help each other and support one another to manage. In the beginning it was difficult for us but through a lot of help, patience and understanding we were able to understand more about my brother-how he sees the world, his unique intelligence, his loving personality and his sense of humor

There have been many times where I wish he were normal but at the same time I thank God everyday that he is autistic and that he is apart of my life because he taught me things that I know I would never have learnt in any other situation. I am just so much more grateful for my life, I am more patient and sensitive towards others especially those with special needs.

I watch my brother everyday sitting around the dinner table quietly listening to our conversations, I know he understands what we are all saying and I can see how he wants to join in but he just doesn't know how. I see him everyday trying to understand our world and yet we never take enough time to understand his. He doesn't see himself as a child that is different. Sometimes it is just about accepting him just the way he is, with his uniqueness and way of understanding and not trying to make him fit into our 'normal' world all the time.

I know my brother will always be autistic but I will love and care for him forever.

Notice and Agenda for Annual General Meeting

Date: Saturday, 23rd June 2007

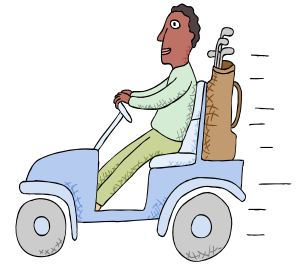
Time: 10.00 am to Mid-day

Venue: KZN—will be advised to all our members

AGENDA

1. Acceptance of minutes of the previous AGM
2. Matters arising from the previous minutes
3. Chairman's Report
4. Treasurer's Report
5. National Director's Report
6. Discussion on possible re-structuring of Autism South Africa and resulting changes to the Constitution.
7. Election of Auditor
8. Election of Treasurer
9. Election of National Executive Committee Members and Office Bearers

If you are a paid up member of Autism South Africa and would like to add anything on to the agenda, please contact
 Sandra Miller, National Director on 011-484-9923
 or
 email Sandra@autismsouthafrica.org.



**PLEASE COME
 AND SUPPORT
 THOSE WITH
 AUTISM
 SPECTRUM
 DISORDERS**



**CAN YOU THINK
 OF FRIENDS,
 RELATIVES OR
 COMPANIES
 WHO COULD
 MAYBE HELP
 WITH PRIZES,
 RAFFLE ITEMS
 OR EVEN COME
 AND PLAY**





Autism South Africa



Golf Day Hosted by Autism South Africa on Thursday, 26th July 2007 at Parkview Golf Course.

Booking Form

NAME:					
COMPANY:					
POSTAL ADDRESS:					
TEL NO:					
FAX NO:					
CELL NO:					
E-MAIL ADDRESS:					
*Enter		fourball(s) @ R 1 650 each. Preferred Tee Off time			
*Name of player 1		Handicap		Member Club	
*Name of player 2		Handicap		Member Club	
*Name of player 3		Handicap		Member Club	
*Name of player 4		Handicap		Member Club	
*Sponsorship of the 1st Tee, 9th Tee or 18th Green @ R 1600 each					
*Sponsorship of any other Tee or Green @ R600 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) 484 3171 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



MEMBERSHIP/ DONATION

Name:

Address:

Province and Postal code:

Country:

Email:

Tel:

Fax:

I enclose my cheque/postal order /deposit slip made payable to: **Autism South Africa** for:

Individual Membership R 50

Family Membership R 60

Group Membership R 500

Registration with Autism South Africa R 1000

Or I prefer to give:

Or donation of: R 100 R 200 R 500 Other amount

Autism South Africa does not receive any government assistance and therefore your support will really be most appreciated and will facilitate the provision of desperately required services for those affected by autism in South Africa.

**BROCHURES
AVAILABLE
FROM
AUTISM
SOUTH AFRICA**

Autism South Africa
Standard Bank—Sandton Branch
Branch code: 019205
Account No: 2207 312 33

