



Autism Gold Coast Inc

January Newsletter 2011

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[Please leave a message if phone is unattended.]

Information, Support, Networks, Library

By now we are all reeling at the news of the vast flooding that has occurred across Queensland communities and the devastation to families, properties and livelihoods. Our Gold Coast families have been alarmed by this disaster yet it is heartening to know of their generosity and goodwill towards other families in the ASD community and beyond. As these communities begin their recovery and families register their needs, if *Autism Gold Coast* hears of ways in which we can help our fellow families we will be in contact. The following information may be of assistance to those of us who have children who have focussed intensely on this natural disaster. It was written with children with special needs in mind.

People respond differently to disaster. Some may appear unaffected, and others show distress, rage, and fear. Children's reactions vary according to many factors, including their ages, abilities, and experiences. The children most directly affected are likely to have the greatest difficulty coping. Children with prolonged indirect exposure (including television) may also have trouble coping. Understand that some children may appear relatively unaffected, and this may be okay, especially if their exposure to the disaster was limited. Children exposed to trauma may respond in some predictable ways that are listed below. For most, these responses will diminish over the next few months, especially if the child did not experience injury, loss of a family member, or further trauma.

- **Very young children**, about ages two to five: sleep disturbance; difficulty separating from parents; fussiness; confusion; fears about safety; somatic symptoms (stomachaches); exaggerated startle to loud noise; and re-enactment of the events through play. These reactions will be most evident in children with greatest exposure to the trauma and when parents display a great deal of distress. Children with special needs may experience any of these reactions.
- **School-age children**, ages five to 11: worries about the safety of loved ones; attention to adult reactions; withdrawal or hyperactivity; repetitious play; impaired concentration and academic performance; sleep disturbances and nightmares; magical ideas about how the disaster might have been averted. Children with special needs may experience any of these reactions.
- **Adolescents**, ages 12 to around 18: sadness; outrage; risk-taking behaviors; substance use or abuse; sleep or eating disturbances; anger or rage; talk of retaliation; increased sense of alienation; shifts in peer groups; and focus on death. Adolescent thinking style tends to be all-or-nothing and teens are especially vulnerable to peer influences and failing to consider the consequences of their actions. As such, teens may be particularly vulnerable to impulsive responses. Children with special needs may experience any of these reactions.

Children with special needs, like other children, adapt best in their own environments and routines. There is comfort in the familiar, so allow children to go about routines of school, recreation, and play. Consider the community supports you would turn to in any time of need: extended family, religious faith, community organizations, and recreational activities that provide outlets for tension and opportunities to spend time together. Use *your* support network. Take care of yourself so that you can be available when children need guidance.

General strategies to promote coping:

- Limit further exposure to trauma.
- Use language the child understands.
- Expect misunderstanding.
- Repeat your responses patiently.
- Identify the human element of the tragedy if inappropriate questions are asked.
- Look at what might be upsetting.
- Relaxation training.
- Address concerns about safety.
- Check the child's understanding.
- Correct misunderstandings.
- Use pictures and talk together.
- Social Stories.

A full copy of the article is located on our website: www.autismgoldcoast.com.au

Autism Gold Coast thanks the office of *Jann Stuckey MP for Currumbin* [Suite 1,1045 Gold Coast Highway,

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Annual General Meeting

Wednesday 16 March 2011

Nerang Neighbourhood Centre, 29 Martin St, Nerang. ENTRY via Lavelle St side gate.
7pm for 7.15pm start. AGM, followed by monthly meeting. *All welcome to attend.*

2011 Membership is now due

Your support through Membership of Autism Gold Coast is much appreciated. The services of Autism Gold Coast are provided by volunteers, and range from telephone & email contact & support, information & referral, informative newsletters & ASD email newsgroup, website, twice monthly support group meetings, guest speakers, extensive library, Mothers Weekend Away, workshops, sibling programs, family outings & community awareness events. Form attached, and also available on our website www.autismgoldcoast.com.au

Borrowing LIBRARY RESOURCES

LIBRARY RESOURCES!

- Resources are available ONLY to financial members;
- Maximum of 2 items on loan at any one time;
- Due Date is *one month from date of borrowing*
- *All resources to be checked out by Liz, our Librarian, or one of the Meeting Coordinators*
- Resources can be mailed back to us if you won't be at the next meeting

Please URGENTLY RETURN any resources you have borrowed. We have purchased these resources from funds raised and through donations.

Whilst it is great to have such an extensive Library, it is rather a large job to keep track of all these resources when we are volunteers.

You can post them, bring them along to a meeting,
or ring Debra or Helen to make arrangements for their return.
PO Box 2272, BURLEIGH HEADS 4220 / 5508 2376, 5559 1747



SIBLINGS CAMP run by Autism Queensland ~ rescheduled

Autism Qld had organised a sleepover at Underwater World, Mooloolaba in January, however due to the floods the camp has been rescheduled to **12th and 13th February**.

There are still places available so please contact us if you are interested and we can email or post you out the forms and brochure.

We have updated the brochure but the website no longer allows us to upload new attachments. The cost is \$90 which includes transport, meals, sleepover & variety of activities. The bus will leave from Sunnybank AQ at 2pm and Brighton AQ at 3pm on Saturday 12th. We will return to Brighton AQ at 2.30pm and Sunnybank AQ at 3.30pm on Sunday 13th.

Please note that your family must be a client of Autism Qld to be eligible to attend. It is important that all registration forms and deposits are received by January 28th to secure a place. If you have any questions please don't hesitate to contact Kathy Dimis, Social Worker on 3273 0000

Upcoming Events!



Autism Awareness Display
9 April @ Robina Town Centre

Volunteers WANTED! 9am-12, 12-3pm

Harvey Norman Sausage Sizzle

Date to be advised

Volunteers WANTED! 9am-12, 12-3pm



2011 Mothers' Weekend Away

October

Dates will be advertised through:

- the quarterly Newsletter,
- ASD Email Newsgroup, and
- on www.autismgoldcoast.com.au



Family Picnic & Fun Activities

Sunday 15th May 2011

10am – 2pm

venue to be advised

Sausage Sizzle provided

BYO snacks & drinks

Entertainment: Magician

All families welcome

whether financial members or not



2011 SIBLINGS GROUP on the Gold Coast

EXPRESSION OF INTEREST



Autism Gold Coast is keen to offer a **Siblings Group (6yrs– teenagers)** on the Gold Coast for children who have a brother/sister with ASD, in the **2011**.

If you are interested, please email the following information to the Secretary on admin@autismgoldcoast.com.au or complete the information below and post it to:

Autism Gold Coast, PO Box 2272, BURLEIGH HEADS MDC Q 4220, **by end of February**.

NAME: _____ **CONTACT PHONE:** _____

Sibling's Name: 1. _____ **Age:** 1. _____

2. _____ **Age:** 2. _____

3. _____ **Age:** 3. _____



Tips for managing transitions at school

Students with ASDs are confronted by many daily changes or transitions, some more difficult to cope with than others. These may include:

- having to stop one activity and start another;
- a scheduled change of lesson timetable;
- an unexpected change of lesson timetable;
- having a relief teacher;
- hearing the lunch bell, having to stop playtime, and go to the next lesson.

There is evidence that suggests people with an ASD respond to transition and change when it is supported by a planning process, with involvement from key stakeholders such as families, educators and therapists. Because people with autism often require extra time to process information, forewarning helps, as do autism specific supports such as visuals. The level of forewarning and planning for changes required by individuals with autism vary from one person to the next.

It is important for parents to identify the impact of change on their child and what strategies and supports have proven to be effective in the past. Some ideas to help you consider the impact of transitions on your own child:

- Identify the daily transitions that challenge your child at home and school
- Identify other transitions that challenge your child, on a less frequent basis, at home and school
- What strategies or supports have you found useful for managing these transitions?

Preparing your child for change

- Teach your child about change. Help them to understand that 'Change is a bit scary but it's ok'. Focus on the positives of change – eg 'A chrysalis turns into a beautiful butterfly'.
- Provide supports for change; eg visual routines/sequences and social scripts
- Practise change when your child is relaxed and calm
- Role play with family members to teach strategies to cope with appropriately; eg going to a safe place to calm down.
- Reinforce and reward appropriate responses to change
- Highlight what will stay the same; eg the child may move classrooms, but the toilets, library and canteen are still in the same place.

Good practice for responding to transitions

1. *Access information:* Ask your child's school to give you some warning (if possible) when change is going to occur; Ask questions.
2. *Develop a plan:* Meet with your child's teacher or as a family to develop a plan to support the transition: What is required, by whom and when? Remember the transition needs of each child is different. (refer to the GROWTH model to support your planning.)
3. *Create supports:* Visual sequences, social scripts, sensory supports.
4. *Evaluate and review.* Was the transition support plan effective? What could have been done better?

Further information is contained in the online learning module "Managing transitions", available by registering online at www.autismtraining.org.au and then accessing the Learning Resources tab.

This website is an initiative of Positive Partnerships, a program under the Australian Autism Education & Training Consortium (AAETC), funded by the Department of Education, Employment and Workplace Relations (DEEWR) as part of the Australian Government's Helping Children with Autism initiative.

Adults Support Group news...

This is a support group for adults on the Autistic Spectrum including Asperger Syndrome. Whether you have grown up with an ASD diagnosis, have recently been diagnosed, or simply recognise some ASD traits within yourself, if you are say over 17 years old and would like to meet others like you (in some ways at least), please join us!

We **meet on the second Sunday each month** to share our stories and exchange information. We decide on discussion topics for the following meeting so we will have plenty of time to organise our thoughts for discussion, but we naturally digress too. We have also decided to take turns to do a little 'show and tell' so that each of us has an opportunity to share his/her special interest with others. We also organise outings, such as bowling or picnic, from time to time.

Our meetings will move to a **new venue in 2011**. We will meet in the **Community Room at the Robina Library**. The Robina Library, along with the Auditorium and Art Gallery, is within the Robina Community Centre at 196 Robina Town Centre Drive, Robina. Once inside the Library, ask the Librarian to show you where the community room is. Because the Library closes at 4 pm, our meetings now **start at 2 pm**. **The cost is gold coin donation**.

The next meeting is Sunday, 13 February 2011. The Discussion Topic is "Valentine's Day - coping with relationships (or lack thereof)". The group welcomes new members.

Contact Mikako: 5559 5391, mikako.naito@bigpond.com or www.mikakonaitopsychologist.com/Support-Group.html



Ten Commandments for Parents...

1. Take one day at a time and take that day positively. You do not have control over the future but you do have control over today.
2. Never underestimate your child's potential,. Allow him or her, encourage him or her, expect him or her to develop to the best of his or her abilities.
3. Find and follow positive mentors; parents, professionals who can share their experience advice and support.
4. Provide and be involved with the most appropriate educational and learning environment for your child from infancy on.
5. Keep in mind the feelings and needs of your spouse and your other children. Remind them that this child does not get more love just because he or she may get more of your time.
6. Answer only to your conscience then you will be able to answer to your child. You need not justify your actions to your friends or the public.
7. Be honest with your feelings. You cannot be a super parent 24 hours a day. Allow yourself jealousy, anger, pity, frustration and depression in small amounts whenever necessary.
8. Be kind to yourself. Do not focus continually on what needs to be done. Remember to look at what you have accomplished.
9. Stop and smell the roses. Take advantage of the fact that you have gained a special appreciation for the little miracles of life that others take for granted.
10. Keep and use a sense of humour. Cracking up with laughter can keep you from cracking up with stress.

Partners of People with Aspergers

Partners in Aspieland GC group

For further information on support meetings for any partners of Aspies on the Gold Coast, PIA - Partners in Aspieland, contact Tricia Thompson on 5535 4191. *Please leave a message if the phone is unattended.*

<http://www.aspiepartners.com/>

This website is dedicated to assisting and supporting neuro-typical partners of people with Asperger's Syndrome (AS) or Asperger Traits.



Pave the Way,

in conjunction with the

Nautilus Law Group

presents a free one-day workshop

'Planning for Now, Tomorrow and the Future'**Date and Time:** Saturday 12 February 2011, 9.15am – 4.15pm*Morning tea, Lunch & Afternoon tea provided***Location:** Mermaid Beach Community Centre, 2439 Gold Coast Highway
(near the Mermaid Beach Bowls Club)**JEREMY WARD** from *Pave the Way* at *Mamre*, in conjunction with the *Nautilus Law Group*, is offering a workshop on the GOLD COAST for families and friends that explores the issues of preparing and planning for the future and keeping people safe in the long term.

This workshop will look at a variety of issues – developing a vision and building networks of support; guardianship and administration and wills and trusts. This workshop may also be of interest to adult brothers or sisters, or other family members of your extended family.

Jeremy has a personal and professional interest in these matters both as a parent and as a lawyer with many years experience in advocacy and in the law as it relates to people with disabilities. Jeremy is a former member of the Queensland Guardianship and Administration Tribunal and works as a consultant with *Pave the Way*.**RSVP to Elaine Henderson, at Mamre, on (07) 3291 5800 or 1300 554 402 or email elaine.henderson@pavetheway.org.au****Bright
ideas?****Yankz Laces - Special Olympics Australia \$15.00**

Yankz Laces are now available and branded Special Olympics Australia. A great gift idea for everyone who loves sport, snap lock laces make it even easier to put on your joggers or running shoes. These laces are made by people with a disability and have our logo on them. Only available in white.

<https://app.etapestry.com/cart/SpecialOlympicsAustralia/default/index.php>**Cord fastener or cord toggle for shoelaces**

Found in Camping shops and some hardware stores. The toggle can be attached to shoelaces and tightens without the use of knots. Can also be used for hats with cords.

Thankyou!**Gold Coast City Council***Autism Gold Coast wishes to thank**the Gold Coast City Council**for its recent community funding grant of \$4 000 to assist this organisation*

BACK TO SCHOOL TIPS

- **Begin putting bedtime and morning routines into a new time schedule** in the week prior to school starting, so it won't be a major change on the day and cause unwanted chaos.
- **Create a social story or picture schedule for school routines** to help children get ready for school in the mornings.. Start reviewing and practicing early. Task sequences may focus in particular skills, getting dressed, toileting, cleaning teeth, eating breakfast, packing their school bag
- **Colour code school subjects** by using a different colour cover for each subject on exercise books (Blue for English, Orange for Science and so on—you may need to check with primary teachers for the book labels they use.) Color coding will help your child identify and keep their materials together and can be integrated with a picture schedule.
- **School supplies** - get them well in advance so that your child can get used to them. Keep any favorite items from last year. Even if you were rewarded as a child by all new supplies, your child may prefer the “old friend” items. Label all equipment clearly, so that anything lost or misplaced can return more easily.
- If **school uniforms** are a sensory issue for your child, remove all labels, encourage them to wear a singlet or plain t-shirt underneath, practice wearing them (... shoes and sox too!) during the holidays around the house, use reward charts, and consult an occupational therapist if nothing appears to work.
- **Expect a few challenges** in the first few weeks of school as students settle in, but remain calm and advocate for your child if and when necessary.
- **Prepare yourself.** A calm mum and dad are better able to help a child create a smooth back to school transition. Year 8 can be as emotional as Year 1, and not just for the child, but for parents too!
- **Allow more time for everything during the first week.** Have activities or diversions available in case you need to wait a long time.
- Encourage your child to **drink water** throughout the day, either from their own water bottle, or from bubblers (SEP staff should be informed of this, if this is a known problem for your child)
- For young students, first break **food** could be in one container, and second break food in another container. If your child has **dietary issues**, firm up how that will be managed at school.
- At High School see if your **tuckshop** has the facilities that students can order their lunch from the tuckshop before school, to save the stress of lining up and working out what they want etc. at break time. They will still need to line up for their order, but it is usually a much more predictable line and process to handle. *(Depending on the high school, you may find first break is main break for food and second break is a minor break for food)*
- Encourage schools to **place your child in a class** where they already know some of the students and are already their “friends”.
- Never hesitate, **contact your child's teacher or SEP Teacher** immediately if you have any concerns. Little concerns are so much easier to be fixed, before they grow to big concerns. Likewise encourage your schools to contact you anytime either by phone, email or school diary, whenever there is an issue at school big or small. Communication should flow equally between home and school and school and home.
- **At Primary School** ask for a time to discuss your child's needs with their new teacher after the first week, if not before. (Some teachers like to meet and know the children a bit before they want to take on lots of information – and really with all that is on their plate the first week, it is probably more productive to wait a few days). However if there is a safety, medical or hygiene concern, that should definitely be brought to the teacher's attention immediately.
- **At High School**, find out if it is possible to have a meeting before or after school between you and all your son/daughter's teachers, to meet and to outline what areas that may need to be drawn to their attention. EG. my son/daughter may say he/she is right or ok, but that is an answer he/she has given because he/she thinks it is the one you want to hear, and not really what the situation is. Another example is also to be precise in instructions and don't give open ended choices, eg don't say “if you would like to show me how you are going with your project research, drop into my staff room at lunch time”, rather say “please come to my staff room at 1.15pm with your research notes, so I can see if you are on the right track”.
- **Encourage your child to be involved** in activities beyond the classroom, such as drama, music programs, sport etc. – it adds to their circle of “friends”, gives them something to do with free time at lunchtime, provides avenues for social skills to be learnt in a natural environment, motivates them into new interests, and makes school a whole lot more fun.
- **If your child is hesitant** about a new activity and saying "No", look further. It may not be that they are not interested, just do not know what it is all about, and when ASD kids don't know an outcome sometimes, they won't want to start for fear of failure as they like to be “perfect”.
- **Give your child strategies to deal with bullies:** use a firm but friendly voice, stay safe by being in observable places, ignore bullies, walk away. If you have concerns about bullying of any kind, contact your child's school immediately. Refer to Positive Partnerships' online module www.autismtraining.com.au on Bullying for further information.

Wakefield study that linked autism with MMR vaccine was fraud: British Medical Journal

Posted at <http://a4.org.au/a4/node/313>

A 1998 STUDY that unleashed a major health scare by linking childhood autism to a triple vaccine was "an elaborate fraud", the British Medical Journal has charged.

Blamed for a disastrous boycott of the measles, mumps and rubella (MMR) vaccine in Britain, the study was retracted by The Lancet last year and its senior author disgraced, after the country's longest-running hearing, for conflict of interest and unethical treatment of patients.

But the BMJ, taking the affair further, has today branded the paper a crafted attempt to deceive, among the gravest of charges in medical research.

"The paper was in fact an elaborate fraud," the BMJ said in an editorial, adding: "There are hard lessons for many in this highly damaging saga."

It pointed the finger at lead author Andrew Wakefield, then a consultant in experimental gastroenterology at London's Royal Free Hospital.

Wakefield and his team suggested they had found a "new syndrome" of autism and bowel disease among 12 children.

They linked it to the MMR vaccine, which they said had been administered to eight of the youngsters shortly before the symptoms emerged.

Other scientists swiftly cautioned the study was only among a tiny group, without a comparative "control" sample, and the dating of when symptoms surfaced was based on parental recall, which is notoriously unreliable. Its results have never been replicated.

But the controversy unleashed a widespread parental boycott of the jab in Britain, and unease reverberated also in the United States, Canada, Australia and New Zealand.

Hundreds of thousands of children in Britain are now unshielded against these three diseases, said the BMJ. In 2008, measles was declared endemic, or present in the wider population much like chicken pox, in England and Wales.

Wakefield was barred from medical practice last year on the ground of conflict of financial interest and unethical treatment of some children involved in the research.

The BMJ, delving into the accuracy of the study as opposed to its ethics, said Sunday Times investigative journalist Brian Deer had "unearthed clear evidence of falsification".

Not one of the 12 cases, as reported in the study, tallied fully with the children's official medical records, it charged.

Some diagnoses had been misrepresented and dates faked in order to draw a convenient link with the MMR jab, it said.

Of nine children described by Wakefield as having "regressive autism," only one clearly had this condition and three were not even diagnosed with autism at all, it said.

The findings had been skewed in advance, as the patients had been recruited via campaigners opposed to the MMR vaccine, the journal added.

And, said the BMJ, Wakefield had been confidentially paid hundreds of thousands of pounds through a law firm under plans to launch "class action" litigation against the vaccine.

Deer, in a separate piece published by the BMJ, compared the scandal with the "Piltdown Man" hoax of 1953, when a supposed fossil of a creature half-man, half-ape turned out to be a fake.

The Wakefield study "was a fraud, moreover, of more than academic vanity. It unleashed fear, parental guilt, costly government intervention and outbreaks of infectious disease," he said.

Wakefield, who still retains a vocal band of supporters, has reportedly left Britain to work in the US.

Wakefield and his publishing agent did not respond to calls and emails from AFP requesting comment.

Wakefield has previously accused Britain's General Medical Council of seeking to "discredit and silence" him and shield the British government from responsibility in what he calls a "scandal".

The Lancet told AFP it would not comment on the BMJ accusations.

Autism is the term for an array of conditions ranging from poor social interaction to repetitive behaviours and entrenched silence. The condition is rare, predominantly affecting boys, although its causes are fiercely debated.

AFP

from <http://www.theaustralian.com.au/news/wakefield-study-that-linked-autism-with-mmr-vaccine-was-fraud-british-medical-journal/story-e6frg6n6-1225982874239>

Here is the link to the BMJ article ... <http://www.bmj.com/content/342/bmj.c5347.full> .

See also <http://www.bmj.com/content/342/bmj.c5347/T1.expansion.html>

Autism Awareness Stickers
are now available for purchase
from **Autism Gold Coast**

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AUTISM
THIS YEAR THAN WITH
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Only \$5 + \$1.20 p&h. [Email](#) an order through or purchase at a support group meeting.

Continued from page 8...

<http://edition.cnn.com/2011/HEALTH/01/05/autism.vaccines/index.html>

Dr. Max Wiznitzer, a pediatric neurologist at Rainbow Babies & Children's Hospital in Cleveland, said the reporting "represents Wakefield as a person where the ends justified the means." But he said the latest news may have little effect on those families who still blame vaccines for their children's conditions.

"Unfortunately, his core group of supporters is not going to let the facts dissuade their beliefs that MMR causes autism," Wiznitzer said. "They need to be open-minded and examine the information as everybody else."

[Autism-MMR vaccine study was an 'elaborate fraud'](#) Yahoo! 7 News

[Vaccine claims labelled a fraud](#) Courier Mail

[Autism doctor 'victim of campaign'](#) Herald Sun

['Door closed' on vaccine health scare](#) The Australian

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FEB-MARCH
2011

ABC 91.7 Coast FM invited us to hold a Muffin Fundraiser in Justin Park on 1 December '10



I would just like to make a comment on how impressed I am about the rapid and dedicated response from all involved. What an awesome bunch of mothers. There is such an energy and commitment in Autism Gold Coast members, enough to change the world (our world at least!) At such short notice everyone rallied around and baked a million muffins, Mothers who not only work, but run a family and have a child on the spectrum, to be able to make muffins as well as deliver them late at night through rush hour traffic, probably in the middle of cooking dinner! The untapped power, determination, caring and unselfishness in this group of mothers could move mountains.

The day turned out great, even the weather, with the early threat of rain held out. The band was great, impressed everyone. Thanks to the radio station for doing this, helping spread awareness in the community and Debra has another talent... that of a radio announcer. In an imperfect world it's a privilege to experience this wonderful community spirit. *Siobhan*

THANKYOU TO EVERYONE ~ families, community supporters, including a group of students from Clover Hill SS who contributed to the baking! We raised on the day \$359 between the raffle and the baking.

The Management Committee

White Christmas Charity event at Movie World on 3 December 2010

The Gold Coast Community Benefit Fund liaised with Autism Gold Coast to share some community spirit amongst our families in the lead up to the festive season. Despite the wet weather that had been settling in, the evening was not rain affected!



We had a blast at the White Christmas event at Movie World. Tyler (10 yrs old) enjoyed himself immensely...we even had snow. The Parade was great; the Gold Coast Suns were friendly. Seeing the cartoon characters walking the streets and available for photos a real treat. Being there at night added a little more excitement. And last but not least the 4D movie Polar Express left everyone a little wet, but gave everyone an experience that they probably hadn't had. From [our] FamilyThank you so much for providing us with an evening of entertainment we would not have experienced had we not had free tickets to go. Enclosed are three photos...one of Tyler and myself with Sylvester...the other of Tyler in the snow...the third is of the lighting through the centre street.

Yours sincerely and Merry Christmas, Nicola

We had a splendid night out. The joy on little Ben's face was priceless. Thank you again for all your hard work that benefits so many. Enjoy the holiday season and the well deserved break!

Kind Regards, Craig, Tracey & Ben

We had a great time! Cameron tried out the Scooby Do ride and surprise he felt alright, so he went again. Then he thought that was enough but it was a good opportunity for him to see how far he has come since treatment for Hodgkin's Lymphoma. No pressure - just what he needed. The weather held out too. Loved the shops... had a bit of a splurge Harry Potter shop, and Scooby. Hope you like the photos. Thanks again, Jen, Naomi and Cameron



Postponed - artist delayed by QLD floods
new date to be announced via the ASD Email Newsgroup

"Fun in the Sun" Get Together

featuring a performance

by well known children's entertainer

Nadia Sunde

When: ~~Thursday 13 January 2011 from 10am - 12noon~~

Where: All Abilities Playground, Kurrawa Park, Broadbeach

We're sure most of you will recognise Nadia – singer/songwriter, early childhood music educator, ABC radio presenter and mother of two.

Nadia Sunde is being hailed as a 'breath of fresh air' in the emerging Australian indie scene. She plays real music for kids and grown-ups who want to enjoy something a little more rootsy and organic. An internationally awarded songwriter for children, Nadia is deliciously heartwarming, soulful, quirky and hilarious good fun! Her concerts are sure to get everyone's feet dancing and hearts singing!



Life for kids with ASDs is about to get a whole lot easier.

Secret Agent Society is a revolutionary social skills program for 8 – 12 year-olds with high-functioning autism spectrum disorders.

SAS helps kids crack the codes of emotions and friendships, bullying and friendly joking, conversations and coping. A fun play package features an exciting multi-level computer game.

"Research shows 76 percent of kids improved to within the range of typically developing children (The Journal of Child Psychology and Psychiatry, 2008)."

"Thanks to this program, my child has been able to make a real friend for the first time in his life."

In 2011, program founder Dr Renae Beaumont will provide practitioner training in:

Brisbane	March 17 and 18
Sydney	March 31 and April 1
Hobart	April 14 and 15
Melbourne	May 26 and 27
Perth	June 9 and 10

For more information, please contact sas@sst-institute.net, call (07) 3236 1212



www.sst-institute.net
sas@sst-institute.net

**SECRET
agent
SOCIETY**

SOLVING the MYSTERY
of SOCIAL ENCOUNTERS™



Crossing Divides is a Gold Coast based not-for-profit organization that runs Arts and Music Programs for young people, between 16 and 25 years of age, who live with a disability. All our programs are facilitated by Professional Arts Workers and are supported by facilitators who have been trained in working with people who experience disabilities.

Crossing Divides endeavours to use the arts as a means to identify strengths and create pathways for its participants, as well as to provide them with a platform to engage with each other and the wider community.

The 2011 Semester One Program includes:

Song Writing and Recording ... Aerial Angels ... Afro Groove

Attached is Crossing Divides expression of interest form for the semester one 2011 program.

If you are interested in these programs please contact Tal Fitzpatrick at Crossing Divides by email to crossingdivides@gmail.com or 0410606864 as quickly as possible. There are limited places in these programs and the first in will be best dressed!

Crossing Divides - for more information visit <http://crossingdividesinc.com/>

[Looking for families who are interested in Relationship Development Intervention \(RDI\)](#)

I am a qualified Speech-Language Pathologist and a FaHCSIA registered panel provider through the Autism Gold Coast consortium. I am embarking on some exciting professional development which remediates Autism using family and relationship based approaches. I returned from the USA where I attended Relationship Development Intervention (RDI) training. In order to complete my certification, I require the support and assistance of supervision families. A supervision family would need to commit to this innovative treatment; in return the fees charged will be considerably reduced and are covered by government funding. All services provided are evaluated by the founding company for quality assurance purposes. Please contact me on 0414 44 55 10 or email lisaodonnell@email.com if you are interested in this treatment and becoming a supervision family so I can provide you with further information.

FREE Home Sustainability Assessment:


Fundraiser
for
Autism GC

Funded by the Federal Government Department of Climate Change. Save Money on your Power and Water Bills. *Gold Coast Sustainability Assessors (GCSA)* will donate \$10 to Autism Gold Coast for each home assessment. Contact Therese Ray 0439 789 126, gcsa@live.com.au or visit www.gcsa.net.au



APAC
2011
Asia Pacific
Autism Conference
Perth Australia
8-10 September

Asia Pacific Autism Conference 2011 (APAC 2011)
8th to 10th September 2011, Burswood Resort, Perth, Western Australia.
<http://www.apac11.org>

**Carers Qld - Gold Coast invites you to participate in a Family Collective Project**

The goal of this program is to allow families to share ideas and solutions in order to strengthen the capacity of the family in their caring role.

Program Information

Carers are best placed to identify the level, type and quality of support they need to ensure a rich and full life for their family member with a disability and themselves. This program is about Families supporting Families, sharing issues and working on practical solutions together in a group setting.

Topics include

- The need for a "Family Plan"
- How to build and sustain a "Family Plan"
- Clarify the needs for a "Family Plan"
- Problems faced and practical solutions
- Strategies for communication and self advocacy
- Identifying what is important to the needs of the families
- Education and skill building opportunities.

This project is designed for families who are NOT receiving funding through Department of Communities (Disability Services Qld) or have an individual funding package.

Applications will be assessed as there are a limited number of places available.

If you have any questions and would like to get involved or would like to make a referral please contact **Trich Valdez**, the Carer Support Initiative Project Officer for South Coast Region - Gold Coast:

Come in: Shop 1/1154 Gold Coast Highway, Palm Beach **Call:** 55342899 **Email:** pvaldez@carersqld.asn.au

Carers Qld - Gold Coast and Transitional Planning

Transitional Planning will focus on carers AND the person they care for who has a disability and are currently funded or have a formal relationship with Department of Communities (Disability Services Qld).

It will provide access to vital planning and skill development opportunities for both carer and recipient—target an identified service gap within a number of current funding arrangements.

Transition Planning can assist with those passing through services as well as providing access to information and discussing what's next for them.

Aims and Outcomes behind the Initiative

- Strengthen family capacity to manage change and support critical transition phases,
- Strengthen the resilience and capacity of families in their caring role,
- Offer assistance in accessing the community or specific social activities,
- Reduce the impact of isolation by maintaining family relationships or informal support networks,
- Provide planning and skill development through specific training for both Carer and Care Recipient

This project is designed for families who ARE receiving funding through Department of Communities (Disability Services Qld) or have an individual funding package.

Applications will be assessed as there are a limited number of places available.

If you have any questions and would like to get involved or would like to make a referral please contact **Trich Valdez**, the Carer Support Initiative Project Officer for South Coast Region - Gold Coast:

Come in: Shop 1/1154 Gold Coast Highway, Palm Beach **Call:** 55342899 **Email:** pvaldez@carersqld.asn.au



My Boys just Love to ipad!

From *Miranda, Rocky*

Just thought I would let you all know about the ipad journey that I am having with Zach and Bryson. For those who don't know us I have 2 non-verbal children Zach (8) and Bryson (6) both been diagnosed with autism.

I purchased 2 ipads about 3 months ago and we are having great success with them. You can jump onto itunes and download just about anything from the apps store. We have been using pects and makaton sign for a number of years, with not much success. Since getting the ipads for the boys, they have finally found something that really interest's them. You can purchase a number of speech generating programs off itunes eg. Proloquo2Go (\$239) but there is a lot of cheaper versions available like Tap to Talk (\$5.99) or Ispeech(\$6.99).

I have a lot of faith that these ipads will finally help my boys to communicate with others. You can view all the apps on itunes before you buy and most of them are around \$2 for children's educational games.

I purchased one ipad and the proloquo2go programme from a grant from the local Lions Club. So if people want to go that way you just do it from your school.

These ipads are a great invention and for all parents with a non-verbal child and highly recommend you check them out. If you want to see what is available click on itunes and go to the apps store and put in preschool and you'll see what I mean.



Autism Queensland *Gold Coast Workshops*

<http://www.autismqld.com.au/userfiles/Gold%20Coast%20brochure.pdf>

to download flyer for all Gold Coast workshops or call Pauline Aitchison on 07 3273 0000.

A discount of \$10 per session applies for parents of children with ASD on general workshops. Early bird rates do not apply where Helping Children with Autism (HCWA) Early Intervention Funds are used. HCWA funds are not applicable to feature events.



A.B.L.E. Course for Parents with Young Children

Date: Monday and Tuesday 14th & 15th February 2011 (9:30am to 2:30pm)

Venue: Southport Sharks Football Club, Cnr Musgrave & Olsen Avenue, Southport

Earlybird Cost: \$370.00 (Cutoff: 28 January 2011) **Standard Cost:** \$420.00

Activities, Behaviour, Learning, Environment – This 2 day course for parents investigates how these four areas of everyday life impact on a child with ASD and his/her family. The focus of this course is to develop functional skills for effective and enjoyable parenting. This course develops an understanding of the nature of and challenges within ASD for young children on the spectrum and their families. The course covers understanding ASD, and its unique impacts for each child by assisting the caregivers to develop a profile of how ASD 'looks' for their child. Topics covered will include developing communication, sensory, social and behavioural skills at home; sibling issues; skills to use in meetings with professionals; coping with grief and handling stress for the child and the parent. Building on this information, the course provides an insight into the behaviour of young children on the spectrum and introduces both an understanding and some practical strategies to manage behaviour now and in the future.

TEACHER AIDE - Understanding ASD

Venue: Southport Sharks Football Club, Cnr Musgrave & Olsen Avenues, Southport

Date: Tuesday 9 March 2011 (9am to 12pm)

Earlybird Cost: \$90.00 (Cutoff: 18 February 2011) **Standard Cost:** \$90.00

This workshop is designed specifically for Teacher Aides and Outside School Hours Staff.

Working effectively with a student with ASD is dependent upon a thorough understanding of ASD and how the disorder may impact on the individual. Difficulties with sensory understanding, communication, socialising, the ability to be flexible and differences in learning style will be discussed in depth The varied presentation of these students will be highlighted through examples of children in mainstream settings and more specialised settings. We will provide practical strategies to facilitate successful interactions and inclusion in the school environment. Questions and sharing of information/ideas is encouraged and highly desirable to enhance learning outcomes for all.

TEACHER AIDE - COMMUNICATING EFFECTIVELY WITH A STUDENT WITH ASD

Venue: Southport Sharks Football Club, Cnr Musgrave & Olsen Avenues, Southport

Date: Tuesday 9 March 2011 (1pm—4pm)

Earlybird Cost: \$90.00 (Cutoff: 18 February 2011) **Standard Cost:** \$90.00

Although not always immediately apparent, students with ASD experience significant challenges with communication. This can have implications for their ability to follow instructions, to respond appropriately to questions, to understand information and to participate in interactions with staff and peers. Students' attempts to communicate are very often missed or misinterpreted leading to further confusion and frustration for all involved. This workshop aims to assist participants in recognising communication problems and understanding why they occur. Following on from this, we will discuss strategies to assist with communication breakdowns and promote effective communication.

Guided Relaxation for Children with Special Needs

[The following is adapted by Patti Teel from her book [The Floppy Sleep Game Book: A Proven 4-Week Plan to Get Your Child to Sleep](#)

Children with special needs don't have it easy and they are often stressed as they struggle to "fit in" and control their emotions. While relaxation skills are important for all children, they can dramatically improve the life of special needs children, helping them to calm and relax themselves.

It's very important to practice relaxation in a fun, imaginative way. The last thing you want your child to think is that relaxation is "just one more thing to do." After all, relaxation is not so much doing as it is an *undoing*, or a letting go.

If you imagine that you are relaxed, your tension is likely to abate and your muscles will relax. In contrast, if you try to *will* yourself to become relaxed, you are likely to become tense. Still, the ability to let go and relax will improve with practice. A daily routine of self-calming exercises is important in order that children learn to relax and quiet themselves whenever they have a need to do so. At first, have children practice relaxation exercises when they are not upset or overly anxious. It's best to practice them at least once and preferably twice a day. In order for children to relax when they encounter stressful situations, the relaxation response needs to become second nature.

Children are wonderfully receptive to guided relaxation. It often helps if children are first taught to tense and then relax each of the muscle groups, a technique known as progressive relaxation. By first tensing their muscles, children are able to feel and understand the contrasting feeling of relaxation. Practice in a number of fun ways: tensing and relaxing muscles by making fists, holding the eyebrows up before relaxing them, or curling up in a ball before releasing and relaxing the entire body. Once your child is able to relax without first tensing the muscle groups, you may wish to try the following guided relaxation routine, "**Heavy and Relaxed**". Remember, children like repetition and it will help them to become more comfortable and secure with the movements if you repeat a routine that is effective and that they find enjoyable.

Tip: Review or reword the body parts that your child may be unfamiliar with, such as palm, sole, nostril, buttock, groin, or collarbone. (Lightly touching the part of the body that your child is directed to relax is a great way for your child to learn the names for all the various body parts.)

Heavy and Relaxed

Directions:

Lie down on your back. Wiggle or move your body to make it comfortable. Now be still and close your eyes. Allow your feet to fall slightly apart and turn your palms upward.

Feel your right hand. It is heavy and relaxed. Relax your thumb, first finger, second finger, third finger, fourth finger, the palm and the back of your hand. Take a deep breath in and as you breathe out, relax your whole right hand.

Tip: *With younger children, use "one arm", "other arm", instead of 'right' or 'left'. Or, hold left hand palm down and make an "L" shape to show 'left'.*

- *Feel your right arm. It is heavy and relaxed. Relax your wrist, lower arm, elbow, upper arm and shoulder. Take a deep breath in and as you breathe out, relax your whole right arm.*
- *Feel your left hand. It is heavy and relaxed. Relax your thumb, first finger, second finger, third finger, fourth finger, the palm and the back of your hand. Take a deep breath in and as you breathe out, relax your whole left hand.*
- *Feel your left arm. It is heavy and relaxed. Relax your wrist, lower arm, elbow, upper arm and shoulder. Take a deep breath in and as you breathe out, relax your whole left arm.*
- *Feel your right foot. It is heavy and relaxed. Relax the big toe, second toe, third toe, fourth toe, fifth toe, bottom of your foot, top of the foot and heel. Take a deep breath in and as you breathe out, relax your whole right foot.*
- *Feel your right leg. It is heavy and relaxed.*
- *Feel your left foot. It is heavy and relaxed. Relax the big toe, second toe, third toe, fourth toe, fifth toe, bottom of your foot, top of the foot and heel. Take a deep breath in and as you breathe out, relax your whole left foot.*
- *Feel your left leg. It is heavy and relaxed. Relax your ankle, calf, shin, knee, thigh, and hip. Take a deep breath in and as you breathe out, relax your whole left leg.*
- *Take another breath in and as you breathe out, relax your right buttock and your left buttock. Feel your lower back. It is heavy and relaxed. Take a deep breath in and as you breathe out, relax your whole lower back.*
- *Feel your shoulders. They are heavy and relaxed. Take a deep breath in and as you breathe out, relax your shoulders.*
- *Feel your neck. It is heavy and relaxed. Take a deep breath in and as you breathe out, relax your neck.*
- *Feel your head. It is heavy and relaxed. Relax the back of your head, the top of your head, your forehead, right eyebrow, left eyebrow, right eye, left eye, right ear, left ear, right cheek, left cheek, right nostril, left nostril, upper lip, lower lip, and chin. Take a deep breath in and as you breathe out, relax your whole head.*
- *Feel the front of your body. It is heavy and relaxed. Relax your throat, right collar bone, left collar bone, right side of chest, left side of chest, the belly, the right groin, left groin. Breathe in and as you breathe out, relax the front of your whole body.*
- *Feel your arms and legs. I feel my arms and legs and they are heavy and relaxed. Relax your whole right leg, your whole left leg, your whole right arm, your whole left arm. Breathe in and as you breathe out, relax your arms and legs completely.*



FABIC: Gold Coast Workshops

DAYTIME & EVENING WORKSHOPS AVAILABLE

- **Understanding and Developing Social Skills ~ Early Teens Group ~ 9 Week Workshop, commencing 10 February 2011**

We cover a number of areas children may find challenging including:

- Which social situations do I find difficult?
- Voice volume, non-verbal communication and body language
- Rules governing personal space
- Winning and losing
- Good versus bad sportsmanship
- Choosing friends
- How to react when I make mistakes or other people make mistakes
- When other people break the rules
- Give and take in friendships and social interactions
- How to interpret sayings that weren't meant to be taken literally
- How to ask for clarification on what message I think I received
- Options when I find myself in difficult social situations
- Taking responsibility for my own behaviour and its results

At the end of the program the participant will have a workbook which is individualised to their specific needs so that they have something to refer back to in the future.

- **Creating a Positive Experience for a person with an Autism Spectrum Disorder (Autism & Aspergers) 4 week workshop, commencing 10 February 2011**

All people have an anxiety scale from 1 (calm) to 5 (meltdown). Increasing anxiety is a result of a person facing events they perceive as challenging in their day-to-day environment. In this workshop you will gain knowledge of innovative, hands on techniques that are required to achieve a reduction in anxiety and challenging behaviours for an ASD person. The practical and common sense strategies presented in your user friendly workbook will allow for ongoing reference and effective implementation after you have completed this workshop.

If you have FaHCSIA Funding (Helping Children with Autism Package) - please note our 4 week Workshop has been approved and a "Letter of Introduction" is needed as proof of eligibility.

- **Positive Behavioural Interventions for People Using Challenging Behaviours 4 week workshop, commencing 9 February 2011**

Attending this unique and hands on workshop will provide you with a new and innovative experience in the application of individualised behavioural strategies. Use of real case examples and the opportunity to practice learned strategies throughout the workshop allows for a true understanding that can be integrated into your every-day-life. The focus of this workshop will be on the development of skills-building and preventative strategies as opposed to reactive strategies. This will lead to the reduction of unwanted behaviours and an increase in occurrences of more sought-after appropriate behaviours.

If you require any further information or wish to register, please contact Amanda at Fobic on 55 305 099, or info@fobic.com.au or visit the website: <http://www.fobic.com.au/>



Autism Queensland

presents

DISCOVERING THE POSSIBILITIES WITH VISUAL STRATEGIES

presented by

Linda Hodgdon Speech Pathologist, renowned Autism educator and author who is internationally known as a pioneer in developing the use of visual strategies to support communication for students with Autism Spectrum Disorders. Her programs are packed with best-practices and effective ideas for improving communication and behavior. A powerful and entertaining presenter, Linda shares practical information that inspires program participants to accomplish new goals with students immediately.

Linda is the author of *Visual Strategies for Improving Communication* and *Solving Behaviors in Autism*. Considered essential resources for professionals and parents, these are two of the most recommended books in the field.

Linda Hodgdon is the Director of Cornerstone Communication Center, an organization that provides consultation, training, and professional development with the goal of improving communication. www.lindahodgdon.com

WHEN: Friday 25 March 2011 at Broncos Leagues Club, Fulcher Road, Red Hill, Brisbane

Visit the Autism Queensland website to find out more, call Pauline Aitchison on 07 3273 0000, or visit [www.autismqld.com.au/userfiles/Linda%20Hodgdon%20flyer%20March%202011\(2\).pdf](http://www.autismqld.com.au/userfiles/Linda%20Hodgdon%20flyer%20March%202011(2).pdf)

Early Bird Payment by January 31 - \$210

Early Bird Payment by March 11 - \$225

Parent rate - \$210

Standard Payment after March 11 - \$255

Diana Henry Australian 2011 Workshop Tour ~ coming to Brisbane, 23-25 February 2011

Occupational Therapist and International Presenter

NB: Both workshops are eligible for FaHCSIA Early Intervention funding

Venue: Chifley at Lennons, Brisbane CBD



Tool Kit 4 Kids is a Foundation course – a two-day workshop dealing with therapy- and family-based interventions for children facing sensory motor, developmental and social learning challenges.

During the two days, you will be updated on the latest evidence-based research into sensory motor, behavioural and social development theory, its applications to children's behavioural diagnoses in areas such as Autism Spectrum, ADHD, developmental delay and specific learning difficulties, and practical interventions arising from these research findings.

Tools for Tots is a one-day workshop filled with music, movement and fun learning experiences. It is designed to offer practical sensory strategies to help toddlers and young children function happily in a range of daily environments.

Topics will include everyday issues related to *waking up, picky eating, teeth brushing, getting dressed, potty time, hair washing, finger nail cutting, bath time, bed time*, and more. Participants will also learn strategies to help *Touchy Tots, Sensitive Ears, Busy Bees, Fumbling Tots, Tippy Toe Tots, Cautious Tots, and Spirited Tots*.

Full workshop details available online: www.lifeskills4kids.com.au or email workshops@lifeskills4kids.com.au

Volunteer for Autism Aspergers Advocacy Australia (A4)

I am sorry Autism Aspergers Advocacy Australia (A4) has not sent much information to members for a while. This does not mean A4 has been idle, just that the workload falls on a few very busy people. And those busy people are doing important advocacy work.

People with autism spectrum disorders, their families and their carers have the greatest passion for reform hence they are the most effective advocates. Through advocacy and more awareness, A4 improves the lives of people affected by autism spectrum disorders in Australia.

A4 needs new volunteers. We need new energy to keep A4 vibrant and effective. A little of your time and passion it would really help. A4 operates completely over the internet so you can contribute to A4 from anywhere in the country as long as you can access the internet.

A4 needs volunteers to produce and distribute A4 Updates. The key tasks are:

1. A4 Update editor ... decides overall which stories to include in the A4 Update
2. Sub-editors for a) Australian content; b) Notices; and c) Overseas stories
3. A4 Update layout ... desktop publishing (currently using MS Word)
4. A4 Updates on the A4 website.
5. A4 Update distribution



We would like to have a main person and a backup person in each of the above roles. Please volunteer (see below) if you can help or would like to learn.

A4 need people who help create and implement advocacy action/activity: A4 is about advocacy through effective action. A4's advocacy reflects the views of its members ... A4's Management Group tries first to find consensus in issues but when there is no simple solution or unified view, when some members need X and others need Y or Z, then A4 advocates for X, Y and Z so more people can access what they need when they need it. A4 avoids getting bogged down in ideology or searching for a single position/solution: A4 needs people with passion who recognise and accept that members have varied and differing views.

A4 needs passionate volunteers who are willing to see if A4's Management Group suits them. The Management Group shares planning and A4's advocacy effort. Planning typically involves email discussion around 1 or 2 issues per month. If you are passionate about ASD advocacy and would like to see if you fit into A4's Management Group, please contact us (email cnvnr@a4.org.au).

A4's other main activity is maintaining its website. A4's website is relatively low maintenance so this is not a major task and few skills are needed. A4 currently uses Open Source software called Drupal for its website. But most work can be done without specific knowledge of the software used ... and A4 will help interested volunteers to learn any skills they need.

A4 focuses on advocacy and ASD awareness (both for members and in the community). A4 has minimal administrative burden. A4 does not depend on fund-raising to continue its existing operation.

Please volunteer if you have a passion for ASD. A4 volunteers are improving the lives of Australians with autism spectrum disorders. Just email us at cnvnr@a4.org.au.

Bob Buckley, A4 Convenor, <http://a4.org.au/a4/>

Reduced fee services at Minds and Hearts



We have been very busy at Minds and Hearts this year and have lots of exciting plans for 2011. We wanted to let you know of an opportunity that has come up for families wishing to seek psychological services for an individual on the autism spectrum. In March of next year, Emilita Cornain, a psychologist who recently started her Internship with Minds and Hearts clinic will be able to see families at a reduced rate. Emilita is an Intern Psychologist who is completing a Doctor of Psychology (Clinical) at Griffith University.

She is skilled in the application of cognitive behaviour therapy for people with Asperger's Syndrome for a range of applications including:

- emotion management: anger, stress, depression, anxiety, grief
- friendship skills
- challenging behaviour
- school problems, eg bullying, learning or behavioral problems, including school visits
- workplace problems eg bullying, concentration/attention, social aspects
- assessment of intellectual and learning ability.

Emilita is available for appointments at West End from mid-January 2011 until March 2011. Because the sessions would constitute part of her Internship, they are offered at a reduced rate of \$50 per session. Emilita's sessions would be supervised by Dr Michelle Garnett, Dr Louise Ford and Professor Tony Attwood. Beyond March 2011, sessions with Emilita would stop and, if further therapy was needed, she would assist in ensuring that the family had the best referral options for their needs at that time.

If families do choose to take up this opportunity, please consider that their appointments with Emilita would take place on Tuesday afternoons/evenings at the Minds and Hearts clinic and would be time-limited to the duration of her placement, ie ending in March. Families are encouraged to contact us on 3844 9466 or to email Debra at Minds and Hearts on info@mindsandhearts.net for further information.

We hope this will be helpful to some of the families that you are associated with and would love for you to pass this information on.

Thank you very much. Kind regards,

Louise Ford, Clinical Psychologist/ Clinic Manager, Minds & Hearts

Suite 6, Level 1, 88 Boundary Street

PO Box 5675, WEST END QLD 4101

Ph: (07) 3844 9466 Fax: (07) 3844 9533 Web: www.mindsandhearts.net

Emotion Management, Relationships, Healthy Sexuality For Individuals with Asperger's Syndrome

FEATURING International Presenter:

Dr Isabelle Hénault, Clinical Psychologist



*"PROVIDING BENEFICIAL EDUCATION ON HEALTHLY SEXUALITY FOR ASD INDIVIDUALS
PROMOTES INDEPENDENCE AND POSITIVE SOCIAL INTERACTIONS."*

WHEN: Wednesday March 16th, 2011, 8.30am to 4.30pm

LOCATION: University of the Sunshine Coast,
Innovation Centre, Sippy Downs Drive, Sippy Downs

Dr Isabelle Hénault, is a psychologist from the University of Québec at Montréal, Canada. Her practice and studies have focused on providing diagnosis, education and support to children, adolescents, adults and couples living with Autism and Asperger's Syndrome. Dr. Hénault has developed a relationship and sex education program, and works with individuals and groups to increase their understanding of sexuality, and conducts relationship counselling. She is presently collaborating on numerous international research initiatives involving socio-sexual education and interpersonal relationships. She worked for over 2 years at Tony Attwood's clinic in Australia. Dr. Hénault is the author of *Asperger's Syndrome and Sexuality: From Adolescence through Adulthood*, published by Jessica Kingsley Publisher, London (2005).

Cost: \$242.00 incl. GST Morning, afternoon tea and lunch provided

PAYMENT DETAILS: Payment by VISA/MasterCard

EFTPOS ONLY made via PLC website: www.pacificlutheran.qld.edu.au Click on 'news and events'

REGISTRATION DEADLINE Monday March 1st, 2011

MEETING VENUE

at Nerang

Nerang
Neighbourhood
Centre

29 Martin St, & corner of Lavelle St

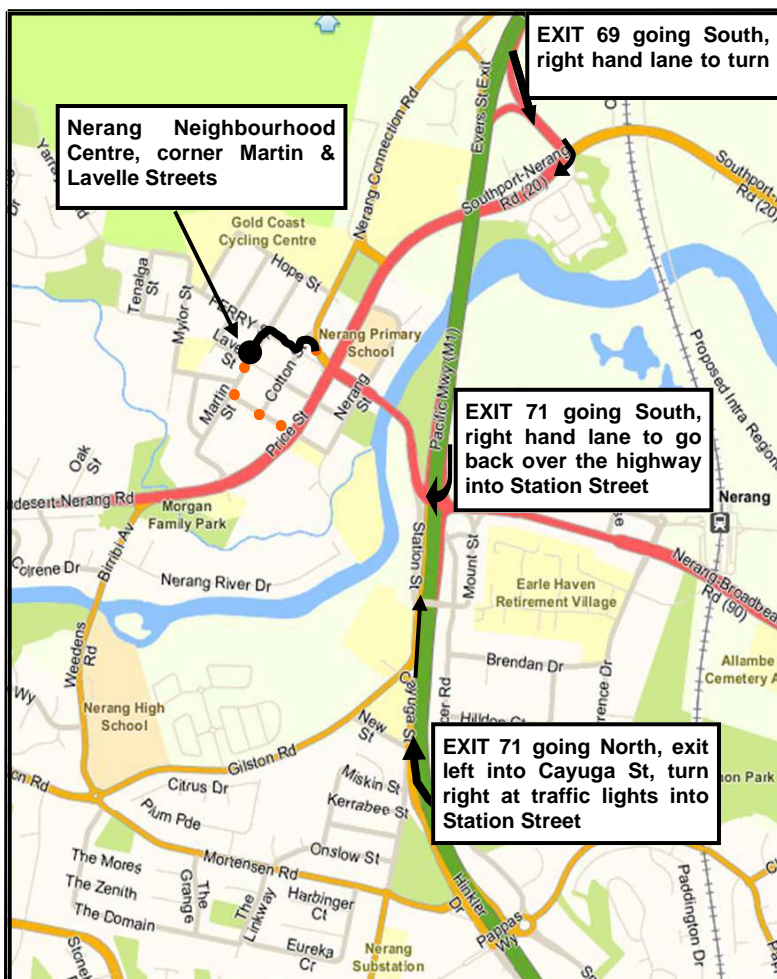
Entry via Lavelle Street gate

★
Guest Speakers

Information

★
Library

★
Support



~ ~ MONTHLY MEETINGS - 1st & 3rd Wednesday of the month ~ ~

Nerang Neighbourhood Centre, 29 Martin St, NERANG (see map above)

A small plate of food to share or a gold coin donation is appreciated.

Children are welcome to attend daytime meetings, as there is a small play area.

Wednesday 2 February	Coffee'n'Chat Support Group meeting , 10 am - noon
Wednesday 14 February	Evening Support Group Meeting, 7-9pm.
Wednesday 2 March	Coffee'n'Chat Support Group meeting , 10 am - noon
Wednesday 16 March	Evening Support Group Meeting, 7-9pm.
Wednesday 6 April	Coffee'n'Chat Support Group meeting , 10 am - noon
Wednesday 20 April	<u>NO Evening Support Group Meeting this month</u>
Wednesday 4 May	Coffee'n'Chat Support Group meeting , 10 am - noon
Wednesday 18 May	Evening Support Group Meeting, 7-9pm.
Wednesday 1 June	Coffee'n'Chat Support Group meeting , 10 am - noon
Wednesday 15 June	Evening Support Group Meeting, 7-9pm.
Wednesday 6 July	<u>NO Coffee'n'Chat Support Group meeting this month</u>
Wednesday 20 July	Evening Support Group Meeting, 7-9pm.

Guest Speakers at these monthly meetings will be advertised on our *website* and via the *ASD Email newsgroup*. Feel free to email us any suggestions or questions, or let us know if you would like to join the *ASD Email Newsgroup*: admin@autismgoldcoast.com.au.



Autism Gold Coast Inc
 ABN: 43 196 196 468 Registered Charity: CH 1524
 (Formerly Gold Coast ASD Support Group)

PO Box 2272, BURLEIGH HEADS MDC QLD 4220
 5559 1747 (Please leave a message if unattended.)

2011 Membership Application Form TAX INVOICE

DESCRIPTION	QTY	PRICE	AMOUNT
2011 Autism Gold Coast Inc Membership	1	\$15.00	\$15.00

Donation to Autism Gold Coast Inc [Donations over \$2 are tax deductible]
 or
 make a secure online donation at www.autismgoldcoast.com.au, using the *Donation Button*.

Payment:

CHEQUE MONEY ORDER CASH **TOTAL:**
 Make all cheques / money orders payable to: **Autism Gold Coast Inc**
 DIRECT DEPOSIT: Please post this Membership Form, AND transfer amount into our Account:
Autism Gold Coast Inc, Suncorp Metway, Brisbane BSB: 484799 Account: 500400106
 Please ensure that you send us your Membership Form by mail or email.

If your membership details below have **not changed** (address / email / phone / additional children with/without diagnosis), please **tick** this box, and **post** this form with membership fee.

>>> PLEASE ENTER YOUR NAME BELOW <<<

NAME/S: _____

POSTAL ADDRESS: _____

TELEPHONE / Mobile: _____ EMAIL: _____

ORGANISATION: (if applicable) _____

I would like to receive the Newsletter by email YES NO **NB:** *Your email is undisclosed to other recipients.*

I would like to be on the Email Newsgroup (information-updates-between-Newsletters) YES NO

My association with ASD is:

I am a Parent Adult with ASD Sibling Interested Professional Other: _____

Name of Child/ren: _____

Date of Birth: _____

School or Centre: _____

Sibling Names: _____ DOB: _____

If you have any questions concerning Autism Gold Coast Inc membership, please contact:
 [ph] 5559 1747
 [e] admin@autismgoldcoast.com.au

OFFICE USE ONLY:
 Receipt No: _____
 Date: _____

Thank you for your support through membership!