


The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

Presenters	Abstract of Presentation	About the Presenter
Ashburner, Jill	<p>What can new research tell us about the way that people with ASD process sensory input and how this impacts in their everyday lives?</p> <p>People with ASD have been found to respond to sensory input in unusual ways (Ashburner, Ziviani & Roger 2008; Baranek, David, Poe, Stone & Watson 2006). Unusual patterns of strengths and deficits have also been found in the way that individuals with ASD process sensory input. Mottron Dawson, Soulieres, Hubert and Burack (2006) noted the superior ability of individuals with ASD to process low-level visual stimuli (e.g. block design and visual search tasks) and low-level auditory stimuli such as pure tones. These strengths contrast with their difficulties in processing complex sensory input such as speech-like sounds and complex moving visual stimuli. Mottron et al. (2006) therefore proposed the <i>Enhanced Perceptual Functioning</i> model to explain these islands of superior ability. This hyper-functioning of low level perception is thought to be disruptive to the development of other abilities and may explain the sensory hypersensitivity experienced by people with ASD. It may also explain why they tend to gravitate towards predictable, repetitive stimuli and aim to keep their environment as predictable as possible. Sensory seeking behaviours are commonly interpreted as attempts to generate more input in order to gain more information from the environment. However, the sensory processing patterns of individuals with ASD that might also be explained by hypersensitivity and aversion to complex sensory input (e.g. rapid, changing, unpredictable or multi-sensory) coupled with a preference for predictable repetitive sensory input. For example, they often react aversively to the unpredictable touch of other people and yet enjoy touching others (predictable tactile input). They often respond aversively to unpredictable loud noises while enjoying repetitive noise-making. They also have difficulty selectively attending to relevant auditory input (such as others talking to them) in noisy environments. They often avoid unfamiliar foods or those with unpredictable textures (e.g. lumpy) while seeking familiar objects to mouth. This paper will explore the everyday functional implications of these unusual sensory responses and the ways that we can adapt the sensory properties of tasks and environments to facilitate their success.</p>	<p>Dr Jill Ashburner is currently working as a Principal Research and Development Officer at Autism Queensland. In 2006, she completed a PhD at the University of Queensland on the sensory processing of children with autism spectrum disorder and their classroom emotional, behavioural and educational outcomes. She is currently embarking on a further two research projects on: (a) the use of keyboarding to assist children with ASD who have handwriting difficulties, and (b) the auditory processing and school performance of children with ASD. Jill has previously worked as an occupational therapist in a variety of paediatric settings in Brisbane for over 20 years.</p>
Aspin, Kirsten	<p>Teaching children with autism more effectively in a group and classroom setting</p> <p>Learning in a group environment can be a huge challenge for children with autism. Parents, teachers and therapists describe experiences of children who will not sit appropriately during group work (eg: standing up, running off, making distracting noises, unable to keep their hands and feet to themselves), or children who are able to sit nicely but are not active participants in the learning (eg: not paying attention, answering questions or following along with the activity). There are also the children who dominate the teaching session, making it difficult for the teacher to continue with the task (eg: calling out, not waiting their turn, talking off topic, attempting to control the activity). Teaching techniques based on the principles of Applied Behaviour Analysis have been shown to significantly improve the abilities of children with autism to learn and develop. This presentation will focus on group and individual reinforcement procedures and will discuss how the creative use of Discrete Trial Teaching (DTT) can be a very effective teaching technique during small and large group instruction. The session will also include how to choose and define priority targets and the importance of monitoring progress with quick and easy data collection methods.</p>	<p>Kirsten Aspin is the Regional Co-ordinator for Autism Partnership Queensland. Kirsten has been working with children with autism using the principles of Applied Behaviour Analysis for 9 years. Before returning to Queensland in 2005, she spent six years working in the United Kingdom at an ABA school and trained at the Autism Partnership clinic in California. Mrs Aspin holds a Bachelor of Arts (Honours) degree with a major in Psychology and is currently undertaking a Masters in Applied Behaviour Analysis.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

<p>Attwood, Tony</p> 	<p>Insights into Autism – Keynote Address</p> <p>The presentation will be based on the development and experiences of my sister-in-law, Penny. She was originally diagnosed as having classic autism when she was 6 years old in England in the 1960s. She has shown remarkable progress and strength of character over the last 40 years. The presentation will focus on what helped and did not help her progress and achievements.</p> <p>Cognitive Affective Training</p> <p>The presentation will be a demonstration of the CAT-kit and how it can be used to help people with autism and Asperger’s Syndrome understand and express emotions</p> <p>New Ideas about Autism and Asperger’s Syndrome (Joint presentation by Carol Gray and Tony Attwood)</p> <p>In this presentation, Professor Tony Attwood, Ph.D, and Carol Gray merge their expertise to share new ideas to support social understanding and learning for children, adolescents, and adults with autism spectrum disorders and those working on their behalf at home, school and in the community.</p>	<p>Professor Tony Attwood is a clinical psychologist who has specialised in autism spectrum disorders since he qualified in England in 1975. He works in private practice in Brisbane, but is also adjunct professor at Griffith University, Queensland. His book <i>Asperger’s Syndrome – A Guide for Parents and Professionals</i> has sold over 300,000 copies and has been translated into twenty languages. He has worked with over 2000 individuals of all ages with Asperger’s Syndrome. Tony presents workshops and runs training courses for parents, professionals and individuals with Asperger’s Syndrome all over the world and is a prolific author of scientific papers and books on the subject. His most recent book, <i>The Complete Guide to Asperger’s Syndrome</i> was published in October 2006.</p>
<p>Boyle, Moira</p>	<p>Open Wide, Look Inside, It’s Me and my Dyspraxia</p> <p>“There is something that is much more scarce, something finer far, something rarer than ability. It is the ability to recognise ability”.</p> <p>Elbert Hubbard</p> <p>(Quote from “Caged in Chaos” by Victoria Biggs)</p> <p>To have the ability that lies behind dyspraxia recognised is the yearning of those with dyspraxia. Time and time again, those with dyspraxia describe the frustration of being unable to express themselves or complete tasks successfully and of having those behaviours seemingly display opposition, non-compliance or lack of effort or engagement. This presentation aims to look at the expression of dyspraxia, its causes and manifestations, and to present some options for addressing these issues.</p> <p>Movement difficulties are common for people with ASD. Verbal, oral and motor dyspraxia can exist singly or in combination for many people. A wide range of skills and interactions are affected by difficulties with planning and executing movement. Timing, rhythm, anticipation, reciprocity, coordination and communication are all involved. Sensory issues are frequently present and react to adjust responses further.</p> <p>How do we recognise dyspraxia? How can we respond to the many variations in its presentation?</p> <p>These issues will be addressed and explored in terms of behavioural responses. Interpretation of behaviours in the light of understanding dyspraxia will be investigated and alternative interpretations discussed.</p> <p>This presentation will also include examples supplied by children with dyspraxia and their families. Practical ways of assisting those with dyspraxia will be canvassed along with comment by those with a range of dyspraxias.</p> <p>The aim of this presentation is to give a voice to the words of the non-verbal and some form to the disarray of movement.</p>	<p>Moira Boyle is an Occupational Therapist who graduated from the University of Queensland in 1972 and, after a brief time working in Adult Rehabilitation, has worked in the field of Paediatrics since 1974. During that time her work experience has included Developmental Paediatrics, Child Psychiatry, Suspected Child Abuse and Neglect caseloads, Oncology and ASD.</p> <p>In 1983 Moira commenced work in Private Practice and continued there until 2007. A large number of children with ASD presented along with children who were non-verbal and displayed many symptoms of Dyspraxia. Moira considers these children to be very powerful teachers and communicators and has spent many hours working with them and learning from them.</p> <p>In 2007 Moira relocated to Toowoomba and is now involved in Consultancy, workshops and seminars, the aim of which is to share the knowledge passed to her by these children.</p> <p>Moira has presented at Conferences, workshops and Seminars and been involved in teaching undergraduate and postgraduate Occupational Therapy students. She has been involved in research into Play Characteristics of children with ASD.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

<p>Carter, Dr M.A. & Santomauro, Josie</p>	<p>Cool Comics – Creative ways to promote cognitive thinking</p> <p>Self-talk is internal dialogue – the words we use when talking to ourselves. Children on the ASD spectrum often find it difficult when the negative self-talk – negative dialogue going on inside their head – is happening.</p> <p>Since thinking and feelings determine doing (actions) and physiology, if you keep your thinking positive, you will automatically be a more positive person. People who think positively are optimistic and resilient, bouncing back when they encounter a problem or setback of any kind. Optimistic people take full control of their inner dialogue and counter any negative feelings by immediately reframing the event so that it appears more realistic in some way.</p> <p>The starting point of becoming more positive is to monitor, challenge and replace negative self-talk. The Cool Comic series is a vehicle that assists children recognise negative self-talk. By working through the comic scenarios, the children develop an awareness of negative self-talk and practice, replacing it with more positive self-talk. Awareness and practice are the keys.</p> <p>The Cool Comic series helps children become aware of their self-talk. It focuses on highlighting negative self-talk and replacing it with positive self-talk. The purpose of the Cool Comics series is threefold: (1) Raise children’s awareness of self-talk; (2) Teach children positive self-talk scripts; (3) Support children to learn the benefits of positive as opposed to negative self-talk.</p> <p>The audience is primary aged children with ASD, additional needs and CBT challenges. Comic themes include school, playground, sport, and social functions.</p>	<p>Margaret and Josie met while working on the same team – Margaret as a guidance officer and Josie as a parent of a child with Asperger Syndrome. They have collaborated on various projects, including writing <i>Space Travelers: An Interactive Program for Developing Social Understanding, Social Competence and Social Skills for Students with Asperger Syndrome, Autism and Other Social Cognitive Challenges</i> and presenting seminars nationally and internationally. Margaret works in private practice as a behaviour change specialist. Her clients include families of children with ASD. Josie is a full-time author/presenter on ASD and child/teen fiction. They both live in Brisbane. Margaret and Josie’s latest AAPC release is <i>Pirates: An Early-Years Group Program for Developing Social Understanding and Social Competence for Children with Autism Spectrum Disorders and Related Challenges</i>.</p>
<p>Cashion, Larry</p>	<p>Debatable Diagnoses: How Misidentification of Developmental Disorders Affects Children With Autism</p> <p>Despite the increased understanding of autism spectrum disorders in the broader health and education communities, it continues to be common that children with autism do not receive an appropriate diagnosis for an extended period of time after first coming to the attention of professionals. In many cases, the delay may be years, with several competing diagnoses provided by a range of health practitioners along the way. It is argued in this presentation that this is due, in part, to the development of a range of diagnostic labels applied to what is often a narrow range of symptoms displayed by a child with autism. A review of several diagnostic labels, including Semantic-Pragmatic Disorder, Central Auditory Processing Disorder, and Intermittent Explosive Disorder, as well as other existing and proposed conditions, is made in reference to autism symptomatology. Similarly, the issues surrounding DSM-IV-TR diagnosis of Attention-Deficit/Hyperactivity Disorder and Oppositional Defiant Disorder are discussed in relation to the autism spectrum. This review will also consider case studies where extended delays in diagnosis of an autism spectrum disorder and subsequent appropriate intervention have resulted from misidentification of developmental issues. Supporting data for these issues for high functioning children on the autism spectrum is also presented. The presentation concludes with the contention that inventing new labels for children with significant autistic traits or misidentifying autism by focusing on only part of a child’s clinical presentation obfuscates the real problems and results in major disadvantage for those children.</p>	<p>Larry Cashion is currently working as a consulting clinical psychologist and child and adolescent neuropsychologist in the Northern Territory. After lecturing in psychology at Charles Sturt University, while completing his PhD, and establishing his psychological practice in northern New South Wales, he relocated to teach at Charles Darwin University. Larry recently left this teaching position to focus on his clinical work. His current practice provides specialist assessment and diagnosis of autism and developmental disorders. In addition, he works as a consultant to various government departments, most notably Family and Children’s Services in the Northern Territory. He continues his supervision of postgraduate students at the Menzies Institute in Darwin and through James Cook University. A major focus of his research interest is in developing more sound and empirical methods of diagnosing autism spectrum disorders, including validation of tests currently used to measure theory of mind across clinical and non-clinical populations. He also presents professional development seminars throughout the Northern Territory on autism spectrum disorders, behaviour management, and clinical interviewing skills with children and adolescents.</p>

<p>Cattanach, Priya</p>	<p>Avoiding and Addressing Handwriting Hassles – A practical paper exploring how to help children with an ASD achieve handwriting competency</p> <p>Despite increased access to and integration of computer technology within the education system, functional handwriting remains an important life skill. Handwriting education and remediation is available through numerous methods and programs, frequently delivered by educationalists and occupational therapists with varying expertise in supporting children with an ASD. Given that failing to achieve handwriting competency often has a significant negative impact on both academic success and self-esteem, which method provides the best educational outcome for children with an ASD deserves greater attention? This paper aims to:</p> <ol style="list-style-type: none"> 1. Explore why legible and automatic handwriting is often an overwhelming challenge for students with an ASD. 2. Provide an overview of some of the available programs for promoting handwriting success, including the internationally recognised Handwriting Without Tears ® program, which has been extensively adopted throughout the US and Canada; and 3. Present <i>Top Tips for Handwriting Success</i> – a selection of practical strategies and interventions specifically designed to meet the needs of children with an ASD. <p>Promoting Play and Playfulness – A sensory-based therapeutic approach to enabling play for children with an ASD</p> <p>The increased incidence of sensory processing dysfunction in children with an ASD is well recognised. Clinical and research-based evidence strongly suggests that by understanding and appropriately addressing a child’s sensory needs, we are able to impact on a child’s arousal and emotional state and, hence, the child’s readiness to interact with the social and physical environment. Within occupational therapy, play is recognised as the most important occupation of early childhood. It provides an opportunity to develop skills in preparation for later life and to express feelings, thoughts and ideas and is strongly linked to social, language and cognitive development. Yet many children with an ASD struggle to engage in free play to develop imaginative play or to display playfulness. These children need help to learn to play so that they can access free play opportunities, develop a greater repertoire of play skills, actions and themes and to appropriately express their individuality and creativity. This paper presents a therapeutic approach to developing play in the early medium and a means of achieving play-based outcomes. The approach has been refined over many years of occupational therapy practice, working with children who have an ASD. Furthermore the paper will introduce a practical framework for considering your child’s sensory needs and for planning and implementing play centred interventions within the home or early education setting.</p>	<p>Priya graduated from the University of Queensland with a Bachelor Degree in Occupational Therapy (1st Class Honours) in 1994. Since then she has worked exclusively with children who have special needs within community settings. After spending 6 years working as a senior paediatric OT and clinical service manager in London, Priya returned to Brisbane and in October 2007, started a private practice – Helping Hands, which provides specialised assessment and therapeutic services for children with an ASD. Priya is experienced in working with ABA, PECS, TEACCH, Social Stories™, Floor-time and Hanen. She has managed and clinically led a multi-disciplinary early diagnostic and intervention service for children suspected of having an ASD and consulted to numerous ASD education provisions in London, including Tree House, an ABA school. She also teaches OT students and was involved in the University’s Growing Stronger Project. Her postgraduate studies include a Graduate Diploma in Health Studies (Community Child Health) and she is trained in Sensory Integration and Handwriting Without Tears ®. Priya is a mother of two young children, Cara and Zac, and is passionate about supporting families, while helping children with an ASD reach their potential.</p>
<p>Chamlin, Tracey</p>	<p>Teaching Top Level Structuring to Students with ASD</p> <p>This presentation will describe a pilot project designed to explore the impact on reading comprehension of teaching Top Level Structuring (TLS) to students with Autistic Spectrum Disorder (ASD). This pilot study will inform a larger study involving the use of TLS with students who have ASD.</p> <p>Top level structuring refers to the organisational patterns used in meaningful language. Teaching TLS provides explicit metacognitive strategies for remembering, comprehending and composing text. Research undertaken (Bartlett, 2003) has shown that students taught to recognise and articulate the top level structure of text had improved performance in writing and comprehension tasks.</p>	<p>Since moving to Queensland in late 2005, Tracey has worked for Education Queensland as a Student with Disabilities Teacher and an Advisory Teacher – Autism Spectrum Disorders (ASD). Since the start of 2007, she has held a position of Statewide Education Advisor – ASD with Disability Services Support Unit. Her educational background includes tertiary study, teaching and advisory experience in science, biology, environmental education, Autism Spectrum Disorders (ASD) and inclusive educational practice.</p> <p>As an experienced High School science and biology teacher, Tracey embarked upon Post-Graduate study in the late 1990’s and has since then achieved a Post-Graduate Diploma in Education from Auckland College</p>


The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>The applicability of teaching TLS to students' with ASD has not previously been examined. It has been theorised that individuals with ASD have weak central coherence in that they tend to focus on the details of a particular situation or context at the expense of comprehending the larger whole (Happe, 1994; Dodd, 2005). One inference from this theory is that the ability to productively reflect, recall and infer from text could be compromised as a reader with ASD may not comprehend the 'bigger picture' of the communication. Teaching TLS to students with ASD may improve reading comprehension by providing strategies that help to combat the effects of weak central coherence. Alternatively, weak central coherence may act as a barrier to the acquisition of TLS strategies.</p>	<p>of Education and a Master of Education from the University of Auckland.</p> <p>Tracey is currently working on her PhD thesis through Griffith University (Supervisors: Dr Deb Keen & Dr Brendan Bartlett) with an aim to investigate the relationship between student engagement and academic achievement for high school students with an Autism Spectrum Disorder (ASD).</p>
<p>Corkill, Mandy</p>	<p>Transition from school to work for students with an Autism Spectrum Disorder</p> <p>Transitions occur during the whole of our life, whether it is from kindergarten to pre primary, primary school to middle school or middle school to post compulsory education. One of the most significant periods of transition is that of transition from secondary school to adult life. Of course this brings again a new set of challenges. This is an exciting and anxious time for students and parents, even more so if the young person has autism. As per other more able students in a similar transition period, plans, programs and strategies need to be designed in order for transition to be successful for the student.</p> <p>So what should good transition methods aim to do?</p> <ol style="list-style-type: none"> Prepare all students for high quality adult lives. Services should be client centred. Teachers should be skilled to promote transition. Best practice models should be employed to provide transition services. Legal requirements should be followed and practical supports engaged. <p>Completion of secondary school does not always guarantee preparation for adulthood.</p> <p>What are best practices in transition?</p> <p>Improving post school outcomes for students with autism depends on implementing best practice. But what is it?</p>	<p>Mandy Corkill is an Inclusive Education Consultant with the Association of Independent Schools of WA. She has had significant experience working with issues associated with autism professionally, as a special education teacher and educational consultant. Mandy also has significant personal experience gained through parenting a 17 year old son with multiple disabilities including autism. Mandy trained and worked as a primary school teacher; she then undertook nursing training for a number of years before returning to education, gaining post-graduate qualifications in teaching secondary maths and science. After the birth of her son Mandy completed a Masters in Special Education and shifted into the special education field. She has worked as a visiting special education advisory teacher in Qld and run a special education department in WA before moving into her current advisory role. Mandy's teaching experience includes the public sector, Catholic and independent sectors. Mandy's research interests include inclusion of autistic children in education, rights of disabled students and transition of students with disabilities from education into the workforce.</p>


The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

<p>Eales, Janet Park, Sue (Co-Author)</p>	<p>Derbyshire Language Scheme - A Structured Approach to Language Intervention</p> <p>It is well researched, that children with Autism Spectrum Disorders have difficulty with the understanding of and use of language. The Derbyshire Language Scheme is a highly structured, carefully graded scheme that can be used with young children with a variety of language difficulties in a variety of settings. It complements the structure of Applied Behavior Analysis as well as providing a structured language approach in other settings.</p> <p>This presentation aims at presenting the structure of the scheme and introducing attendees to the scheme. It is not a research paper and does not offer full training, but participants will be advised of dates of 2-3 day workshops offered by the presenters in late 2008/2009.</p> <p>The Derbyshire Language Scheme is not a new scheme. The presenters have been using it since 1985 and it is also used widely in Victoria. It was developed in England, primarily for the use of children with an intellectual impairment but the presenters use the scheme as a primary language intervention for children with a wide range of language difficulties, from non-verbal children with autism spectrum disorders to teach them to comprehend and use language to older children with autism spectrum disorders who over verbalize and use non-specific language.</p> <p>The Derbyshire language scheme is based on the idea of 'information carrying words' or key words. An information-carrying word is any word in a sentence that <i>must</i> be understood in order to follow an instruction. Using the Derbyshire Language Scheme, children are taught to understand and to use messages with increasing numbers of information carrying words.</p> <p>The scheme includes assessment materials, allowing the user to establish the current levels of skill. The assessment links directly with teaching activities.</p>	<p>Janet Eales <i>Affiliation:</i> Learning Steps – Private Practice-Educational Therapy, Language Therapy, Early Intervention and Brisbane Montessori School- Guidance Counsellor/ Learning Support Teacher</p> <p><i>Relevant Qualifications include:</i> Master of Education – Guidance and Counselling (Queensland University of Technology-1999) Diploma in Specialised Education-Aurally Handicapped (University of South Africa-1983) Certificate in Education-Deaf and Partially Hearing (University of London-1982) Diploma in Education (Rhodes University-1979) Member Australian Guidance and Counsellors Association Paget-Gorman Signing System – Certificate of Competence (UK Program) Paget-Gorman Signing System – Diploma (Trainer and Examiner) Derbyshire Language Scheme Training – 1985 Derbyshire Language Scheme Qualified Presenter Lindamood/ Bell – Auditory Discrimination In Depth/ Visualising and Verbalising – Qualified User</p> <p>Sue Park (Co-Author) <i>Affiliation:</i> Speech Language and Learning</p> <p><i>Relevant Qualifications include:</i> Bachelor of Speech Therapy (University of Queensland-1974) Master of Speech Pathology (University of Queensland-2003) Certified Practising Speech Pathologist (CPSP)2007 Paget-Gorman Signing System – Certificate of Competence (UK Program) “The Betta Meta” Program – Author and Sole Workshop Presenter Derbyshire Language Scheme – Qualified Presenter (UK Program) Lindamood/ Bell – Auditory Discrimination In Depth/ Visualising and Verbalising – Qualified User/ Presenter (USA Program)</p>
<p>Fordyce, Kathryn</p>	<p>Ditching the Parents: Getting out on your own! - An Adolescent Group Social and Independence Skills Program</p> <p>In 2008, Autism Queensland ran a new, client-centred, social and independence training program for teenagers with High Functioning Autism (HFA)/Asperger Syndrome (AS) called “Ditching the Parents – Getting out on your own”. The goal of this program was to bring together adolescents aged 12 to 16 years to provide them with information and experiences to assist them in developing skills that are necessary to independently navigate the social world. The program was based on the philosophy of client-centred practice which enabled the adolescents with HFA/AS to play a key role in deciding goals and choosing the direction to be followed in the sessions. The adolescents participated in pre and post test assessment and 6 group sessions, 5 within the clinic and 1 in the community. In keeping with the philosophy of the program, the Canadian Occupational Performance Measure (COPM) was used to allow adolescent participants and their parents to identify problem areas and evaluate their own performance and satisfaction relative to these problem areas prior to the commencement of the group sessions. Group goals and the content of the program was then finalised to ensure at least one client-generated goal from each</p>	<p>Kathryn has worked in the disability field since completing her speech pathology degree with first class honours. Kathryn currently works at Autism Queensland (AQ) as a speech pathologist and trainer as part of the statewide Outreach and Training Teams. Since joining AQ in 2002, she has held a number of different roles which have seen her provide direct individual and group therapy programs, consultation and training to parents, professionals and other support staff in Queensland and northern New South Wales. Recently during a sabbatical in the United Kingdom, Kathryn held the position of Training Manager with the National Autistic Society’s leading autism specific early intervention parent training programmes, EarlyBird and EarlyBird Plus. Kathryn has presented papers at state and national conferences on autism, severe communication impairment and on speech pathology practice in ASD. Kathryn is currently studying a Masters of Governance and Public Policy at the University of Queensland.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>adolescent was specifically addressed during the group sessions. On completion of the program, the COPM was re-administered to the adolescents to measure the change in their perception of performance on the identified problem areas. Where possible parents of the adolescents also undertook the COPM pre and post the program to enable the inclusion of parental goals into the group program. This also enabled the program staff and researcher to consider the differences in the issues and progress perceived by the parent/s compared to their adolescent child. Currently, there is very little research presenting the perspective of adolescents with HFA/AS on the success of social skills or other group programs. This study aims to provide a method of involving adolescents with Autism Spectrum Disorders in goal setting and in evaluating the skills gained and improvements made during a group program.</p>	
<p>Gray, Carol</p> 	<p>Our Contribution to the Social Impairment and Social Solutions in Autism – Keynote Address</p> <p>This presentation looks at the typical social brain, how it processes and organises information, the pitfalls and positive potential that it presents when working on behalf of people with ASD.</p> <p>Loss, Learning and Children with ASD</p> <p>This presentation explores the intense and often unexpected responses of students with ASD to events most of us regard as “minor” or “subtle” setbacks, and what parents and professionals can do to support our students while teaching more effective responses.</p> <p>Social Stories™ 10.1</p> <p>Social Stories™ are often used with children, adolescents, and adults with social communication challenges to help them understand the events and interactions that surround them each day. This presentation will share the very recently (Spring 2008) revised criteria that define Social Stories™, and distinguish them from other visual strategies and techniques.</p> <p>Comic Strip Conversations: Reading Comprehension & Context</p> <p>An updated look at Comic Strip Conversations, and their contribution to our efforts to help students with reading comprehension, and to “read” and interpret contextual cues.</p> <p>New Ideas about Autism and Asperger’s Syndrome (Joint presentation by Carol Gray and Tony Attwood)</p> <p>In this presentation, Professor Tony Attwood, Ph.D, and Carol Gray merge their expertise to share new ideas to support social understanding and learning for children, adolescents, and adults with autism spectrum disorders and those working on their behalf at home, school and in the community.</p>	<p>Carol Gray is a consultant, speaker, and author serving people with autism spectrum disorders (ASD) and those who work on their behalf. She is best known for developing Social Stories™ and her groundbreaking work on bullying, loss and learning, and the habits of effective educators. Carol is the recipient of the Barbara Lipinski award for her international contributions to the education and welfare of children with ASD.</p> <p><i>Carol Gray, The Gray Center for Social Learning and Understanding and Consultant to Children and Adults with Autism Spectrum Disorders and other Social Communication Challenges</i></p>
<p>Hawkins, Robyn</p>	<p>Little Souls Taking Big Steps</p> <p>Little Souls Taking Big Steps is an innovative child care centre on the Gold Coast offering one on one early intervention to children with a diagnosis of ASD or PDD.</p> <p>The centre provides early intervention therapy based on the principles of Applied Behavioural Analysis (ABA) to enable children with a diagnosis within the Pervasive Developmental Disorder (PDD) and Autism Spectrum Disorder (ASD) to reach their full potential. The children are also provided with the opportunity to participate with their typically developing peers in a typical day care setting. This daily participation in the classroom type setting allows</p>	<p>Robyn Hawkins is the director of ABA therapy at Little Souls. Following her son Ben’s diagnosis with autism in 1997, Robyn has devoted her time to researching autism and effective treatment options and graduated from Bond University with a degree in Behaviour Management in 2006. Robyn oversees the curriculum and operation of the ABA programs at Little Souls.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>the children with an authentic environment to practise the skills they have specifically been taught in ABA and extend other developmental areas such as art, music and socializing.</p> <p>Our presentation will outline how the centre is run and the facilities and services that are provided to children and their families. In addition we will present a case study detailing the progress of children attending the centre.</p>	
<p>Lau, Winnie</p>	<p>Managing Feelings: Cognitive Behaviour Therapy for Individuals with Asperger’s Syndrome</p> <p>This presentation explains why children and adults with Asperger’s Syndrome are more prone to develop mood disorders and also explains strategies that can help such individuals learn about and manage emotions. The unique profile of Asperger’s Syndrome will be discussed with the aim to demonstrate modifications required on the conventional Cognitive Behaviour Therapy to suit the characteristics of these individuals.</p> <p>The Cognitive Behaviour Therapy approach includes affective education, social skills training and cognitive restructuring i.e. improving the understanding of emotions and changing the way the person perceives and responds to emotions. Strategies and techniques for assessment and skills training will be demonstrated. The concept of an emotional toolbox is used to provide a greater range of strategies to manage feelings. These strategies are applicable for all children, not just those with Asperger’s Syndrome. This presentation is suitable for professionals, teachers and parents working with children experiencing emotional difficulties.</p>	<p>Winnie Lau PG Dip Child and Family Psych, M Ed endorsed in Child and Family Psych, BA (Hons), B Com (Human Resource Management) MAPS is a psychologist highly trained in the area of autism spectrum disorders and Asperger’s Syndrome. Working at Minds and Hearts, a private practice that specialises in treating Autism Spectrum Disorders, she is skilled in emotional, behavioural and educational assessments, and in a variety of different therapies. Winnie provides services in Mandarin and Cantonese as well as English; and has implemented programs for clients from a variety of backgrounds and cultures. Prior to her employment at Minds and Hearts, Winnie worked at the Ministry of Education in New Zealand, and had a successful track record in working with people with complex needs.</p>
<p>Lawson, Wendy</p> 	<p>Helping Children With Autism Achieve Success – Keynote Address</p> <p>Being autistic will mean being singly focused and given to attending to one thing at any one time. It might also mean experiencing sensory discomfort or sensory desire due to sensory system dysphoria. Helping children achieve success will mean appropriate assessments of all their needs; drawing up plans that include recognizing and using their strengths and putting principles into practice via a range of suitable interventions. This keynote address explores the above to enable practical positive support that builds towards an encouraging future for our children with autism.</p> <p>Interests, Obsessions and Dealing with Change</p> <p>Life is full of change and transition. Children with autism particularly find ‘change’ difficult. Building awareness, understanding and strategy to cope with ‘change’ is essential if we are to decrease anxiety and promote confidence in these children. This workshop explores the idea that using obsession, rather than removing it, might be constructive in dealing with ‘change’.</p>	<p>Wendy Lawson (Bss. Bsw(Hons) GDip(PsychStud) GDip(Psych) is an autistic adult. Being a partner, mum, grandmother and friend to so many, occupies Wendy’s time and gives her great joy and satisfaction. When it comes to the autism spectrum Wendy prefers the word ‘diffability’ to disorder and her research seeks to explore what being differently abled means in the world of neuro-diversity. Currently Wendy is working towards her PhD in Psychology with Deakin University, Victoria, Australia. Wendy’s work explores the influence of neurologically typical development with that of development in individuals with autism and its impact upon learning styles.</p> <p>As a writer, poet and adult educator, Wendy is well known in the Southern hemisphere. Wendy has been married, separated and divorced. She brought up four children and has experienced the death of one of her teenage sons. Wendy’s two elder children are in stable relationships, her daughter is now happily married, and her older son lives with his partner in a suburb of Melbourne, Australia. Wendy’s younger son, now aged 26 also has Asperger’s Syndrome. “I knew Tim was like me in so many ways. He has a big heart and a wide appealing grin. Seeing him experiencing similar difficulties to my own though is painful and I so wish I could make life easier for him.” Becoming a writer and lecturer and sharing her knowledge, understanding and experience of autistic spectrum disorders has been Wendy’s occupation over the past 13 years.</p> <p>To find out more about Wendy, her work, poetry and/or life, visit her web page: www.mugsy.org/wendy Contact details: Wendy Lawson, PO Box 5033, Warrnambool, Victoria, 3280. Australia, Email: wenbe@bigpond.com</p>

<p>Machin, Jenni</p>	<p>Literal Language and Complex Concepts – Impacts on Sensory Understanding</p> <p>For many people, sensory experiences are recognised, interpreted and prepared for by thinking about similar, previous experiences and feelings, and by drawing to mind a language concept that prepared the body for the incoming sensation. These language concepts have been developed over time, and allow the understanding and interpretation of the possible multiple meanings of that word.</p> <p>Understanding and processing sensory information, and words that have multiple meanings are a significant challenge for many individuals with Autism Spectrum Disorder. Responses, interpretations and reactions to the sensory world impact upon their ability to adapt to changing environments and situations, and may have a significant impact on their ability to learn and to socialise.</p> <p>This presentation discusses the impact of literal and concrete language concepts on efficient understanding of the complex sensory world. Words and language concepts which describe sensory experiences frequently have more than one meaning for the same word, with the meaning of that word being qualified by context or understood by generalised experiences. Neither generalisation nor clarification by context, are easy for many individuals with Autism Spectrum Disorder.</p> <p>This presentation raises questions related to the link between sensory processing issues and conceptual language development in individuals with ASD. The complex nature of sensory interpretation and the need to understand multiple meanings for sensory based words and concepts are identified. The impact of inefficient acquisition of an understanding of sensory-based words on the quick, precise analysis of sensory input, long-term memory and on the interpretation of complex multi-sensory environments in light of learning and the acquisition of everyday functional skills for individuals with Autism Spectrum Disorder will be discussed.</p>	<p>Jenni graduated from the University of Queensland in 1982 with a Bachelors Degree in Occupational Therapy. She has been a practicing therapist for more than 25 years, and has spent the vast majority of this time working with children. Prior to joining Autism Queensland, Jenni worked in various paediatric settings supporting children with Autism Spectrum Disorder, Speech Language Impairment, Cerebral Palsy, Learning Difficulties, Intellectual Disability and varying levels of multiple disability. At Autism Queensland, Jenni works in the Outreach and Training teams, supporting individuals with ASD and families, educators, therapists and support networks across the state. Currently, she is undertaking a Certificate IV in Training and Assessment.</p>
<p>McGinnis, Woody R., MD</p> 	<p>Oxidative Stress in Autism – Keynote Address</p> <p>A growing body of scientific data demonstrates greater oxidative stress in groups of children with autism. Many parents and physicians report benefits – including normalisation of psychometric scores – from a broad range of nutritional interventions. Peer-reviewed studies indeed confirm a beneficial effect of specific antioxidant nutrients. To optimise treatment of autism, physicians and parents should develop a fundamental understanding of “oxidative stress” and relevant findings in autism.</p> <p>“Oxidation” is a type of physical injury to the constituents of cells – fats, proteins, and nucleic acids – which results from loss of electrons. Inadequate antioxidant nutrients, environmental toxins, genetic tendencies, and emotional stress all predispose to greater oxidative stress. The brain and gut are by nature preferentially sensitive to oxidative injury, and significant abnormality of these two areas accompanies autistic behaviour.</p> <p>In groups of children with autism, measurable antioxidant nutrient functions are lower than normal. For instance, functional vitamin B6 deficiency is reported in nearly half of children with autism. Zinc often is depleted in autism, and we reported lower levels of another antioxidant mineral, selenium. Multiple studies demonstrate lower levels of protective antioxidant molecules produced by the body, higher toxin levels, and higher levels of oxidants called “free-radicals” in autism. Examination of urine, blood and brain for oxidative damage is primary focus of our research.</p> <p>We reported a significant increase in isoprostanes, from oxidation of lipids, in urine of children with autism. Clinicians often find higher</p>	<p>Woody R. McGinnis MD is a leading behavioural nutritionist who focuses on underlying physical illness in autism. He was educated in the United States at Dartmouth College and the University of Colorado. After volunteer work in Peru, Dr McGinnis practiced general medicine in Arizona. His interest in biochemical influences on behaviour began with his son, and nutritional treatment of autism and other behavioural disorders became the primary focus of this practice. He has lectured extensively on the behavioural effects of nutrition, toxins, and emotional stress for the past 10 years. He published the seminal “Oxidative Stress in Autism” review in the peer-reviewed literature in 2004, and organised the Oxidative Stress in Autism Symposium in New York in 2005.</p> <p>Since 2001, Dr McGinnis has been a full-time researcher. He coordinates the multicenter Oxidative Stress in Autism Study, supported initially by parents of a child with autism, The National Institute of Health, and the Autism Research Institute. The project has generated multiple publications on oxidative biomarkers in autism, including identification of a remarkably consistent pattern of axonal injury in brain. McGinnis was instrumental in publication of the 2008 issue of <i>Am J Biochem Biotech</i> dedicated to biochemical abnormalities in autism. Currently, he is liaison for research and education at the Autism House, Auckland, New Zealand.</p>

	<p>nitrotyrosine, reflecting injury to protein, in blood of children with autism. Consistently, we reported a significant increase in nitrotyrosine in brain from subjects with autism, and correlation of nitrotyrosine with brain mercury concentration. Carboxyethylpyrrole, a microscopic marker for oxidative injury to both lipid and protein, was pronounced in the communicating filaments of neurons (axons) in all of the specimens from children with autism, but none of the controls.</p> <p>Practical Approaches to Oxidative Stress in Autism</p> <p>Greater oxidative stress is recognized as a general health risk, as well as suspected to play a significant role in the expression of autistic symptoms.</p> <p>The Biomedical Approach:</p> <p>Laboratory measurement of oxidative stress (urinary isoprostanes and oxidized nucleic acids, plasma or red-cell glutathione) is desirable in individuals with autism. Besides improvement in behavioral and physical symptoms, normalization of laboratory measurements of oxidative stress is a valid therapeutic goal in autism.</p> <p>It is important to test for certain laboratory abnormalities which are known to result from oxidative stress or to aggravate it. Red-cell mineral levels for low or borderline zinc, magnesium or selenium; urinary organic acids or stool studies for intestinal microbial overgrowths; IgG/IgE blood tests for food allergy.</p> <p>It is useful to recognize specific conditions which aggravate oxidative stress, or are aggravated by it. Microbial overgrowths, poor bowel motility, and heartburn/insomnia are consistent with greater sensitivity of the cholinergic nervous system to oxidative stress, and treatment of these conditions can be beneficial. Food additives such as MSG, aspartame, and artificial colorings aggravate oxidative stress.</p> <p>Potential benefits for individuals with autism can be inferred from existing data on groups with autism. Special studies demonstrate functional vitamin B6 deficiency in nearly half of individuals with autism, and extensive clinical trials found that autistic symptoms often improve with large doses of B6 in combination with magnesium. As with the casein/gluten-free diet, the approach requires knowledge, not expensive laboratory tests.</p> <p>Besides diet and supplements, the individualized biomedical approach to autism assigns a high priority to reduction of emotional stress, well-known to increase oxidative stress.</p>	
<p>Moses, Emma</p>	<p>Strategies to ensure a successful transition to school for families with a child with an Autism Spectrum Disorder</p> <p>The transition to primary school is an emotional journey for every family. The family of a child with ASD is particularly vulnerable to the highs and lows of such dramatic change. Navigating the education system, and in particular the special education system is daunting. Families often experience a considerable difference in the amount and type of support between early intervention and school services.</p> <p>The transition process involves more than just the child with ASD. Schools and indeed the classroom teacher experience their own transition when welcoming a child with ASD into their community. A successful transition includes all stakeholders knowing the child and his/her strengths and needs; open and transparent communication between home and school; being proactive rather</p>	<p>Emma Moses has a degree in Speech Language Pathology from the University of Queensland and a Masters Degree in Early Childhood Education from Macquarie University. Her career has focused on supporting individuals with Autism from toddlers to young adults. After working in Toowoomba for 2 years with Disability Services Queensland, Emma moved to Canada. She has been living and working in British Columbia since 2001. Emma is a certified Hanen trainer in “It Takes 2 to Talk” and “More Than Words”. Emma worked in a child development centre for 2 years where she was the Speech Language Pathologist for the local early intensive Autism intervention program. Since 2003, Emma has worked as an Educational and Behavioural Consultant with the Provincial Outreach Program for Autism and Related Disorders (POPARD). This is a Ministry of Education outreach program that provides consultation services, direct support, mentoring and training to school districts</p>

	<p>than reactive; each stakeholder providing support and receiving support; and letting the student know the expectations of the new environment. Too often the transition process is started late and/or involves merely one meeting between parents and the school. Any transition is a process that requires an investment of time, communication and collaboration between the stakeholders and skill building in the child with ASD. When people recognise the value of this investment, the transition process can be successful and can facilitate a positive and supportive relationship between home and school that can last throughout the education years.</p> <p>Drawing from the experience of assisting numerous families and schools through the transition process, this workshop will highlight the necessary components of a successful transition and share practical strategies that will increase the likelihood of a positive experience for the child, teacher and his/her peer group.</p> <p>Practical strategies for including peer supports in social communication interventions with children with Autism Spectrum Disorders</p> <p>Traditionally, most intervention procedures for children with ASD focused on cognitive and communication development in highly clinical, one to one settings. One of the major problems with highly directive interventions is that in pursuit of compliance and accuracy, the interventions often fail to acknowledge child initiations. The opportunities for children with ASD to observe a model and be involved in appropriate play with typical peers is seldom available in segregated or clinical settings or in environments focusing exclusively on on-to-one teaching and skill building with adults. Therefore, integration of children with ASD with their typical peers enables a higher quantity and quality of experiences in social communicative interactions.</p> <p>Recent research states that current social skills programming for children with ASD is ineffective because of: insufficient dosage; contrived and decontextualised settings; failure to match skill deficit with type of intervention strategy; failure to assess social skills prior to intervention; use of ambiguous intervention objectives; a lack of systematic programming; and poorly implemented interventions (Bellini, Peters, Bennef & Hopf, 2007).</p> <p>One strategy found to increase effectiveness of generalisation and transfer of skills is by including peers in the intervention dyad. However, peers need direct training themselves in order for social communication interactions with children with ASD to be truly successful.</p> <p>Integrated Play Groups (Wolfberg, 2003) is an effective method of training peers to respond to and support young children with ASD in the play setting through the guidance of a facilitator.</p> <p>The logistical implementation of such a program has been found to be difficult within the primary school setting. However, it is this natural setting rather than a resource room or clinic in which social skill interventions should occur to ensure the generalisation and transfer of skills, as stated by Bellini (2007). This workshop will address some of the difficulties experienced in the implementation of such a program in the primary school setting and will give suggestions on creatively planning and implementing a successful social skills program based on the training and inclusion of peers to support the social communication interactions of the child with ASD outside of the therapeutic environment</p>	<p>throughout the province to best support students with ASD. Emma also has a small private practice where she provides social communication intervention to individuals with disabilities.</p> <p>Emma lives with her husband and young son just north of Vancouver in Squamish, British Columbia.</p>
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<p>Myles, Brenda Smith</p> 	<p>The Hidden Curriculum – Keynote Address</p> <p>This presentation will address the hidden curriculum and its applicability to individuals on the autism spectrum (including Asperger Syndrome). The hidden curriculum is comprised of items that are not typically taught to neurotypical children and youth, but are assumed knowledge. Despite not being directly taught, the hidden curriculum is vastly important. Violation of hidden curriculum rules can have an adverse affect on school performance and how well a student/child is able to positively relate in community, school and home.</p> <p>Comprehensive Planning for Students with ASD: Integrating Interventions Throughout the Day</p> <p>This session will provide a method for developing a comprehensive program for students with autism spectrum disorders that can be easily implemented across general and special education settings. The Comprehensive Autism Planning System (CAPS) facilitates communication among professionals and parents and can be used from preschool through college and the work setting. Evidence-based strategies that can facilitate school success across the spectrum will also be presented. This session will provide an overview of the Comprehensive Autism Planning System (CAPS). This system provides a means of determining what the child needs to succeed in each academic and non-academic subject. Specifically, this session will overview the following (a) determining the student’s needs, (b) developing the CAPS, (c) sensory supports, (d) social/communication supports, (e) academic modifications, (f) structure/visual supports, and (g) generalisation.</p> <p>Instruction, Interpretation and Coaching: Keys to Social Skills Success</p> <p>Individuals with high-functioning autism and Asperger Syndrome experience social challenges that impact daily life in home, school and community. This session will present a variety of strategies that can be used to teach social skills to children and youth with these exceptionalities. Interventions will be presented in three categories: (a) instruction of direct teaching, (b) interpretation or explaining social situations that are often misunderstood, and (c) coaching – strategies to ensure that individuals use strategies they have been taught.</p> <p>The Cycle of Rage and Meltdowns</p> <p>This presentation will give an overview of the three-stage cycle of tantrums, rage and meltdowns: rumbling, rage and recovery. Within each of these stages, student behaviours, adult behaviours, and strategies that support moving the child back to the daily routine will be discussed, as well as interventions that can be used at each stage. A brief overview of prevention strategies will also be presented.</p>	<p>Brenda Smith Myles, Ph.D. is recipient of the 2004 Autism Society of America’s Outstanding Professional Award and the 2006 Princeton Fellowship Award. She has written numerous articles and books on Asperger Syndrome and autism including <i>Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns</i> (with Southwick) and <i>Asperger Syndrome and Adolescence: Practical Solutions for School Success</i> (with Adreon), the winner of the Autism Society of America’s Outstanding Literary Work. Brenda has made over 500 presentations all over the world, written more than 150 articles and books on autism and Asperger Syndrome, and served as the co-chair of the National Teacher Standards Committee. In addition, she has received millions of dollars in grants to support the education of students on the autism spectrum. Myles is on the National Institute of Mental Health’s Interagency Autism Coordinating Committee’s Strategic Planning Consortium and the Autism Society of America’s Panel of Professional Advisors. Myles is also on the executive boards of several organizations, including the Organization for Autism Research and Maap Services Inc. In addition, she was recently acknowledged as the second most productive applied researcher in ASD in the world from 1997 to 2004.</p>
<p>Newman, Bobby</p> 	<p>Teaching Self Help Skills to Young Children</p> <p>Many students diagnosed on the autistic spectrum do not easily acquire self-help skills that are necessary for daily living skills. In this talk, shaping, chaining and task analysis construction will be explored so as to define, effective data-based teaching methodologies to address these crucial skills.</p> <p>Choosing Effective Behaviour Management Strategies – Keynote Address</p> <p>A powerful science of behavior management exists. This science is often misused, however, based upon faulty understanding of the concept of functional analysis, and of matching treatment plan to</p>	<p>Bobby Newman, Ph.D., BCBA is a licensed psychologist and Board Certified Behavior Analyst. Affectionately known as the Dark Overlord of ABA, Bobby received his Ph.D. in Psychology, with a sub-specialty in Applied Behavior Analysis, from the City University of New York. He is the first author on several books regarding Applied Behavior Analysis and the Autistic-spectrum Disorders, including <i>Behavioral Detectives</i>, <i>Behaviorspeak</i>, <i>Behaviorask</i>, <i>Graduated Applied Behavior Analysis</i>, <i>When Everybody Cares</i>, <i>Words From Those Who Care</i>, <i>The Reluctant Alliance</i> and <i>No Virtue in Accident</i>, as well as <i>The Inherent Worth and Dignity of ALL Individuals</i> (in press). He has authored over two dozen articles in professional journals and popular</p>

<p>Reinecke, Dana</p> 	<p>behavior function. This talk will aim to eliminate this confusion and demonstrate how to discover behavioral functions and match plans to behavioral function.</p> <p>Change and Relationships in Adolescence</p> <p>As students diagnosed on the autistic spectrum grow to adulthood, they experience the same physical and emotional changes as typically developing peers. Language and social skill deficits, however, interfere with their efforts to deal with these changes. An understanding of the processes, and how to help the teens with autism to adjust, is crucial. This talk will cover areas of social skill and appropriate behavior training as regards more adult relationships, and the development of intimacy.</p> <p>How to Use Reinforcement to Improve Behaviour and Learning</p> <p>The concept of positive reinforcement is basic to the science of applied behavior analysis. Too many individuals, however, do not understand the individualized nature of reinforcers and reinforcer assessment. Without this key skill, the most powerful behavior treatment plans will be ineffective. The various forms of reinforcers and reinforcement assessment will be discussed.</p>	<p>magazines. Bobby has hosted two series of radio call-in programs, the second series along with the founders of the ELIJA Foundation. Bobby has served in numerous professional organizations, including as President of the Association for Science in Autism Treatment and the New York State Association for Behavior Analysis. He has received multiple awards from professional and parent's groups for his work, including the John W. Jacobson award from NYSABA and professional of the year from several parent's groups. Families for Effective Autism Treatment of Central New York named their annual professional award in Bobby's honor. Bobby is on the faculty of Queens College, CUNY and SUNY Stony Brook, and is a religious education teacher with the South Nassau Unitarian Universalist Association. He provides training and consultation to schools and private programs all over the U.S., Canada, England, Ireland and Northern Ireland</p> <p>Dana R. Reinecke, Ph.D., BCBA is a Board Certified Behavior Analyst. She received her Ph.D. from the City University of New York. She has co-authored several journal articles and books, including <i>Behavioral Detectives</i>, <i>Behaviorask</i>, <i>Graduated Applied Behavior Analysis</i>, and <i>Words From Those Who Care</i>. She has received awards for her work from the New York State Association for Behavior Analysis and has served on the Professional Advisory Board of several organizations. Dana is the Dean of Students for the American College of Applied Science. She provides trainings and consultations for families and school programs in the U.S. and in Mexico.</p>
<p>Patterson, Marilyn</p>	<p>Transitions: Asperger Syndrome and Success in the Workplace</p> <p>This paper will present an outline of the current training package of the same name being presented in Qld this year. Content is based on practical suggestions and strategies.</p> <p>This presentation will include an examination of the qualities and challenges employees with Asperger Syndrome (AS) bring to the workforce, and strategies to encourage success, with emphasis on positive approaches to employment based on these considerations.</p> <p>Individual learning styles will be discussed and the ramifications of each of these in relation to workplace options will be considered along with the impediments to the easy transition to work and strategies to assist with these.</p> <p>Case Conferencing guidelines for employment support workers will be presented and a range of possible job options to suit specific learning styles will be explored, with emphasis on the AS employee being at the centre of discussions and decision making.</p> <p>Other issues covered will include assessment of the worksite for physical barriers to impede success given the sensory difficulties which many people with AS experience and ways to reduce the impact of these, along with suggestions for easier social interactions and effective adjustments to work routines to suit the employee.</p> <p>Techniques including mentoring, the use of physical aides such as Organisers, visual reminders and scripted role modeling and others, to support effective work performance will be showcased.</p> <p>Stress and anger management strategies will also be addressed with a number of successful interventions discussed.</p> <p>My belief is that this field of study is under represented in the area of</p>	<p>I am an ex-teacher with extensive experience both in special and regular education and a Director of AUTISM FOCUS, a private company specialising in delivering quality training in the area of Autism and Asperger Syndrome to educators, employment support workers, families and carers and others involved in the disability support sector. My special interest and expertise over my many years in education has been the development of effective programs for children with Autistic Spectrum Disorder. During this time I have guided and mentored many educators and parents struggling with the management and teaching of ASD students and for the last 8 years of my career held the role of Head of Special Education Services in a Qld school.</p> <p>During that time the SEU became well regarded as a site where children with ASD were treated with dignity and a commitment to good teaching practice. Training and support were high priorities, and both SEU and regular school teachers developed proficiencies beyond their expectations.</p> <p>Since leaving the education system I have successfully developed and delivered a range of training packages designed to encourage understanding of the essential elements of Autism/Asperger's and the application of this understanding to real life situations including post school options.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>post-school options. My audiences in conferences presented so far include employment support workers, disabilities support workers, families and school transition officers, although I would very much like young adults with AS to attend as well as a means to taking charge of their employment futures.</p>	
<p>Reed, Amanda</p>	<p>An Introduction to SoSAFE!</p> <p>Social safety training is essential for people with autism spectrum disorder (ASD) and/or moderate to severe intellectual disability (MSID) because of their vulnerability to physical and sexual abuse. The SoSAFE! program is a set of visual and conceptual tools designed to promote social safety. It provides parents, carers, teachers, counsellors, and other professionals with simple visual tools to enhance the social, social-sexual and social safety training of these individuals.</p> <p>This presentation will outline the rationale behind the SoSAFE! program and provide an overview of the standardised framework of concepts, symbols and visual lesson materials used to teach social safety. The core SoSAFE! tools will also be introduced. These tools are:</p> <ul style="list-style-type: none"> • The Talk Touch Triangle – for teaching the type and degree of verbal and physical intimacy appropriate with different categories of people. • Steps to Relationship – for teaching ways of moving into intimate relationships (as appropriate with age) in a safe and measured manner. • The People and Relationship Book – a pictographic and photographic sociogram of the individual’s life that is portable and accompanies the individual in all domains. <p>Finally, the presentation will explain how the framework of SoSAFE! facilitates the consistency of instruction, terminology and materials – all of which are essential for the acquisition and maintenance of skills.</p> <p>SoSAFE! design takes account of empirical evidence about the common communication, social and cognitive characteristics of people with ASD and/or MSID. Also integral to its design is the use of empirically-validated instructional strategies for these populations of clients. These include systematic instruction and the extensive use of AACs (in the form of visual supports).</p> <p>Developed by two special education teachers in reaction to their own challenges in the classroom, this new and innovative program is important for anyone working, or living, with individuals with autism spectrum disorder and/or moderate to severe intellectual disability.</p>	<p>Amanda Reed has worked as a speech pathologist in Australia for over 20 years. She graduated with a Bachelor of Applied Science in Speech Pathology from the Lincoln Institute of Health Sciences, Melbourne in 1985. Amanda’s first job was at a specialist school for children with autism, followed by work in various special schools for individuals aged between 4 and 21 years.</p> <p>In 1991, Amanda joined the staff of the School of Human Communication Sciences at LaTrobe University. She worked for 5 years as a Clinical Educator in paediatric speech pathology and then for 2 years as a Lecturer in Child Language. During this time, Amanda also completed her Masters of Arts in Applied Linguistics, focusing her study on language testing, bilingualism and second language acquisition.</p> <p>In late 1997, Amanda relocated to Adelaide, South Australia, and commenced employment as the Senior Speech Pathologist at the Autism SA. In this position, Amanda was involved in communication assessment and programming for individuals with autism spectrum disorders, presentation of training and development sessions for parents, carers and professionals, and the diagnostic assessment of individuals with autism and Asperger syndrome.</p> <p>In 2002, Amanda established Pyramid Educational Consultants of Australia Pty Ltd, where she is the Managing Director and a Pyramid consultant. In this role she has worked with many individuals with autism spectrum disorder and related disabilities, and has presented workshops and conference papers in Australia, New Zealand, the United States, the United Kingdom, India, Hong Kong, Singapore, Japan and Malaysia.</p>
<p>Salmon, Judith</p>	<p>How Diet Affects the Pathways of Behaviour, Learning and Development</p> <p>When Kanner first published his paper “Autistic Disturbances of Affective Contact” in 1943, he also noted that there were immune and digestive problems in his patients but did not include them in his diagnosis. I wonder where we would be now if they had been added to the diagnosis of ASD!!!</p> <p>Do you know that we have an entire separate nervous system that lines the entire intestinal wall known as the enteric nervous system (ENS)? This nervous system or second brain produces the same neurotransmitters such as serotonin and dopamine as does our brain and there is direct communication between the two systems. These neurotransmitters can be directly affected at the intestinal level causing incorrect messages to be sent along the neural pathways.</p> <p>Do you know that 80% of our immune system is also found lining</p>	<p>Bachelor of Applied Science, majors in Haematology and Immunology. Ex-scientist with experience in Cancer (Melanoma) and Neurobiology Research.</p> <p>Naturopath/Homeopath graduated in 1998 from the Australasian College of Natural Therapies in Sydney.</p> <p>Member of Australian Traditional Medicine Society.</p> <p>Judith works in private practice in Beverly Hills, Sydney and has been working with children and adults on the spectrum since 1999.</p> <p>She is the co-author of the book “Autism and Attention Deficit Disorders – Understanding and Managing Diet Therapy for Your Child”, Judith Salmon and Leanne Pearce.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>the intestinal wall and can be interfered with by foods, additives, preservatives and colours?</p> <p>Diet is now recognised as an important step in a treatment plan for ASD. Discussion will include:</p> <ol style="list-style-type: none"> 1. How food staples such as wheat and dairy when incompletely broken down produce opioids. They can act as false neurotransmitters, cause damage to the Central Nervous System and brain tissue and cause immune dysfunction. 2. How food allergies and intolerances commonly found in children and adults with ASD also can have an affect on the second brain and immune system. 3. Brief overview of the different diets available. 4. Other underlying issues that also affect the second brain and immune system. <p>Interference at the gut level by any of the above can cause cognition, perception, mood, behaviour and emotional changes.</p>	
Santomauro, Damian and Josie	<p>Asperger Download</p> <p>A teen diagnosed with Asperger Syndrome over thirteen years ago has teamed up with his mother to write a guide for other teen males to help them trouble-shoot life's challenges.</p> <p>Both will share the ups and downs of Damian's school years, how they dealt with not only transition to high school but transition to university and adulthood. What would they want to see changed in the school system, what strategies worked, what did they learn from their struggles. How did Damian cope during the dark and hard times, how did he pick himself up and keep going? What were the challenging issues faced by this young adult with Asperger as he went through the teen years? Damian and Josie will not only focus on the negatives but on the positives of Asperger Syndrome.</p>	<p>Damian was diagnosed with Aspergers Syndrome when he was five years old. Now at the age of eighteen, he has successfully completed high school and is attending second year of university. Damian speaks regularly on the subject of Asperger Syndrome, sharing his struggles, successes and insights into the teen years.</p> <p>Josie is a full-time writer (www.booksbyjosie.com.au). She is the author of fourteen fiction books for children/young adults and eleven resources on Asperger Syndrome, including books to explain the diagnosis and co-authored social understanding programs.</p> <p>Together as mother and son they have written a resource for teens with Asperger Syndrome titled ASPERGER SYNDROME.</p>
Sculthorpe, Ren	<p>Applied Behavioural Analysis (ABA) Outside the Box: Using ABA for a range of age groups and issues</p> <p>Research commonly reports on the effectiveness of ABA with young children under 4 years of age, whom receive 30 or more hours of ABA therapy per week. This presentation aims to examine the use of ABA with older children, and for a range of difficulties such as literacy problems and anxiety. By looking at individual case studies we will review the use of ABA teaching methods to teach literacy to early primary school aged children. We will also review a case study of using errorless learning (an ABA teaching methodology) to improve learning outcomes and self-esteem in a primary school aged child with anxiety.</p> <p>The second part of the presentation will explore the effectiveness of ABA when used for less than 30 hours per week. Again using case studies, we will examine programs of between 6 and 20 hours per week. The incorporation of other therapies into home programs will be discussed. Specifically the use of the Picture Exchange Communication System (PECS) and the benefits of child directed play and physical play within an ABA program will be presented.</p>	<p>Ren Sculthorpe is Director of Speqtrum Psychology, an early intervention team providing ABA programs and Clinical Psychology in Brisbane. Ren has a Masters Degree in Clinical Psychology, and is registered with Medicare as a specialist Psychology provider. Ren is a full member of the Australian Psychology Society.</p> <p>Ren has over 8 years experience working with children with Autism and their families. Ren has worked in a range of settings, including Child and Youth Mental Health, Children's Developmental Services and private Paediatrician practices. Ren has received ABA supervision from Early Autism Project in both Sydney and London, and continues to have professional links with the ABA.</p> <p>Through Speqtrum Psychology, Ren provides ABA program supervision, training and education for schools, families, and teaching assistants. Ren also provides anger management and educational and goal planning for primary school aged children with Autism and Asperger's.</p>
Stuckey, Richard	<p>Pfeiffer Approach to Autism – A Part of the Puzzle</p> <p>Dr Richard Stuckey has been in General Practice for 39 years and was introduced to the treatment protocols of the Pfeiffer Treatment Centre in 2004.</p> <p>His initial work in this field was with adult illnesses such as schizophrenia, depression and anxiety. Most patients showed significant clinical improvement when documented underlying</p>	<p>Dr Richard Stuckey was born in 1950 in Sydney. His school and university training was done in Melbourne where he graduated MBBS in 1973. Honours achievements were achieved in billiards and AFL football.</p> <p>Two years residency was completed in Geelong after which he moved to Adelaide in 1976 as an aspiring paediatrician.</p>

The ARMS Global Autism Conference 29 & 30 August 2008 – Presenters (in alphabetical order)

	<p>nutritional deficiencies were identified and corrected.</p> <p>This presentation will focus on those with Autism and Autism Spectrum Disorder.</p> <p>It will concentrate on biochemical identification of nutritional deficiencies, treatment strategies to correct these, case histories showing the clinical improvement when these imbalances are corrected, research data from assorted authors and a 1 year survey of his own patients.</p> <p>The emphasis of the talk is that this approach is a piece of the Autism puzzle and that best results are likely to be obtained by the combination of nutritional correction with assorted early intervention strategies.</p>	<p>He married Jann in 1977 and children were born in 1979 and 1981.</p> <p>He entered full time general practice in 1980, moved to the Gold Coast in 1987 as a solo GP and has remained as such since then.</p> <p>Over these 20 years he has developed a special interest in the management of chronic back pain and the nutritional treatment of mental disorders.</p> <p>His wife Jann is now a member of the Queensland Parliament and his 2 children live in London and Sydney.</p>
<p>Watson, Prue</p>	<p>Relationship Development Intervention ® “Creating Mindfulness”</p> <p>This presentation will provide an understanding of Relationship Development Intervention ® and the way parents are guided to become the guides for their children.</p> <p>What will be covered will help you understand the foundations of Relationship Development Intervention ® and see how progress in this Remediation process can be monitored and observed.</p> <p>Recently published research will be presented and evidence related to what parents have experienced as they learn to become guides and observers of their children. Evidence is related to changes seen in school placement and diagnostic criteria.</p> <p>You will be provided with an understanding of the core deficits of autism and how these impact on the development of Dynamic Intelligence, critical for us to participate and function successfully in our daily lives, and for us to achieve a Quality of Life.</p>	<p>Prue has worked for a considerable period of time as an occupational therapist, (35 years – shhhh!) with families who have a person with autism, both with the ASD person and with their family. This has been both in the public health sector and in the private practice format. She has also done occupational therapy with a range of other presenting issues focusing on paediatrics. Mostly this has been in rural community Queensland and with a family focus.</p> <p>Currently she runs a private practice, specialising solely in providing a Relationship Development Intervention ® consultancy for families who have a person with autism. She completed her RDI ® certification in 2007 and has consulting families from Sydney and Brisbane, to Barcardine and the Central Queensland regions.</p> <p>RDI ® has shown parents that no matter where they live they can access Relationship Development Intervention ®.</p> <p>RDI ® is a cognitive-developmental approach to Remediating Autism.</p>
<p>Whelan, Michael</p>	<p>Inspiration is Power</p> <p>In March 1996 my life changed forever with the birth of my first child, Charlie. As with all first-time parents, my world view, philosophical assumptions and personal priorities were tossed into the air and on their return to Earth, settled in a range of locations that I would not previously have been able to foresee. My professional life as a university music lecturer initially became a complicated distraction to the wonders of new life and then, almost as quickly a snug refuge from the hourly crying, feeding, nappy changing and general chaos that a new baby brings to any number of orderly suburban homes.</p> <p>However, as Charlie approached eighteen months of age his developmental milestones, which to this point had been boringly consistent with statistical norms, began to regress. His language diminished, he started to lose eye contact with us and he began to retreat from all contact with his family and his environment, choosing instead, for example, to play repetitively with a single toy for hours at a time. His happy demeanour was replaced now by almost constant crying, restless irritability and self-absorption. His fixation with a single object or ritualistic play routine could see him secluded in his own world for extended periods of time and if interrupted, was capable of intense and lengthy bouts of uncontrolled screaming. The subtly eccentric behaviours that Charlie began to exhibit at eighteen months of age intensified over a four month period to the point where at age twenty-two months we decided to have him assessed by our family GP. The doctor assured my wife and me that while there was some evidence of unusual behaviour and</p>	<p>Michael is the Manager of Research and Development with Broadcast GP, a Brisbane based medical education and publishing company. Previously he was the Manager of Queensland Arts Council's 'Ontour InSchools' program where he focused upon the creation of live arts programs for schools and the development of creative projects in remote Queensland and indigenous communities. He was a lecturer in music at QUT from 1988 - 2001 where he coordinated Jazz and Contemporary Music Studies and taught courses in songwriting, music for film and television and ensemble performance. He has written music for numerous theatre productions working for companies such as La Boite Theatre, QPAC and Queensland Theatre Company. Michael has also worked as a community musician, writing and performing with organisations such as BEMAC, Access Arts, Children's Activities Group and Street Arts.</p> <p>Michael studied Drama at QUT, Music at Queensland Conservatorium of Music, and has a PhD in Creative Writing from the University of Queensland. His book 'The Other Country: A Father's Journey with Autism' is published by Pan Macmillan and was released in July, 2008. He is currently Secretary to the Management Committee of Access Arts, a Queensland based non-profit community professional arts organisation with twenty-two years of experience that works in partnership with people experiencing disability and disadvantage to pursue their ambitions in the arts.</p>

	<p>delayed development, she believed that a thorough evaluation by a developmental paediatrician would ease our concerns. Our personal narrative of ‘obsessive parents with quirky child’ was shattered when two weeks before Charlie’s second birthday a paediatrician diagnosed him with severe Autism Spectrum Disorder, a ‘life-long condition for which there is no cure’. Our colourful family folklore of eccentric cousins and late bloomers was instantly silenced by this unwavering voice of biomedical authority.</p> <p>Thus began our journey of research and therapeutic intervention that continues to this day. Our research over the following months and years emerged from two very different genres of writing, each speaking to a distinctly different audience. The first was the biomedical voice which focuses on the physical processes of illness such as the pathology, biochemistry and the physiology of disease and which speaks to the scientific reader. The second was the parental autobiography; the personal accounts from parents of their journeys parenting a child with autism, providing emotional and practical roadmaps for action and speaking to a much broader general readership.</p> <p>This presentation surveys the differing voices that inform the reader of autism narratives in the journey of parenting a child with autism and goes on to discuss the creative process of writing the memoir: “The Other Country: A Father’s Journey With Autism”. (Pan Macmillan, July 2008)⁴</p>	
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