



PERSPECTIVES

A publication for parents and professionals serving individuals with Autism Spectrum Disorders

Summer is fast approaching! Here are some places to go and things to do this summer.

Thomas the Tank Engine. Visit Crossroads Village & Huckleberry Railroad on August 18, 19, 20, 25, 26, & 27, 2006 from 8:00 a.m. to 6:30 p.m. Tickets on sale now!
www.GeneseecountyParks.org



Special Needs Activities

Grand Blanc Parks & Recreation (810) 694-0101

Southern Lakes Parks & Recreation (810) 591-0080

Michigan Assistive Technology Resource (MATR) has a 2002 Camp-O-Rama, which lists camps around the state of Michigan for children with special needs.
www.cenmi.org or 1-800-274-7426

Jack's Place for Autism at OU (248) 370-2424

www.oakland.edu/jacksplace
Offers: basketball, soccer, art therapy, dance, book club, music to grow on, swimming, baseball.



McLaren Regional Medical Center

Summer speech & language program 2006 from June 19, 2006 to August 8, 2006. McLaren Regional Rehab Center (810) 342-5350

Eric RicStar Winter Music Therapy Summer Camp
East Lansing, Michigan (517) 353-6426



The Eric "RicStar" Music Therapy Camp provides opportunities for musical expression, enjoyment, and interaction for all people with special needs and

Easter Seals Genesee County, Inc.

1420 W. Third Ave.
Flint, Michigan 48504-4897
Phone: 810-238-0475

Speech Therapy

Offers a summer program with a registered speech pathologist that works with individuals and groups to help eliminate speech dysfunctions such as stuttering, pronunciation difficulty, and delayed language development. Sessions are conducted one day per week for thirty minutes. Eligibility: Children age 2-17 with speech difficulties.

Application: Must have referral from child's speech pathologist.

Fees: Vary

Camp Ability



Camp Fishtales located in Pinconning, Michigan, is where we have our camp for people with disabilities. All people with disabilities between the ages of 7-26 are welcome. Easter Seals has two 5 day sessions that are scheduled based on age and ability. The camp is supported 100% by Teamsters Local 332. A \$50 administration fee is the only cost to families. If you or anyone you know likes to have fun doing some of the following: archery, swimming, and water sports, dancing, karaoke, basketball, and just a whole lot of fun!!! Please



contact the program director at our Flint office, Kindra S. Wright at 810-238-0475.

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Horticultural Activities

The Ruth R. Mott Learning Garden for the disabled provides gardening activities for children and adults.

Genesee Co. Master Gardener volunteers care for the Learning Garden. This program teaches, "enabling" gardening to people with disabilities. This program is currently available through our Flint Easter Seals office only.



Ceramics Classes

Easter Seals has a ceramics class to provide recreation for persons with disabilities. Some people come to work on projects they have chosen and others come just to socialize and have some fun. You can clean your greenware, fire, paint or glaze it. Projects are made available to sale with the client receiving 90% of the sale. Minimal fees and firing costs. If you or anyone you know would like to join our class, please contact Dawn Shurter at 810-238-0475. (Note: ceramics classes are only available at our Flint location.)

Therapeutic horseback riding



Designed to give riders with disabilities more confidence, while increasing coordination and balance. Contact our Bloomfield Hills or Flint Easter Seals offices for more details.

Young Adult Teen Club (YATC)

Available at our Flint office only. This program offers certain activities such as dancing, bowling, and hockey games, etc. Fun, fun, fun!!



harder for Autistic children to make friends. The disability also causes difficulties in play activities. Autism is a spectrum disorder, which includes a wide range of areas. All Autistic children are different.

Statistics show that the Autism rate is growing from 10-17% per year. One out of every 250 babies born will have Autism. This affects boys at a rate of 5:1 compared to girls, Autism rates in California have increased 273 percent in the last decade.

There is no cure for Autism but there are treatments that can be helpful. There are conventional and complimentary therapy programs. There is also occupational therapy and sensory integration programs available. These therapies focus on replacing problematic behaviors and developing specific skills.

As an Autistic child it is my hope that you have learned more about what Autism is, Autism statistics, and treatment. There are a lot of children now being born with Autism. Make sure the treatment you choose fits your child's needs because all Autistic children are different.

Website Update!

The specialminds Foundation is within 30 days of launching the first Social Stories Movies DVD. Keep checking back for updates. The first DVD will contain 50 to 60 Social Stories Movies!

We're currently working on a major project with Carol Gray of The Gray Center for Social Learning & Understanding to convert over 1000 print-based Social Stories into highly dynamic, interactive

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A publication of GISD's Special Education Services Center

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Children With Autism

By: Shea Bearup

Children with Autism are a growing concern in the world today. Being an Autistic child my self made this topic very interesting to me. I have researched the following areas: What is Autism, Autism statistics, and treatment.

Autism is a developmental disability caused by a Neurological disorder that appears in the first three years of life. The disability has a negative effect on social and communication skills, so this makes it

visual vignettes. Learn more about this monumental endeavor and how many professionals believe the result of our work can potentially be life changing for families throughout the world.

Reprinted from <http://www.specialminds.org>

In a Nutshell

By Liane Holliday-Willey

Many is the time I've sat over a cup of coffee and a nice lunch, when someone would ask me to tell them what I know about Asperger Syndrome. I almost laugh out loud, but not because the question is funny. It's a straight forward enough request, but it is just silly for anyone to think they can hear all there is to know about something as wide and deep as Asperger Syndrome, before their coffee gets cold. What I tend to do is recommend my books and Attwood's book and Luke Jackson's **Freaks Geeks and Asperger Syndrome**, instead of my complete journal of thoughts. The subject of Asperger Syndrome is worthy of years of graduate school, but a few books and a few words from me are really all the causally interested person has time for. When I'm asked to do lectures on what I know about AS, I still have to stifle a giggle, even though I know the audience is more than casual and in need of all the knowledge all of us interested in AS, can share. Still, like many of us in the AS community, it would be impossible to share all I know in one fell swoop. I wouldn't have the energy to lecture for that long, or at least not the voice. Instead, I try to pare down my strongest feelings on the subject as they are made from my point of view as a person with AS, a mentor to many with AS, and a family member of several on the ASD spectrum. I tend to say much the same sort of thing others in the field say, but I hope I can add the very personal touches that come from my intense connection with AS. Add to my personal association, the fact that I am a psycholinguist, and it becomes easy to fathom that my perspective tends to emphasize the areas of language and cognition, more than behaviors and social skills. In particular, however, it is important to me that we begin to put more study behind the way AS affects females and the elderly. Likewise, it is essential to me that we begin to join together to educate and assist the minority populations who are so

underrepresented in our AS community.

As we who live with AS continue down a shared path of exploration, analysis, education and support, I trust we will begin to focus more and more on the positive attributes that hold hands with AS. One sort of mindset should not rule the world. Indeed, differences in thinking, abilities, interests and even challenges should be exalted and respected. My life with AS is filled with good, bad, and many things in-between, but it is a life I would not change with anyone for anything. Cheers to those who accept who they are and what they have to offer. Double cheers to those who applaud individual differences.

In a nutshell, I believe that if we build long-term bridges of support for those on the ASD spectrum which focus on: appropriate academic placement (which is usually much higher than many educational institutes would readily acknowledge); career matching and placement; education for the world at large, but especially for emergency responders such as the police force and medical communities; interpersonal skill building; cognitive behavior therapy; and finally self-acceptance, we will go a very long way in providing smooth journeys for those with AS.

Reprinted from <http://www.aspie.com/>

One Person, Many Minds: Multiple Intelligences and Our Unlimited Potential

by Anne Carpenter

In the early 1980's, Dr. Howard Gardner wrote a groundbreaking book *Frames of Mind: The Theory of Multiple Intelligences*, in which he presented the idea that we all have different kinds of intelligence and not just one form that can be measured numerically by the standard IQ test. These intelligences include: **1) Logical-Mathematical**, which involves the ability to solve problems in a logical way and strength in mathematical skills. **2) Verbal-Linguistic**, involving the use of language for expression and creativity.

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3) Interpersonal, involving relationships with others. **4) Intrapersonal**, involving understanding oneself better. **5) Naturalist**, involving an understanding of the natural world. **6) Musical/Rhythmic**, involving the use of music and the sense of rhythm. **7) Visual/Spatial**, involving an understanding of the visual arts and the visual world around us, including one's place in space. **8) Existential Intelligence**, an understanding of issues of life and death, which is a lifelong process. It is thought that we all have these intelligences in us, but some are more latent or underutilized than others. Traditional teaching methods have emphasized the verbal and mathematical aspects of intelligence, and less on the interpersonal skills of creativity, problem-solving, and appreciation of nature. It is thought that some or all of these intelligences work in concert with each other and are interconnected. Several years ago, there was a lot of interest in using MI in schools to help students become more well-rounded, but recent changes in education have made this much harder. Instead, children are being educated in more rigid, circumscribed ways and their learning is being increasingly measured in test scores. In my opinion this has squelched latent potential in young people. However, now that the No Child Left Behind legislation is being challenged, teachers may once again find an avenue for teaching using the concepts of MI. This might include multisensory activities, such as those taught in Montessori schools and more individualized classroom settings that are tailored to each person's learning style. One example of what I am saying is years ago when my sister took a humanities course in high school that incorporated art, literature, and social studies. I myself use Multiple Intelligences every day. For example, when I answer the telephone to help a parent or when I have lunch with my mother and an old friend from childhood, I am using Interpersonal Intelligence, when I am figuring out how to answer a question from the ASM website, I am using Logical Intelligence and Intrapersonal Intelligence (describing my experiences of being an individual with autism, as it relates to helping that other person), Naturalistic and Visual Intelligence, when I take a walk to Gallup Park near my apartment and enjoy the sheer natural beauty of the trees and

plants, and Kinesthetic Intelligence, when I make an effort to move more slowly and carefully, so that I won't fall or break things, as I have done in the past and still do, if I'm not careful. This is an example of how one uses MI every day, and how one uses more than one of these aspects of MI, not just one. By using this concept all the time, we can tap into the vast fund of potential that lies dormant in each one of us, but that can be awakened at any time, for the rest of our lives. Think of what a difference to society that would make!

Reprinted from ASM Horizons

More Than Eyeball-to-Eyeball

Looking is a critical part of communication and social interaction. We learn information when we pay attention to people's facial expressions, their gestures and other body movements. We learn more by observing what is going on in the surrounding environment.

Problems with eye contact...

Students with autism are frequently described as having a lack of eye contact. More careful observation can reveal a variety of looking behaviors. Sometimes students:

- ☞ Avert their gaze to purposely avoid looking at people
- ☞ Avoid eye contact vigorously as if trying to avoid pain
- ☞ Don't look because they are looking somewhere else
- ☞ May look, but they don't look at the important places where other people would look
- ☞ Do not look like they are looking, but they seem to know everything that is happening

These students do not use their eyes effectively to enhance communication and social interaction. They don't use their eyes well to make a social connection with others.

What does this mean for social skills?

Looking is an important foundation skill for effective social interaction. Eye contact is the basis for making a social connection with people. Looking at the right things can enhance communication. Here are some reasons why:

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People communicate with body language and facial expressions and gestures. If a student doesn't look at them he will miss very important pieces of communication information.

A lot of social learning comes from watching other people. Not watching eliminates many opportunities to learn new information and model new behavior.

Eye contact lets people know we are listening. Not looking or not looking like you are paying attention can make the communication partner feel ignored. Then they may feel uncomfortable or stop communicating.

Focusing on less significant details can prevent students from grasping the big picture or the larger context of an event or interaction,

And here is one more piece...

I have talked with a number of teens and adults with ASD who have told me the same thing. They say, **"I can either look or I can listen, but I have a hard time doing both at the same time."** They describe having difficulty when too much information is coming in at once.

It is not just an eyeball-to-eyeball thing...

The solution is not just teaching children to stare at someone's eyes. Staring eyeball to eyeball won't create the result we want. You see...it is not just a problem with looking. It is a problem with focusing attention.

So this is what we need to teach...

Teaching students to look and establish eye contact is OK...as long as we are teaching them to do it in a natural way. (We don't want to teach them to stare.) But this is not the only skill that needs to be considered. Here are more...

1. Orient to the person they are talking to

Teach students to turn their body toward the person. That helps students look like they are paying attention.

2. Look like a listener

We need to teach students to look attentive.

They must manage the rest of their body so they can attend to a communication partner.

Excessive body movement, playing with objects or related behaviors can disrupt good attending.

3. Watch other people

Students need to learn what to pay attention to.

Having them practice watching people can help. Make it a game. Specific instruction in how to look, where to look, and what details to pay attention to can be beneficial. Students may need help accurately interpreting what they see.

Establishing attention will help students become more successful in the social environment. Developing the ability to look like an attentive communication partner is essential to enhance a student's social presence. It will make a difference in how other people perceive them. Yes...it will make a difference.

Reprinted from <http://www.lindahodgdon.com/newsletters.html>

NEA's New Guide for Educators: *The Puzzle of Autism*

The National Education Association (NEA) recently published a 38-page guide entitled *The Puzzle of Autism*. It explains the common features of autism and suggests effective classroom strategies for improving communication, sensory, social, and behavioral skills. *The Puzzle of Autism* was produced in collaboration with ASA's former Director of Information and Referral Services Ayda Sanver. The American Speech-Language Hearing Association and the National Association of School Psychologists also contributed to the guide. To receive a complimentary copy of *The Puzzle of Autism*, send an e-mail to gapsinfo@nea.org. A PDF of the guide can be downloaded at www.nea.org/specialed/images/autispuzzle.pdf.



Reprinted from autism-society.org

We Autistics Grow Up and Grow Old by Kathy Grant

As long as I have been part of the autism movement, there has been much too little focus on adults and senior citizens with autism. Yes, it is important that things like early intervention and school age stuff such as IEPs need to be discussed, research into the latest and best methods that are available and necessary, it is important to realize

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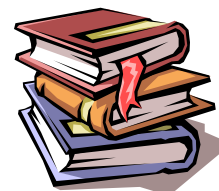
that autistic people grow up to be adults. And when we grow up and grow old, things like jobs, housing, health care, and support services in helping us live our lives to the fullest are not only important, but necessary. Also, we grow old and therefore services for senior citizens are important. I personally know of at least two people with autism who are over the age of 60. Also, people need to know that adults and senior citizens with autism want to share with the wider world about our lives and struggles, both good and bad. We want organizations like the local autism chapters and AUTCOM to have sessions that focus entirely on adults and what adults and senior citizens face. People need to hear about how a young adult with autism riding the bus to work sees a pretty woman and inadvertently scares her because he finds her pretty and does not know how to communicate that he just wants to talk to her. People need to hear that some people don't get diagnosed with autism until their late 50s. Personally, when I was at the Best of the Northwest conference in Seattle in 2000, I had a woman tell me that she just found out her husband may be on the spectrum at the age of 87! And I have talked to people who were diagnosed in their late 50s who find relief that what they have has a name to it. And the relief they find is tremendous because they feel like that there is a reason why they could never make friends or understand the social side of things well. It means that they don't have to blame themselves for being at fault for something that has its origin in the brain. People need to hear about married persons with autism and how they live their lives. For example, I have a married friend with autism tell me that he consults with his wife on things all the time. He said that he had to turn down a conference a few months ago, where they asked him to be on a panel because they only paid expenses and not an honorarium. And as a newly married couple (the one year anniversary was last month), they both have jobs and bills to pay. And now the husband just found out that he has to look for a new job because the job that he has had for 10 years is being phased out at the end of September. The married man told me his wife comes first and this shows how much he loves and values her. People need to know that sometimes we need more support on living our lives. For example, there are some of us on the spectrum who need more than just one social skills class a week on how to maintain friends and friendships. It gladdens their hearts when someone actually takes the time to befriend him/her and take time to listen to them and share his/her interests

(regardless of how esoteric) and do ordinary things like shop and go to the movies. And supports can also come when unexpected things like bed bug infestations arise and that person's family and advocate help out with things such as buying new bedding and making sure that persons emotional stability is not rocked too much. People need to hear about triumphs big and small from adults and senior citizens with autism. And these can range from a person who just got his/her first paycheck from a job in the community and spending some of that hard earned cash on Madonna tapes. To seeing that person go out to lunch on his birthday and have that lunch be paid for by his good friend to hearing about the adventures of taking pictures of Gothic churches in Buffalo, NY because they are cute, to knowing that person has an influence on other peoples lives because he is on the Board of an organization whose main focus is safeguarding the human rights of people on the autism spectrum. What is more important is that many parents of children on the spectrum want to know and hear about what their child will be like when he/she grows up. And it makes them happy when they meet an adult with autism who is living and contributing to the community. It is also comforting to know that there are autistic people who are over 65 and are still working and enjoying life. After all, children with autism grow up to be adults and these adults with grow old. And when these adult's grow old it is important to know about their lives and to learn from them. After all, life does not stop at the age of 18.

Reprinted from: www.autcom.org

PAC Library

The Parent Advisory Committee (PAC) has a library of books, DVDs, & videos on various special education areas. Many of these resources are about autism spectrum disorders and can be checked out at GISD's SESC-N, 5075 Pilgrim Road, Flint, MI 48507. For further information contact Marcia Clark at 591-4881.



Conferences

Date	Title & Location	Speakers	Fee	Contact Info
May 18, 2006	Psychopharmacology Moods, Needs, & Mental Health Troy	Irene Ortiz, MD, MSW	Vary	1-800-843-7763 www.pesi.com
May 19, 2006	Psychopharmacology Moods, Needs, & Mental Health Novi	Irene Ortiz, MD, MSW	Vary	1-800-843-7763 www.pesi.com
May 19, 2006	Practical Strategies for Working with Students with AS & HFA Detroit	Kathy Morris	\$179	1-800-735-3503 www.ber.org
June 15-16, 2006	MI Assistive Technology Summer Institute — Reaching & Teaching Every Student Traverse City	Skip Stahl	\$40 Parent/ Student \$20	1-800-274-7426 Jeff Deidrich Www.cenmi.org/matr
June 20, 2006	Using Verbal Behavior to Analyze Language & PECS Detroit, Michigan	unknown	\$205	www.pecs.com 1-888-732-7462
June 22-23, 2006	2-Day PECS Training Detroit, Michigan	unknown	\$395	www.pecs.com 1-888-732-7462
Oct 25-27, 2006	Geneva Centre for Autism International Symposium Toronto, Canada www.autism.net	Multiple	\$150-700	Ginny Kontosic Ph: 416-322-7877 x 516 symposium@autism.net



**Perspectives is now on
the GISD website at
www.geneseeisd.org**

**under Publications tab, then
click on the newsletters link.
Scroll down to find
Perspectives. Publications
from the past 2 years are also
archived there.**

**Unmasking the Face:
superluminal.com**

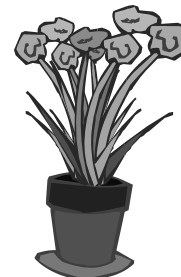


An Interactive exercise in the recognition
of emotions from facial expressions. A

free game available on www.neurodiversity.com

STEP by STEP

We'll find the missing pieces. Support
autism research. For more information:
www.AutismSpeaks.org



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Support Groups

- * Autism Support Group of Genesee County: www.geneseeautism.org
- * Autism Support Group in Flushing: Christina Franklin (810) 732-1776
- * Linden Community Schools Support Group for parents & guardians of children with an autism spectrum disorder: Moilanen (810) 591-9138 or 591-0708, Nyman (810) 591-9174
- * ASA/Oakland County Chapter Events: www.asaoakland.org
- * Jack's Place for Autism: www.oakland.edu (click site map, then centers)

Websites on ASDs

Excellent websites for information on Autism Spectrum Disorders.

- ☞ Autism Society of America: www.autism-society.org
 - ☞ Autism Society of Michigan: www.autism-mi.org
 - ☞ ASA Oakland County Chapter: www.asaoakland.org
 - ☞ Dr. Tony Attwood: www.tonyattwood.com
 - ☞ On-line Asperger's Information and Support-OASIS: www.aspergersyndrome.org
 - ☞ The Gray Center: www.TheGrayCenter.org
 - ☞ Liane Holliday-Willey: www.ASPIE.com
 - ☞ Free pictures of visual schedules, etc.: www.usevisualstrategies.com
 - ☞ Picture Exchange Communication System: www.pecs.com
 - ☞ TEACCH: www.teacch.com
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