



ABIQ NEWS

Dec 03

Autism Behavioural Intervention Queensland (ABIQ) was formed to enhance the treatment of children with autism. It is the belief of ABIQ that children with autism are best treated by Applied Behavioural Analysis. This therapy gives children with autism a chance – a chance to grow, to live and to lead a fulfilling and independent life.

Happy Christmas to All

Another year seems to have flashed by and we are now all racing around getting ready for Christmas once more. Well, it is the season of good will and I must say there was plenty of good will at the 2003 ABIQ Christmas party. Again this was a wonderful day and it was made even more wonderful by the superb organisation of Carmel Grasso and her team. Carmel's brother, John Faranda deserves our very special thanks for the considerable funds he raised and donations he secured to delight all who attended with gifts, entertainment and delicious food and drinks. We thank Australand Holdings for providing the baby animal farm and also Carmel and Fiona Treadwell for their shopping skills in purchasing such well chosen gifts to be presented by Santa Claus (a role beautifully played by Carmel's cousin.) Thank you from us all for a truly memorable day!

Looking back over the year, there have been a lot of things happening. Notably, the seminars and workshops, the fundraising activities and lots of planning have certainly kept members of the Committee very busy especially Bianca, Kylie, Michael and Dee. In fact, I would like to say to everyone at ABIQ "Thank You All" for your great work. We feel we are moving ABIQ forward and doing our bit to bring Autism and ABA to the attention of the community.

In meeting with the other autism organisations here in Brisbane, we have been discussing National Autism Awareness Week for 2004. One project that we have decided on is to produce a brochure with the theme - What is autism? We want to get the answer to this question from adults and kids (of any age) with autism. Can you ask your child what autism means to them? We will be choosing a few responses to submit from our kids for this project.

Sometimes we all get a bit down about how hard it can be for the entire family living with autism. However at times something comes out of the blue to really lift our spirits and make us realise that all we do is appreciated. I'd like to share with you all a real surprise I have recently been given. Unbeknown to me, my son Christopher had entered a competition run by Triple M radio, along with all the other kids in his class. The competition asked the kids to write and say why their parents were special and what special treat they would like to give their parents. I received a call from Triple M to say Christopher's letter had been chosen as one of the winners. Thank God only one person I know heard the call on radio because as you can imagine, it reduced me to a blubbering fool. Christopher wanted to give us a ride in a Cadillac and a stay in a flash hotel. I think I floated around on a cloud all day while Christopher was a bit of a hero at school and all his class seemed to be as happy as if they had won the competition themselves. I hope sometime all of you get to experience in some way love and appreciation from your child. We all do what we think is the best for our children, to give them the best chance in life, but it can appear to be thankless. Remember...appearances can be deceptive.

Wishing each and every one of you and all your families a very happy Christmas and a wonderful New Year.

From Maria and the ABIQ Committee

ABIQ wishes to thank the following businesses for their generous donations to our 2003 Christmas Party:

John Faranda - Carina Fruit Market, Australand Holdings Pty Ltd, Gollagher Brothers Pty Ltd, Banana Raja, Bunnings Warehouse, Central Park Produce, Coles Supermarkets, Don Alroe & Sons, Favco Qld Pty Ltd, Franklin Brothers, GNL Produce, Bob and Sandy Holland, Learning Journey Australia, Keith Lind Pty Ltd, Lind & Sons Pty Ltd, Living Well, McDonalds, McGuires Bottle Shops, Pizzaland, R W Pascoe Pty Ltd, Quality Fruits Pty Ltd, Queensland Rail, S & L Fruit & Vegetable Trading, Shamrock Marketing, United Lettuce, Woolworths, W S Williams & Son

The 2004 Autism Conference "Reach for the Stars"

ABIQ is organizing "The 2004 Autism Conference" on 14 and 15 May 2004 with the theme "Reach for the Stars". Our goal is to give parents, caregivers, professionals and educators of children with ASD access to information on a range of treatment options and strategies which may better enable the child with ASD to reach his or her full potential.

To keep up to date on the latest happenings of ABIQ and The 2004 Autism Conference please visit our website regularly. The site is being constantly updated. **To ensure you are receiving the latest information, please remember to click on the refresh button every time you enter our site.**

GENERALISATION AND PLAY WITHIN AN ABA PROGRAM was the topic of ABIQ's most recent workshop, held at QUT Kelvin Grove on 06.12.03. The workshop was one in the series of ABIQ free seminars and workshops funded by the Queensland Government's Gambling Community Benefit Fund.

We would like to sincerely thank our presenters Kathleen Davey and Mogens Johansen for providing the participants with such an interesting and worthwhile session.



Photo shows Mogens giving participants the opportunity to play like a child.



FREE SEMINARS AND WORKSHOPS ON AUTISM

The Queensland Government's Gambling Community Benefit Fund is proud to provide funding to Autism Behavioural Intervention Queensland (ABIQ) to conduct the following seminars and workshops in 2004:

26 Jan	Social Stories workshop	9am - 3pm	QUT Carseldine Campus
31 Jan	Seminar on Autism	9am – 1 pm	Gold Coast Griffith University Gold Coast
31 Jan	Basic Facilitated Communication workshop	9:30am – 4pm	QUT Carseldine Campus
1 Feb	Seminar on Autism	9am – 1 pm	Sunshine Coast (location to be advised)
14 Feb	Tracy Bester workshop	9am – 5 pm	QUT Kelvin Grove Campus
28 Feb	PECS workshop	9am – 3 pm	QUT Kelvin Grove Campus
13 Mar	Sensory Processing Issues for Children with Autism workshop	9am – 12pm	QUT Kelvin Grove Campus
27 Mar	ABA workshop	9am – 5 pm	QUT Kelvin Grove Campus
28 Mar	ABA workshop	9am – 5 pm	QUT Kelvin Grove Campus

For more information on a particular seminar or workshop,
please visit the ABIQ website at www.abiq.org
or contact ABIQ on 07 3264 2582

How does a Verbal Behaviour model differ from a Lovaas or discrete trial model?

A traditional ABA model such as the one pioneered by Dr. Ivaar Lovaas stresses compliance training, imitation skills and building receptive language for young, non-vocal early learners. The VB model, on the other hand, looks first at what the child wants and then teaches the child how to request (in VB terms, how to mand). These are the perceived differences of ABA and Verbal Behaviour.

There has been a lot written in recent years with respect to ABA and Verbal Behaviour. Much of the information has appeared on the web easily accessible to anyone with a computer and an internet connection. On the positive side, the information has been spread quickly, and with respect to Verbal Behaviour, a new generation is now aware of Skinners analysis of language. On the negative side, some misinformation has been passed along just as quickly, and programs that have been developed from the study of Verbal Behaviour have been mistaken as a new science or a new approach to teaching. These issues should be explored as they have important implications regarding the advancement and promotion of behavioural science and the ability of consumers to obtain efficacious treatment by qualified individuals.

The first point to consider is that behaviour analysis has been concerned, and is concerned, not only with what people do, but also with what they 'say' (verbal behaviour also applies to modes of communication other than speech). Then what about programs identified as verbal behaviour programs? Well, they are concerned not only with what people say, but also with what people do. So what, if any, distinctions are there? The following

represents some of what has been disseminated via the web regarding what are thought to be the distinctions:

Most AVB therapists are inclined to

- (a) do less of their teaching in a classroom-like setting and more of it throughout the child 's natural environment,
- (b) make greater use of errorless teaching, and
- (c) to a greater degree, mix and vary the different teaching targets and tasks.

It is difficult to address these assertions as one would first have to accept the premise that there is such a thing as an AVB therapist, and that there is something different called an ABA therapist. To date, I have not been able to find any references to verbal behaviour therapists or applied verbal behaviour therapists in any behaviour analytic texts. Furthermore, the authors of the book cited most frequently, on listserves, in connection to applied verbal behaviour (Sundberg & Partington), and who run a school providing behaviour analytic services with attention to Skinner's analysis of language, do not mention professional positions with such a title anywhere in their book, nor on their website. On their site, they write, we have several positions available for experienced and enthusiastic behaviour analysts. This is the accepted title of practitioners of applied behaviour analysis. Behaviour analysts are the individuals that provide the direct services and consultation for these programs. AVB therapist or AVB consultant are terms that have been used by some practitioners, but possibly may be used to signal to consumers that the practitioner has an interest in Skinner's analysis of language and/or some formal study or familiarity with specific agencies curricula. The titles are, however, unregulated and can be used by anyone. Some of the unintended consequences of using these titles have been: The idea that a new science has emerged, the idea that these practitioners are better suited to address language issues than other behaviour analysts not using the titles, the difficulty in finding behaviour analysts that have used the curricula commonly associated with this movement, and what I feel is potentially the most important issue; the difficulty some consumers have in discriminating those individuals who are qualified from those who are not. These issues will be discussed further in subsequent paragraphs.

With respect to the setting in which instruction is delivered, and the types of prompting systems used, different clinicians have different clinical preferences. However, whether one has identified a program as ABA or AVB, behaviour analysts should not align themselves with a single approach to teaching. The differences in the ways in which individuals respond to environmental arrangements preclude using a single approach indiscriminately. A unifying dimension in behaviour analysis is collecting empirical evidence in such a way that one can validate the strategies used for each person.

The data collected in behaviour analytic programs are to be turned into pictures and used to make timely teaching decisions. The data represent what we could see or hear at the time the person was behaving. The quantified record is something that can then be organized to tell the story of what a person was doing under some set of conditions. When making a record, one wants to have the most complete and accurate information possible. The data should show the changes to a person's behaviour as a result of the different things that are tried. Some measures are blunter while other measures are more sensitive. When measuring behaviour, there are considerations to make other than the sensitivity of the measure; especially in applied settings. Typically,

we want to select the most sensitive measure possible, as well as to be able to perform all necessary teaching duties. Again, each situation is unique, and decisions based on what is feasible need to be made. However, these decisions do not result in one solution, as is implied by the following:

Speaking as an educator who has collected data in both ways I must say that for quality teaching, probe data is much better.

As was stated earlier, in behavioural science, one wants to capture as complete a record, of a learner's behaviour, as possible. When one selects a particular dimension of behaviour to collect, then one has simultaneously made a decision that other dimensions are not as important, or can be ignored. This is a judgement that may or may not be borne out over time. As one example of the implications of how one measures behaviour, if one decides to collect information on how frequently tantrums occur, then one has also decided that collecting information on how long the tantrums occur is not as important. But imagine 10 one-minute tantrums becoming one 20-minute tantrum. Although the frequency may have gone from 10 to 1 (what could look like wonderful progress), ten minutes of tantrum behaviour is now twenty minutes; a doubling, or worsening. When collecting probe data (i.e., data collected occasionally), the schedule on which the data are collected may be a good enough representation of what occurs at other times (note: the degree to which the data are representative should not be judged by memory), or it may leave one with the impression that things are fine when they are not, or that things are not well when they are really just fine.

By simplifying data collection procedures, more people may be inclined to collect some sort of record and that is a good thing. However, it will undoubtedly be the case that that record will not be good enough for some learning situations, and something different should be done and can be done, because the field is not aligned to any one method of data collection; just as it is not aligned to any one style or method of teaching.

The teaching styles and methods can become a part of a curriculum. Procedures shown to be effective with many learners are selected. Skill sequences are sometimes carefully selected because they too have been shown to help aid in student learning. Behaviour analysts should be familiar with curricula that have been validated for a variety of learners. Knowledge of the curricula in combination with the tools of behavioural science has been shown to be a highly effective way to educate students of all abilities. However, defining the practitioner by the curricula used introduces unregulated and currently meaningless titles, it obfuscates the science that is the foundation of the teaching, and it can lead to practitioners attempting to fit students to curricula and blaming the students when there is failure.

The curricula are guides for what and how to teach. They are not different approaches known as ABA and AVB. They provide suggestions and guidelines to aid in the development of effective treatment and education for the issues of importance of various people. The science provides us with tools to help us see whether or not the things that we do are actually helping the people we are trying to help.

Warm regards,

Brian

(A contributing member of the Me List)

**"If a child can't learn the way we
teach, we must teach in a way the
child can learn"**
o.ivar lovaas

A very big thankyou to the 4KQ Special Children's Christmas party and Vince Dickson for donating left over presents to ABIQ families who could not attend the party!

If you were unable to attend the party, please email or phone Bianca 3264 2582 enquiries@abiq.org to organise a time to pick up your present.

Gifts available: 21 table and chairs sets

8 keyboards

3 musical dolls on bikes

19 Smartie Projector (over 3 yrs)

7 Radio Binoculars

4 Pinball games (5yrs and up)

Gluten and Dairy-free diets about to give up? Read this first...

Written by **Fiona Carter**

B.App.Sci.(Biol/Biotech), B.App.Sci.(M.L.S./Biochem) *hons.*, Grad dip(Clin nut)

The idea of dietary intervention as a "treatment" for autism is gaining acceptance amongst health professionals and parents as exciting new scientific research gives foundation to the "opiate excess" theory - that certain proteins in grains and dairy products are not properly digested and interfere with normal functioning of the nervous system. A strict gluten and dairy-free diet increases pain sensitivity, improves eye contact, social and communication skills in many autistic children and while it may not be a "cure" for autism, it usually makes the child respond far better to behavioural intervention techniques.

I have seen many disappointed parents over the years who have attempted a gluten and dairy-free diet in an effort to help their autistic children without noticing any benefits – in fact the diet makes seizures worse in many epileptic children. "How long should we stick with it before we give up?" is a question asked by many parents. At least 90% of the children I see who have not seen positive results with a gluten and dairy-free diet show significant improvement given a little help and guidance. This article is designed to encourage parents to re-try dietary intervention, improve the benefits seen or to make establishing dietary intervention easier.

Before starting with dietary issues it is important to ensure your child has "good bugs" living in their digestive tract. Candida is a yeast which often resides in the gut of autistic children, particularly those who have been on antibiotics at some stage. Sure signs of a Candida infection include a white coating on the back of the tongue, excessive wind and tummy troubles. It is worthwhile checking the whole family as the infection can get passed on easily. The treatment for Candida involves getting a prescription for Nystatin from your doctor. While on Nystatin your child or family should take "Inner Health Plus" by Ethical Nutrients (Available in pharmacies and Health Stores) or another dairy-free acidophilus supplement to put the "good bugs" back in the digestive tract. Toothbrushes should be soaked in peroxide to kill the yeast and minimise the chance of reinfection.

Probably the main reason dietary intervention hasn't worked is from not sticking strictly enough to the gluten and dairy-free program. The best approach is to think of your child as being allergic to these proteins and to avoid any possible sources of gluten and dairy in the diet. This can be difficult – gluten is found in wheat, oats, rye, barley, triticale and spelt, and in everything derived from these grains including malt, maltodextrin, glucose, "cornstarch" (which is usually from wheat), vegetable protein (TVP) and modified starches. It can also show up as an ingredient of an ingredient – such as soy sauce which is used to flavour many products. Other sources of gluten contamination include meat – which should be washed (butchers flour their chopping boards), and breadcrumbs in margarine or toasters at home. It is important to read all labels in the supermarket – never assume a product is gluten or dairy-free until you read the label. **Products containing the following items on their ingredients list are likely to contain gluten unless specified as "gluten free":** Starch, modified starch or cornstarch (1400's range of additives), Hydrolysed Vegetable or Plant Protein (HVP or HPP), Maltodextrin, malt, maltose, amylase and flavour enhancers 620, 621(MSG), 622, 623, 624, and 625. Free range eggs and grain-fed beef may also cause problems in gluten sensitive kids.

Dairy-products also show up in some peculiar places such as jam, soy yoghurts, soy cheese and soy ice-creams, gluten-free breads, flours and bread mixes. "Lactose free" does not mean "dairy-free" – casein and

milk solids are common ingredients in both lactose and gluten-free products. Goat and sheep milk, and whey milk alternatives also contain casein and need to be avoided. Again, it is important to read all labels. Apart from the obvious ingredients of milk solids, skim milk powder, cheese powder, whey, whey protein isolate and hydrolysed whey protein **the following items on food labels are from dairy products and are unsuitable for a strict dairy-free diet:** Casein, Food additives 469 (Sodium caseinate), 482 (Calcium lactate), 270 (Lactic acid), 325 (Sodium lactate), 326 (Potassium lactate), 327 (Calcium lactate), 328 (Ammonium lactate), 329 (Magnesium lactate).

Sticking strictly to the diet is more likely to give positive results – any slip ups may mask any benefits seen – the best rule being “**if in doubt leave it out!**”.

If you have stuck rigidly to the gluten and dairy-free diet with your child and have still not seen results it is worthwhile exploring the possibility of food and chemical allergies or intolerances. The first thing I always advise parents to do is to switch to unperfumed washing powder, shampoo and soaps. It is well known that many autistic children have trouble “detoxifying” chemicals – essential oils, natural gas, plastics, smelly bubble baths and carpet deodorizers all load up your kids (and you) with nasty chemicals. Remember chemicals end up in our bodies through food and drink, breathing them in and through the skin.

If your child suffers from hyperactivity, delayed speech, excessive or uncontrolled urination, anxiety or behavioural problems it is likely there is some other food or chemical sensitivity playing a part aside from gluten and dairy. Sensitivity to food additives, amines, natural MSG and salicylates are usually genetically inherited and I commonly see sensitive ASD children who have a parent with asthma, irritable bowel syndrome, arthritis, or dermatitis and siblings with ADHD, bedwetting or concentration problems. Chemical sensitivities can show up as different symptoms in different people. “Natural” and artificial food additives, found in most processed food should be avoided where possible. Amines are natural chemicals found in many foods such as chocolate, aged and processed meat (ham, sausages etc), concentrated tomato products and sauces. Natural MSG is particularly high in fermented foods, tomato products, and mushrooms; Salicylates are natural chemicals found mainly on the surface of fruits and vegetables and are particularly high in tomato, fruit juices, herbs and spices, honey, mint, fruit flavoured products and all dried fruit. Because they are concentrated on the surface of fruits and vegetables, peeling and washing reduces the “salicylate load” significantly. The lists of natural food chemicals are too extensive for this article. The shopping list outlined below is low in added and natural chemicals. If you notice an improvement in your child following this approach it is worthwhile seeking professional help to determine which chemicals and foods are causing the most problems. Many vitamin supplements for kids contain gluten, dairy or flavours and may be doing your kids more harm than good. The “Failsafe” approach of completely avoiding all foods with amines, salicylates and other chemicals is NOT advisable long term for children on a gluten and dairy-free diet – the nutritional deficiencies of the combined diets are likely to make your child more sensitive to chemicals and they will end up with worse “detoxifying” problems. With appropriate guidance, sensitivities to both natural and artificial chemicals can be reduced.

If you suspect your child has a problem with a particular food such as soy or eggs it may be worthwhile getting them tested for allergies. Children who have sensitivities to soy products, yeast (in bread), apples and eggs usually “grow out” of the problem in time – rechallenging them with these foods every couple of months is a good idea. Eggs may be a problem on their own but are ok when used in cooking.

ASD children with epilepsy often get worse on a gluten and dairy free diet because of blood sugar fluctuations. Most gluten and dairy free food is high glycaemic index – meaning it gives a dramatic rise in blood sugar. A “low glycaemic index” approach which endeavours to keep blood sugar levels relatively constant is the best option for reducing seizures. As a guide, use fructose (fruit sugar) instead of sugar in cooking, pure maple syrup, basmati rice or rice noodles and sweet potato rather than potato. All Freedom Foods products listed below are low glycaemic index as are cashews, soy and nut butters. The recipes below made with fructose are appropriate for a low GI diet.

Stocking the pantry

The following items are gluten and casein-free, free from nasty additives and low in natural food chemicals

From the health food section of your supermarket:

- Freedom Foods rice flakes
- Biogenic rice bubbles (Coles only)
- Orgran or Freedom Foods pancake mix
- Orgran egg replacer
- Pure Harvest rice milk with calcium or soy milk
- Orgran bread mix, Freedom Foods gluten-free flour or FG Roberts's gluten-free flour
- Freedom Foods enriched spaghetti/ pasta
- Freedom Foods coconut dream cookies
- Plain “chick nuts”
- Cashew spread, hulled tahini or Freedom Foods soy butter
- Abundant Earth carob powder (Coles and health food stores)

From the dairy section

Active Soyghurt – vanilla or natural soy based yoghurt
 Kingland soy cream cheese
 Nuttelex margarine
 Logan Farm frozen potato chips (BiLo, IGA and Action)
 Frozen vegetable mix

From the fruit and veg section (peel and wash all fruit and vegetables)

Cashews (cheapest bought in a 750g – 1kg bag from fruit and veg section)
 Potato, sweet potato, cabbage, beans, snow peas, carrots, bean shoots, Chinese cabbage, iceberg lettuce, “dry slaw” undressed coleslaw packs, Brussels sprouts, Swede, choko, garlic, fresh parsley
 Pears, Ya/ Nashi pears, bananas, paw paw, custard apple, mango, rhubarb

Canned foods

Canned chickpeas and butter beans, canned pears in syrup

Cooking section

McKenzie's rice flour, Farmland or White Wings corn flour, pure vanilla essence, Ward's baking powder, McKenzie's baking soda, tandaco yeast, caster/ brown and white sugar, pure icing sugar (not icing mixture), golden syrup, pure maple syrup

Seasonings

Massel stock powder, Massel gravy mix, McCormick garlic powder and garlic salt, saffron threads, Best Foods real mayonnaise

Meat

Skin-free chicken legs, breasts, turkey, lean lamb and veal, fresh fish and shell fish

Other items

Rice noodles, vermicelli (most brands are ok), mung bean noodles, rice (basmati for low GI), Sun rice rice cakes, Orgran rice and buckwheat crispbread, plain rice crackers, Kettle plain salted potato chips, Eggs (not free range)

From the health food store

Guar gum or xanthan gum
 Besan (Chickpea flour) – also available at Asian grocers
 Gluten and dairy-free bread – check labels (eg “Sol Bakery”)
 Fructose (for a low GI sweetener)

Recipes**Quick pan bread – can be used for sandwiches**

1 ½ cups of gluten-free flour mix (eg Freedom Foods)
 1 tablespoon baking powder
 3 tablespoons caster sugar
 ½ teaspoon garlic salt
 3 tablespoons of Nuttelex margarine
 1 egg
 ¾ cup soy or rice milk

Preheat oven to 190C. Melt the Nuttelex margarine in the microwave until just melted. Add the sugar and salt and mix well. Add the egg and mix well. Add the remaining ingredients and mix well to ensure there are no lumps. Spoon into a greased lamington sized baking tin. Sprinkle with poppy seeds if desired. Bake for 30 minutes or until the bread sounds hollow when you tap the bottom of the pan.

Versatile muffins – makes 6 large muffins

½ cup (62g) Nuttelex margarine
 ⅔ cup (150g) white sugar or ½ cup (110g) fructose
 1 egg (or replacer)
 ½ cup Pure Harvest calcium enriched milk
 1 cup (160g) McKenzie's rice flour
 1 teaspoon guar gum
 2 teaspoons Ward's baking powder
 ½ cup of mashed banana, mango, custard apple, paw paw or canned pear in syrup

*Or 2 peeled and diced Bartlett or Ya pears (nashi pears) or 1 large peeled and finely grated carrot
 Preheat oven to 180C and line a muffin tin with muffin cups sprayed with cooking spray. Mix margarine, sugar and egg by hand until well combined. Add remaining ingredients and mix well to remove any lumps. Spoon into muffin cups and bake for approx 25 mins until the tops are browned. Ice with pure icing sugar mixed to a paste with boiling water while still warm.*

“Gingerbread” cookies – can be used to make gingerbread men, cut-out shapes or honey joys.

1/4 cup (62g) Nuttalex margarine

2 tablespoons (40g) golden syrup

1/2 teaspoon baking soda (sodium bicarbonate)

1 tablespoon boiling water

1/2 cup (110g) caster sugar or fructose

1 1/3 cups (150g) besan (chickpea flour) or 1 cup and 1/3 cup of carob powder

Preheat oven to 160C. Melt margarine and golden syrup in the microwave until bubbling. Combine the baking soda and boiling water and add to the syrup mix. Stir in remaining ingredients and refrigerate for 10 minutes.

Roll out on a piece of glad bake (this is easier if you cover it with glad wrap). Cut out shapes. Bake for 10 minutes for gingerbread men and 8 minutes for shapes until lightly browned on the edges.

Quick nut cookies

1/2 cup hulled tahini, soy butter or cashew spread

1/2 cup caster sugar or fructose

1 egg white

1/4 cup crushed cashews

1 teaspoon baking powder

Preheat oven to 180C. Mix all ingredients and flatten tablespoons on to a glad bake lined cookie tray. Bake for 15 mins or until starting to brown.

Other food ideas

- w Dust strips of chicken in corn flour, dip them in egg and roll in rice flakes which have been processed in a food processor
- w Baste skinned chicken legs with maple syrup and sprinkle with garlic salt before baking
- w Add mixed veggies to pancake mix and make little veggie pikelets for fussy eaters
- w Pancake wraps make a good bread alternative for lunches with cold meat, coleslaw and mayo

The benefits I have seen in the ASD children and their families who are sticking strictly to the gluten and dairy-free diet, and who have ascertained other chemical and food sensitivities, far outweighs any inconvenience. I have also worked with children who have greatly benefited from a gluten and casein-free diet who, on improvement of their general health and digestion, have been introduced back to gluten or casein with no adverse effects. This approach should be done under the supervision of a health professional.

So the final message is... Try this program before you give up – you will hopefully be pleasantly surprised!

For further information regarding gluten and casein-free diets, food chemicals, the glycaemic index or anything regarding the health and well being of your child or family contact me on 0422 062882 or email madbiochemist@hotmail.com.

BIO YEAST

It is yeast but not as you know it!

For Customers that are yeast intolerant, we have now a rising agent that can be used by you.

Suitable for people with candida and other conditions that preclude the intake of yeasted products

It works just as normal yeast and is available in 400g tubs.

For more information contact The Home Bread Team

Ph: 3260 7655

www.homebread.com.au

Thankyou Loretta Bryson for passing this on to us!

SCHOOL'S RULE

NAAW-NATIONAL AUTISM AWARENESS WEEK MAY 9TH-16TH, 2004

WHAT IS AUTISM?

Changing the face of autism with the introduction of Queensland's first State wide awareness campaign

This promises to be a spectacular week with an impressive line-up of events.

Get your school talking "Autism" for some fantastic prizes!!

jesse.ka *shows you how!*

Visit <http://www.jesseka.com>

Proudly sponsored by Direct National, SDS, Ben.Q, Spectronics, MTA, Josie Santomorouo, The Book Garden, S.N.A.P., Head Spin Memorabilia, <book in hand> and many other generous sponsors, are you asking the question????

Participation open to all schools and child care facilities across Queensland.

2004 is shaping up to be an exciting year for the autism community with a council of all major organisations joining forces for the first time in Queensland's history to raise public awareness of autism. With recent world figures confirming that autism is being diagnosed at the rate of 1 in 100, the need for understanding is more imperative than ever. Mothers Day, May 9th 2004 marks the beginning of this auspicious event in which many very special activities have been carefully planned. As an appropriate lead up to National Autism Awareness Week (NAAW) and as a means to get the community involved **jesse.ka** is launching a state-wide competition for all schools in Queensland.

For schools to be eligible to nominate, they must provide the following:

1. successfully answer the question, "What is Autism?" in 25 words or less;
 2. an explanation as to what constitutes your school being considered as "Autism friendly". Make a list of the practical solutions your school has employed for effectively working with students with an Autism Spectrum Disorder;
 3. evidence of increased awareness of Autism in your local community as a direct result of the efforts of your school community;
- The three finalist schools will receive prizes from a massive prize pool which is being compiled at present. This includes Data and Digital equipment, sporting goods, kitchen ware, office furniture, library resources, occupational toys, and most impressively, a *free* four-part series of workshops for the school by our Autism Consultant Tracy Bester, an entire set of the Learning Curve Series resources valued at no less than \$1000.00, and six 2 hour in-school consultations over a 6 month period. Guidelines and entry forms will be forwarded to every school in Queensland. Every participating organisation will be presented with an "Autism Friendly Award".

At **jesse.ka** we believe that we are only ever limited by the words 'I can not achieve'. Throughout the generations, many of the most dedicated individuals who have contributed to society, present with either Asperger's Syndrome or Autism, eg. Albert Einstein, Mozart, and in more recent time's individuals well known to the entertainment industry. In order for society to continue to benefit from the brilliance of such individuals we need to provide the crucial foundation - *intervention*. And intervention is only achieved after awareness is raised.

You can assist in many ways;

1. You could choose to present the competition to your school principal (don't forget to talk about the cool prizes)
2. You could consider sharing this information with business who may like to contribute to the prize pool
3. You might be available to assist your school with submissions or volunteer some of your time to co-ordinate some school activities
4. You may be in a position to offer a few moments to speak to the school assembly about autism
5. You might like to write a letter to your local paper expressing your interest in community based awareness programs.

You will find answers to all your questions, information, prize descriptions, sponsorship information packages, entry forms, guidelines, and all other activities surrounding National Autism Awareness Week 2004 on line at www.jesseka.com. Get involved for your schools share in some fantastic prizes.

jesse.ka is proud to be working alongside Autism Queensland, ABIQ and ASSN for National Autism Awareness Week 2004, as a dynamic committee dedicated to raising awareness of Autism in our community

Defeat Autism Now

An article kindly contributed by ABIQ member Maureen Brand.

DAN™ was born in January 1995 at a conference centre in Dallas Texas. Gathered here were approximately 30 physicians and scientists, from the US and Europe, with special expertise in autism research and treatments. Specialists in the areas of psychiatry, neurology, immunology, allergy, biochemistry, genetics and gastroenterology were among those present. This conference has continued as annual event.

A key figure in DAN™ is Dr Bernard Rimland (a parent himself) and the founder of both the Autism Society of America and the Autism Research Institute. He is also the author of the 1964 book *Infantile Autism* that established autism as a biological disorder, not caused by bad mothering. Perhaps the most significant result of Dr Rimland's attention to parental input was the 1995 birth of DAN™. Hence, the recent 2003 DAN™ Conference was titled *'Parents Continue to Lead the Way'*.

Dr Rimland's drive and that of other passionate parents/Drs and their dedication has brought together Researchers, Clinicians and Scientist from diverse backgrounds with one important goal in mind: to explore the causes of the autism epidemic and to provide treatment options based on a sound biological model.

I first heard of DAN™ when attending my second trip to participate in the second of a three part Son-Rise Program®, specialising in teaching children with autism, at the Autism Treatment Centre in Massachusetts. I was invited to my first DAN™ Conference, by Sally Rubin, a mum whose son is recovering from autism based on the DAN™ protocol. Sally commented that I would get a lot out of it! This was an understatement as it has altered my professional journey somewhat!

By attending DAN™ I found it exciting, empowering, and challenging but also a privilege to be a participant in this new frontier, which is based on scientific and medical evidence that provides a biological approach, to assessing and treating autism spectrum disorders.

One of the challenging aspects is that by acquiring knowledge, comes a responsibility! and that is to share it. This I hope to do by presenting this article.

Attending DAN™ Conference in San Diego California 2001 and Portland Oregon 2003 has given me an understanding of how clinical, testing and specific therapies can pave the way to improving the autistic condition (and related disorders).

The theme of DAN™ is that nutritional, metabolic, and immunologic issues DO exist in autism, and indeed are a central part of the problem, and the improvement of these issues is a prerequisite to success with other therapies, such as sensory integration, speech therapy, behavior modification (ABA) and other special education options. I am happy to share any further information on these different teaching techniques or therapies.

What happens in the gut DOES effect how the brain functions.

The reality of the current catastrophic epidemic of autism is now widely acknowledged. This epidemic among other things has environmental causes that lead children with biological and immunological vulnerabilities to develop learning and behavioral disorders, such as autism, PDD, ADHD and learning delays, to mention a few.

DAN™ physicians believe the paradox that while the epidemic must spring from common causes, the treatment of children caught in the epidemic demands a thoughtful respect for their individuality.

Epidemic! This word is not used lightly. These are the latest statistics from the official State statistics produced by the Dept of Education in the United States, taken from the Raymond Gallup Poll.

Autism increases 870% over the nine years between 1992-93 and 2002-2003 screams the headlines!!!!
(Source: Individuals With Disabilities Education Act data, US Dept of Ed www.wideadata.org/)

Prior to 1980 the occurrence of autism was about 3 to 5 per 10,000. At least two-thirds of these had discernable problems from birth. Less than one-third showed regression of social skills, speech and behaviour between ages one and two years, during the period 1980-85 the occurrence of autism doubled.

By 1985 the occurrence of regressive autism (where the child appeared to develop normally then started to regress in language/behaviour etc) equaled that of the from-birth conditions, suggesting that an acquired condition was overtaking inborn errors or purely genetic conditions.

By 1997 both types (present shortly after birth and late-onset or regressive) had increased, but the late-onset or regressive type was now at least 75% of the total occurrence and this meant the increase was now 30 to 35 per 10,000.

(Continued next page.....)

During the three decades at least ten genetic/metabolic disorders that may feature autism have been described. For more information it is included in the Consensus Report available from the ARI (Autism Research Institute) web site (you may need to take a cut lunch!!) www.autism.com/ari then to DAN™.

Some of the video Lectures I have brought back from DAN™ are:

1. Choosing Treatments Priorities for You Child
2. The Importance of the Basic
3. Current Studies Supporting Biomedical Interventions
4. Dietary Intervention Research/Resources
5. Vaccines Safety Issues, Yeast & Food Allergies

Further Lectures videos are ;

6. Mercury Toxicity in Autism
 7. Environmental Factors as Triggers for Autism
 8. Omega-3 Fatty Acid for the treatment of Autism
 9. MMR Vaccine and Childhood Developmental Disorders
- and many more.....

If there is an interest in seeing a series of these lectures, then let ABIQ now and I am more than happy to share them with you.

For parents making the decision or even investigating the biological treatment, I highly recommend the following books;

- DAN™ Biomedical Assessment Options for Children with Autism and Related Problems by *Jon.B.Pangborn Ph.D and Sidney Baker, M.D.*
Available from the DAN/ARI website and
- Autism and Pervasive Development Disorder 'A mother's story of research and Recovery by *Karen Seroussi*
Available from Book in Hand www.bookinhand.com.au

Warm regards Maurean Brand maurean@smartchat.net.au

Care to Share!

1.ABA Flash Cards on E-Bay

I was surfing the internet and found the following Flash Cards on Ebay for sale:

Why/because, school rules, alphabet, colours, shapes, numbers, animals, time, clothes, garden, home, farm, things that go, Santa, What's wrong, emotions, and sequencing. The biddings seemed to be of a reasonable price and I think well worth a look if you are looking at making or buying your own cards.

Submitted by Bianca.

2. Help with Reading

A useful website for children learning to read or having trouble with reading I came across recently is

www.starfall.com

Submitted by Dee.

3. Siblings Australia

Kate Strohm runs **Siblings Australia**, an organisation for children & adults who have siblings with special needs. Kate runs a number of chat lines from her website, including one for younger children which is moderated at all times.

The details for the site are: http://www.siblingsaustralia.org.au/young_frameset.html

Submitted by Dr Michelle Braithwaite, Project Director, Stronger Families and ASD Project

Qantas Carer Concession

NICAN administers the Qantas Carer Concession Card on behalf of Qantas.

The Qantas Carer Concession Card is issued to people with a disability and high level support needs who require the full-time assistance of a carer whilst they are on the plane. The person is eligible if they need to have one on one support when seated on the plane for assistance with meals/drinks, transferring to the bathroom, orientation, communicating with the flight staff etc. A person would not be eligible if they only need assistance boarding the plane, or when they arrive at their destination.

Cardholders receive 50% discount on the standard full price domestic air travel, in addition to 50% off their carers fare. Please note that the Carer Concession Card does not apply to already discounted fares or 21 days in advance fares. The card will not reduce a child's fare any further but will reduce their adult carers fare by 50%.

This card is a photo ID card which is valid for three years and has an administration fee of \$27.50 including GST.

For further information and an application form [contact NICAN](#).

**PLEASE NOTE:
NOAH'S ARK RESOURCE LIBRARY
WILL BE CLOSED FROM
15TH DECEMBER- 3RD FEBRUARY 2004**

PARTICIPANTS NEEDED IN AUTISM STUDY

Siblings of persons with autism needed to be used as a baseline for genetic autism study through the University of Queensland

Phone Yourhealth for more details:

3395 2455

Australian Vaccination Network

The AVN has recently begun to stock a very large range of books on health and parenting. Many of these books are only available in Australia and some are exclusive to the AVN.

Every book you order from helps to support the work of AVN and also, remember that AVN members and subscribers to Informed Choice magazine get a 10% discount off of all book and information pack purchases. AVN are in the process of producing a new Autism information pack which will be over 250 pages long and will include information on natural treatment options. You can find more information on the website - <http://www.avn.org.au>.

Here is the list:

Vaccination (Including Autism):

Vaccination Roulette

Infant Survival Guide by Lendon H. Smith

Vaccines, Autism and Childhood Disorders by Neil Z. Miller

The Vaccine Guide by Randall Neustaedter

Vaccines: Are They Really Safe & Effective (new edition) by Neil Z. Miller

Vaccination - The Right Choice? by Maureen Hickman

Vaccination - The Medical Assault on the Immune System - by Dr. Viera Scheibner

The Vaccine Guide for Dogs and Cats by Catherine Diodati

DPT: A Shot in the Dark by Dr. Harris Coulter and Barbara Loe Fisher

Vaccination - A Review of Risks & Alternatives by Isaac Golden

Investigate Before You Vaccinate

Vaccine Videos:

Making Choices - either a 4-Hour Video or a 3-CD Audio Set

The Hand That Rocks the Cradle - by the Campaign Against Fraudulent Medical Research

The Needle the Law & the Damage Done by the AVN

Dangers and Ineffectiveness of Vaccinations - by Dr. Viera Scheibner

Information Packs:

Conscientious Objector, Measles and the MMR, Meningitis (Meningococcal, Pneumococcal and Hib)

SIDS, Pertussis, Hepatitis B, Vitamin K

Autism Specific:

Alternative Treatments for Children Within the Autistic Spectrum – by Deborah Alekson

Behavioural Problems in Childhood - by Dr. Viera Scheibner

The Natural Medicine Guide to Autism by Stephanie Marohn

Homoeopathy:

Australian Homoeopathic Home Prescriber by Isaac Golden

Australian Homoeopathic Home Prescriber Part 2 by Isaac Golden

Nutrition:

Changing Habits, Changing Lives by Cyndi O'Meara]

Changing Habits Changing Lives Cookbook by Cyndi O'Meara

Special Diets for Special Kids - by Lisa Lewis Ph.D

Special Diets for Special Kids 1 - by Lisa Lewis Ph.D

Cancer:

Heal Cancer by Dr. Ruth Cilento

Dr. Ruth Cilento's Anti-Cancer Cookbook

Toxic Drugs and Chemicals:

The Chemical Maze by Bill Statham

Poisonous Prescriptions by Lisa Landymore-Lim

Natural Wellness:

Eastern Body, Western Mind by Anodea Judith

You Can Heal Your Life by Louise Hay (Cassette)

Endless Vitality by Cyndi O'Meara (Video)

Toxic Domain - by Eve Hillary (Video)

And more books on parenting and health.....

Health Warning - Plastic Water Bottles

For your health and safety.

Here is the text of an email sent to one of our Qld Dept of Natural Resources and Mines staff.

"Many are unaware of poisoning caused by re-using plastic bottles

Some of you may be in the habit of using and re-using your disposable mineral water bottles (eg. Evian, Aqua, Ice Mountain, Vita, etc), keeping them in your car or at work. Not a good idea. In a nutshell, the plastic (called polyethylene terephthalate or PET) used in these bottles contains a potentially carcinogenic element (something called diethylhydroxylamine or DEHA). The bottles are safe for one-time use only; if you must keep them longer, it should be or no more than a few days, a week max, and keep them away from heat as well.

Repeated washing and rinsing can cause the plastic to break down and the carcinogens (cancer-causing chemical agents) can leach into the water that YOU are drinking. Better to invest in water bottles that are really meant for multiple uses. This is not something we should be scrimping on. Those of you with family - to please advise them, especially children."

Regards

Graham Bauer
Workplace Health and Safety Officer
Department of Natural Resources and Mines
Level 4 Mineral House
41 George St
GPO Box 2454
Brisbane Q 4000

Available for Loan to ABIQ members – No charge

Video Cameras

North side: contact Kylie Graham: 3300 2850
Southside: contact Carmel Grasso: 3219 2080

Need some inspiration?

This extract from the Me List could be just what you are looking for!

Dear Listmates:

I've been on this list for about six years now. In the earlier days, I can remember reading so many posts from people who shared their success stories about their son or daughter and feeling very discouraged because it didn't seem like we would ever experience similar success. Well, finally, I can be one of those parents who can share a true success story. I post this, not as a brag....but to let parents out there know.....that there is hope. Don't give up the fight and hard work. Never ever give up. Keep them engaged, keep the programs running and keep the faith.

Today our son with autism is 9. Every birthday, until now has been very disappointing. Many Birthdays, I can remember having to leave the room and cry in the bathroom because our son would have a complete melt-down or display complete apathy during the party. Having a traditional Birthday was just no longer an option. It was a very tough event for the whole family to get through year after year, so eventually we learned to keep the party simple, keep our expectations very low, and limit it to immediate family.

This year was different though. For the first time, Jake was vocal about picking the place where he wanted to have his Birthday celebration, picking the guests, writing out a birthday wish list and even choosing his cake—Oreo cookie--yum!

Well, we had concerns about him choosing the kids, because we thought—what if they don't like him? What if they don't really want to come? What if no one shows up? Most of the kids on the list, I didn't even know! He's in a new classroom with mostly new kids this year!

Despite the fact that all but one RSVP'd "yes", we stood in amazement and sheer delight as we watched each guest come through the door, one by one, with a big smile on their face. Jake greeted them appropriately, gave them the most genuine hug, showed them where to put the presents and waited patiently for each one to arrive. At one point, as they stood around waiting for the last few guests, Jake said, (completely unprompted) "Do you want to go and look at the prizes while we wait?" WHAT? Could this really be happening? Words will never be able to describe the chills and happiness I was feeling at that moment. Yes, we worked on social stories the night before, and the morning of, but this wasn't in the rehearsal!

I will spare you the remaining 2 hours of the day, but will tell you that it was one of the happiest 2 hours of my life. I know it sounds extreme, but this was one of those moments I thought I would only see in my dreams. I never thought it would be a reality--Jake actually having friends.....friends fighting over who gets to sit next to Jake.....Jake truly enjoying his birthday with his friends. HIS friends. His FRIENDS!

And when it was all over, he made sure he hugged each one and told them thank you for coming to his party. Of course, I had to pull a few aside myself and thank them too. Quietly, as I swallowed through the big lump in my throat, I told them how much I appreciated them being such a good friend to Jake. One in particular looked me in the eye and said, "Jake's great!" Yes, he is, I thought. He sure is. I owe much of Jake's success to the great information I've gotten from this list over the years. Thanks for allowing me to share my story tonight.

Renee G.
(smiling and keeping the faith!)

Matthew has written a beautiful poem (his first ever!) for Ann, his school aide.
Thanks to all the wonderful teaching assistants and school aides who care so much about our children. Your work is greatly appreciated.

**To Ann my lovely lady
My helper, my friend
Thinks of kind thorts of me
And listens to me
I like to run at your house
And be your friend
Forgive my autism**

Book Review by Mogens Johansen
“The Curious Incident of the Dog in the Night Time”
by Mark Haddon

I have just finished an absolutely fantastic, sad but also happy book about a very special boy named Christopher. I recommend that the journey related in this book be made by as many as possible. The book I am referring to is the novel *The Curious Incident of the Dog in the Night Time*, by Mark Haddon.

Haddon, who has worked with autistic children, offers great insight into what it must be like to have a literal mind, which on the one hand only processes certain types of deep information but on the other, is unsuccessful in handling everyday social interactions.

Haddon's novel is a touching, warm and heart wrenching 'murder' story, which has Christopher Boone, a British fifteen-year-old boy as the main character. Christopher is diagnosed with ASD, he dislikes being touched, becomes withdrawn with growling sounds when he is upset. Christopher loves his school and especially his teacher, which becomes very evident in the narrative. The teacher has provided Christopher with drills, ABA style that has become the routines that make life liveable for the science and mathematical genius.

In general, any change upsets Christopher but his life is really knocked for six when he discovers that the neighbour's dog, Wellington has been 'murdered'. He takes it upon himself, much to his father's dismay - "do not stick your nose into other peoples' businesses", to solve the mystery of who murdered Wellington. Different truths are encountered by Christopher. He learns a different truth about his 'dead' mother, and he travels to London alone. This journey is so well described that the reader will not put the book down. Every loud noise that is experienced by Christopher is felt by the reader, and waiting for a subway train becomes an experience for the reader.

The narrative is from Christopher's point of view, and makes possible for the reader to feel Christopher's confusion, anger, and effects of the environment on an autistic child. The book also delves into the strain that having such an autistic child places on that child's parents. The book is tastefully written with some dark humour but is unforgettable and is a must for anybody interested in an insight to an autistic world. When you next see a certain number of cars in a row and of the same colour, you will think of such occurrence differently after you have solved the Wellington mystery with Christopher. Primary numbers will also seem different to the reader when the book is fully digested.

This book should be under the Christmas tree for anybody who loves young people or and a good mystery book.

Mogens Johansen

**Mogens has kindly donated this book to the ABIQ library
and it is now available for members to borrow.
THANK YOU MOGENS!!!**

Print off or tear this page out and put it on your fridge!

Date Claimers			
DATE	TIME	EVENT	CONTACT
26 th Jan	9-3pm	Social Stories Workshop	3264 2582 enquiries@abiq.org
	7.30pm	Support Group Meeting Northside	Bianca 3264 3995 24 Currajon St Brendale
31 st Jan	9-1.00pm	Seminar on Autism Griffith University Gold Coast	3264 2582 enquiries@abiq.org
1 st Feb	9-1.00pm	Seminar on Autism Sunshine Coast	3264 2582 enquiries@abiq.org
14 th Feb	9-5pm	Tracy Bester Workshop	3264 2582 enquiries@abiq.org
28 th Feb	9-5.00pm	PECS Workshop QUT Kelvin Grove	3264 2582 enquiries@abiq.org
13 th March	9-1.00pm	Sensory Processing and ASD QUT Kelvin Grove	3264 2582 enquiries@abiq.org
27 and 28 th March	9-5.00pm	ABA Workshop QUT Kelvin Grove	3264 2582 enquiries@abiq.org
9 th - 15 th May		Autism Awareness Week	
14 th and 15 th May		The 2004 Autism Conference "Reach for the Stars"	www.abiq.org
15 th May	Night	ABIQ Charity Ball and Auction "Reach for the Stars"	3264 2582 enquiries@abiq.org
July		Trivia Night -Bronco's Leagues Club	
October		Charity Golf Day	

DISCLAIMER: This newsletter is intended to provide basic information on Autistic Disorder and Applied Behavioural Analysis. It is not intended to, nor does it, constitute medical or other advice. Readers are warned not to take any action with regard to medical treatment or otherwise based on the information in this newsletter without first consulting a physician. ABIQ does not necessarily endorse any of the information contained in this newsletter. The information contained in this newsletter is intended to be for your general education and information only and not for the use in pursuing any treatment or course of action. Ultimately, the course of action in treating a given patient must be individualised after a discussion with the patient's physician(s) and family.