



Autism
Behavioural
Intervention
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www.abiq.org

ABIQ NEWS

March 2005

*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.*

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ABIQ presents

Generalisation and Play Workshop

For parents, teaching assistants and therapists involved or interested in ABA programs

Sunday, April 17, 2005

9am – 1pm

QUT, Kelvin Grove

Room to be advised

Cost: ABIQ Members \$11

Non- Members \$22

The Effective Use of Reinforcement Workshop

For parents, teachers and teaching assistants working with children who have autism.

Sunday 15th May, 2005

9am – 1pm

QUT, Kelvin Grove

Room to be advised

Cost: ABIQ Members \$11

Non-Members \$22

For bookings, contact ABIQ

Ph. (07) 3264 2582 or enquiries@abiq.org

Brochures for these events are available on the ABIQ website.

President's Column

by Michael Chan

I hope everyone had a restful Christmas break. We all needed that break as ABIQ has immediately launched into another round of activities in what should be an exciting 2005.

On 21 January, ABIQ organised a seminar presented by Professor Tony Attwood. The event was specially targeted at teacher aides who are supporting children with autism in schools. The response to the seminar was overwhelming. This sent a very clear message to ABIQ. There is a tremendous need for information at the school level and that Professor Attwood is a real gem!

We received excellent feedback on the event. As a result of the demand, ABIQ organised a second seminar on 4 April 2005 (another pupil-free day). By mid March, all 450 available places in that seminar have also been filled.



Professor Tony Attwood at the teacher aide seminar

ABIQ acknowledges the help from Education Queensland, especially Clare Grant and Natalie Swayne, for helping to make the events possible. Education Queensland has also provided all the handouts for the events.

The inaugural ABIQ Golf day took place on 25 February 2005. By all accounts, it was a runaway success! The event was kindly supported by the ARMS Global Group Pty Ltd (main sponsor) and a number of other organisations including Novotel, Warner Village Theme Parks, Poole and Partners, ABFX and Complete Financial Balance. A big thank you must go to Peter McDonald, ARMS Global Group Director of Operations, for his very strong personal support to make the event possible. I also wish to thank the relentless effort put in by Dee Brough and her team to make the golf day the success that it was. Everyone appeared to have had a great time and ABIQ received very favourable feedback.

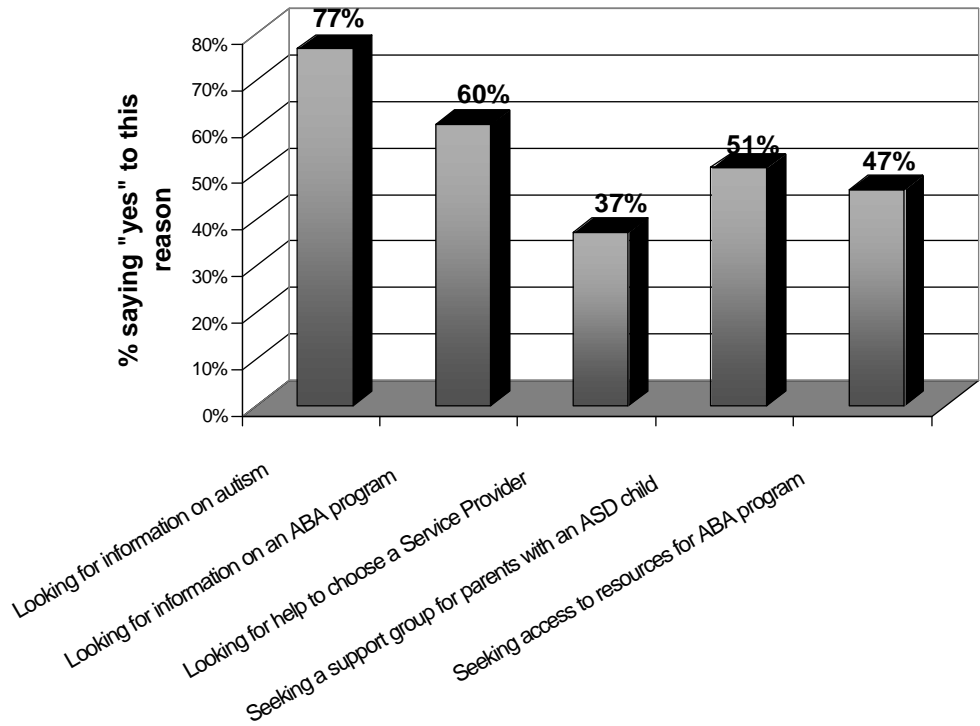
On February 13, ABIQ organized an Applied Behavioural Analysis (ABA) Information Day at Biloela. Anglo Coal has kindly provided funding for ABIQ to extend its services for the first time to a regional centre outside the south-east corner of Queensland. A mix of 30 parents, carers, teachers and support workers attended the event. Leslie Workmon did an excellent job in explaining the basics of autism, behaviour management and ABA, as an effective early intervention program. ABIQ also purchased some autism and ABA related resources for use by people in the region. I want to thank Maria Carroll for organising and coordinating the event. Maria also presented the parent's perspective in using ABA for her son. ABIQ intends to organise more of such events for regional Queensland. As part of the Anglo Coal funding, clients in regional Queensland are now able to contact ABIQ in Brisbane at the cost of a local call. The new number is 1300 ABIQLD.

On 25 February, I represented ABIQ at a one-day conference organised by the Parent to Parent Association, Mackay Branch. The main speaker for the day was Professor Tony Attwood, who spoke about "autism and its impact on inclusion with the education system", "issues surrounding socially appropriate behaviour for adolescence and adults" and "the transition from primary to adult working life". My presentation was on "the advantages of early intensive intervention and how ABIQ can help". Approximately 200 people attended this very well administered conference. Congratulations to Linda Mitchelson and her extremely hard working team of volunteers! We look forward to developing a closer working relationship with them.

You may recall that in the last newsletter, I informed you about a survey of services provided by ABIQ so far. We received 43 responses. Although I still welcome more feedback responses from you (by completing the short questionnaire via the member's section on our website at www.abiq.org), I would like to provide the following interim feedback.

Most people (70% of responses) joined ABIQ initially to "look for information on autism". 60% of people were looking for information on an ABA program. Graph 1 is a summary of responses to the question, "Why did you initially join ABIQ?"

Graph 1 - Why did you initially joined ABIQ? (Sample size = 43)

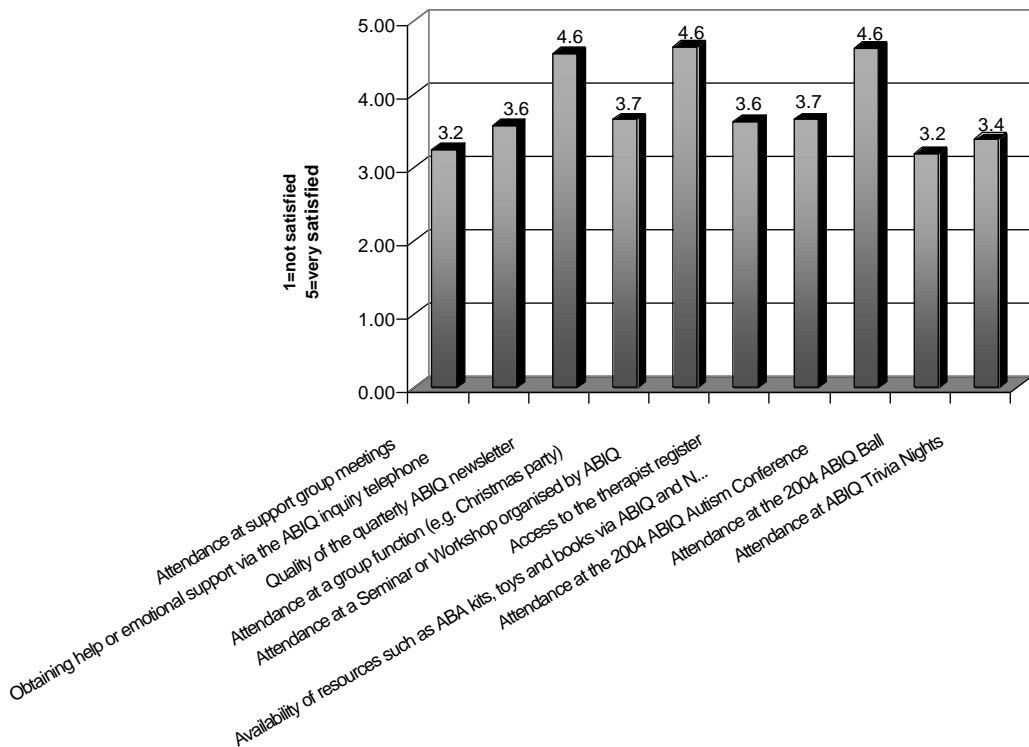


When asked about your satisfaction with specific services in the last 12 months, the following 3 areas of services received highest satisfaction levels:

- ? The ABIQ Newsletters;
- ? Seminars and workshops; and
- ? The 2004 ABIQ Conference on Autism.

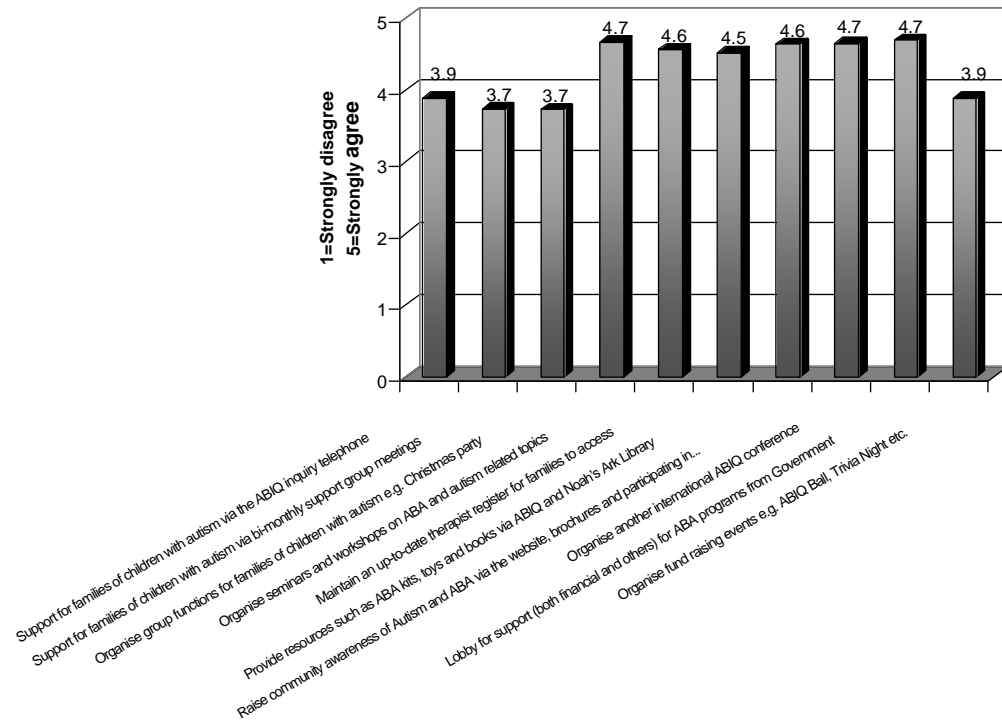
Your views are summarised in graph 2.

Graph 2 - Were You Satisfied with ABIQ Services? (Sample size = 43)



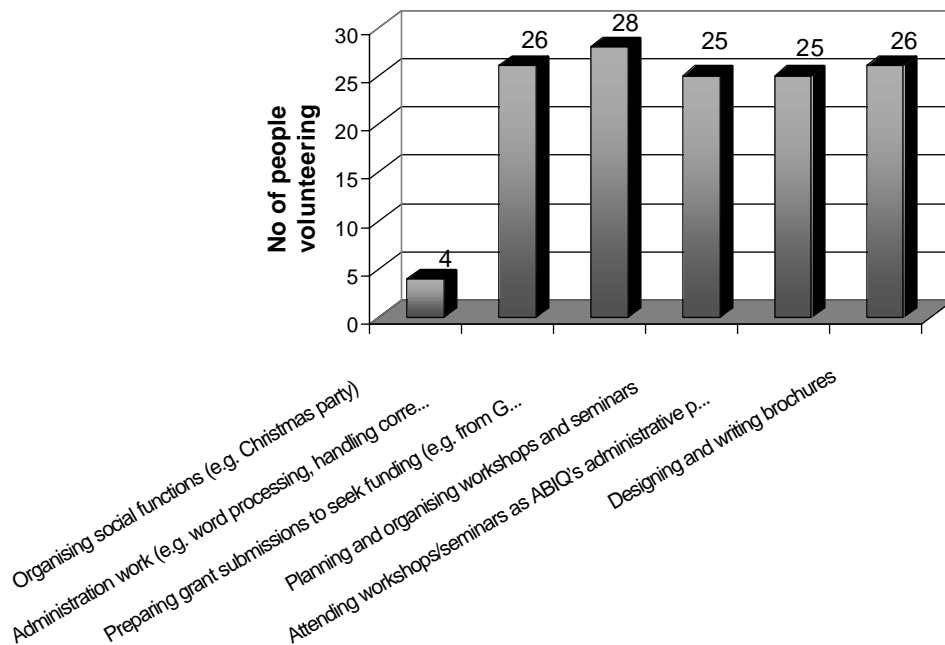
When asked about what services ABIQ should concentrate on providing, six areas were highlighted as shown in Graph 3.

Graph 3 - Agree that ABIQ should provide Specific Services (Sample size = 43)



There are many constructive ideas in the responses we received so far. However, the most heartening response is that many members are prepared to volunteer their time to help ABIQ. Graph 4 is a summary of members volunteering for specific tasks. The committee will endeavour to look into implementing your suggestions as soon as possible. In the mean time, please have your say on the future direction of ABIQ (if you haven't already done so). We need your views to understand your needs. I will provide an update on the survey results in my next report.

Graph 4 - No. of people volunteering to help with specific ABIQ services (sample size = 38)



It has been 6 months since the present ABIQ committee took office. Everyone on the committee has worked extremely hard and we have received wonderful and encouraging feedback from our members. I want to express my appreciation to each and everyone on the committee (as well as other members who have helped with various projects). The present ABIQ committee is a wonderful group of people to work with. The blend of skills within the committee is exceptional and unique. Without your passion, commitment, dedication and hard work, our achievements would not be possible. Keep up the great work!



The ARMS Global for Autism Charity Golf Day was an enormous success. This great golfing day out was held at North Lakes Resort Golf Course on Friday, February 25th. The event would not have been such a great success without the significant contribution from our primary sponsor, The ARMS Global Group Pty Ltd plus all of the fairway/hole sponsors, teams and supporters. In total, 89 players turned out for the day.

There were prizes galore, a fabulous auction and of course some great golfing moments!

The day raised approximately \$10,000 to be directed to the following projects:

- * Purchase of two additional therapy kits for in-home programs
- * Purchase of communication software (eg. Mayer Johnson Boardmaker)
- * Purchase of Sensory/ OT Equipment (eg. weighted vests and lap-weights)
- * Purchase of office equipment.
- * Subsidising of Workshops by Donna Williams (June 2005) for parents/families/carers

ABIQ would like to thank all of the players and businesses who supported us on the day. Please take a moment to view our long list of sponsors at the ABIQ website <http://www.abiq.org/events/2005/02/golfday.html> and make an effort to support those businesses who support ABIQ.

Dee Brough
Fundraising Coordinator

Have you visited the Member's Only page at the ABIQ website???

Current members of ABIQ who have supplied us with a working email address would have received email notification this month of their user name and password to access the Member's Only page of the website. An updated therapist register, newsletters, GFCF recipes and resource lists are now available to members via this page. Don't forget the ABIQ Forum too! A place to share our questions and answers on autism related subjects.

Research

Report: Early Intensive Behavioral Works and "Eclectic" Doesn't "A comparison of intensive behavior analytic and eclectic treatments for young children with autism"

Jane S. Howard a,b,*, Coleen R. Sparkman b, Howard G. Cohen c, Gina Green d, Harold Stanislaw a
California State University, Stanislaus, Psychology Department, 801 W. Monte Vista Avenue,
Turlock, CA 95382, USA b The Kendall School, Modesto, CA 95354, USA c Valley Mountain
Regional Center, Stockton, CA 95269, USA d University of North Texas and San Diego State
University, San Diego, USA Received 25 June 2004; received in revised form 5 September 2004;
accepted 12 September 2004

Abstract

We compared the effects of three treatment approaches on preschool-age children with autism spectrum disorders. Twenty-nine children received intensive behavior analytic intervention (IBT; 1:1 adult:child ratio, 25-40 h per week).

A comparison group (n = 16) received intensive "eclectic" intervention (a combination of methods, 1:1 or 1:2 ratio, 30 h per week) in public special education classrooms (designated the AP group).

A second comparison group (GP) comprised 16 children in non-intensive public early intervention programs (a combination of methods, small groups, 15 h per week).

Independent examiners administered standardized tests of cognitive, language, and adaptive skills to children in all three groups at intake and about 14 months after treatment began.

The groups were similar on key variables at intake. At follow-up, the IBT group had higher mean standard scores in all skill domains than the AP and GP groups. The differences were statistically significant for all domains except motor skills. There were no statistically significant differences between the mean scores of the AP and GP groups.

Learning rates at follow-up were also substantially higher for children in the IBT group than for either of the other two groups.

These findings are consistent with other research showing that IBT is considerably more efficacious than "eclectic" intervention.

Other studies demonstrating the effectiveness of ABA include:

Baer & Risley, 1987
Bagilio, Benavidiz, Compton et al, 1996
Birnbrauer & Leach, 1993
DeMeyer, Hingegen & Jackson, 1982
Lovaas, 1987, 1993
Perry, Cohen & DeCarlo, 1995
Sheinkopf & Seigel, 1998
Smith T., 1993, 1999
(Also a recent study conducted by Ohio State University, 2003)).

Source: Verbal Behaviour List 11.02.05

Ten Things Every Child with Autism Wishes You Knew

By Ellen Notbohm

South Florida Parenting

Some days it seems the only predictable thing about it is the unpredictability. The only consistent attribute, the inconsistency. There is little argument on any level that autism is baffling, even to those who spend their lives around it.

The child who lives with autism may look "normal," but his or her behavior can be perplexing and downright difficult. Today, the citadel of autism, once thought an "incurable" disorder, is cracking around the foundation. Every day, individuals with autism show us they can overcome, compensate for, and otherwise manage many of the condition's most challenging aspects. Equipping those around our children with a simple understanding of autism's most basic elements has a tremendous effect on the children's journey towards productive, independent adulthood. Autism is an extremely complex disorder, but we can distill it to three critical components: sensory processing difficulties, speech/language delays and impairments, and whole child/social interaction issues.

Here are 10 things every child with autism wishes you knew.

1. I am a child with autism. I am not "autistic." My autism is one aspect of my total character. It does not define me as a person. Are you a person with thoughts, feelings and many talents, or are you just fat (overweight), myopic (wear glasses) or klutzy (uncoordinated, not good at sports)?

2. My sensory perceptions are disordered. This means the ordinary sights, sounds, smells, tastes and touches of everyday life that you may not even notice can be downright painful for me. The very environment in which I have to live often seems hostile. I may appear withdrawn or belligerent to you, but I am really just trying to defend myself. A "simple" trip to the grocery store may be hell for me. My hearing may be hyperacute. Dozens of people are talking at once. The loudspeaker booms today's special. Music whines from the sound system. Cash registers beep and cough. A coffee grinder is chugging. The meat cutter screeches, babies wail, carts creak, the fluorescent lighting hums. My brain can't filter all the input, and I'm in overload! My sense of smell may be highly sensitive. The fish at the meat counter isn't quite fresh, the guy standing next to us hasn't showered today, the deli is handing out sausage samples, the baby in line ahead of us has a poopy diaper, they're mopping up pickles on Aisle 3 with ammonia. ... I can't sort it all out, I'm too nauseous.

Because I am visually oriented, this may be my first sense to become overstimulated. The fluorescent light is too bright. It makes the room pulsate and hurts my eyes. Sometimes the pulsating light bounces off everything and distorts what I am seeing. The space seems to be constantly changing. There's glare from windows, moving fans on the ceiling, so many bodies in constant motion, too many items for me to be able to focus - and I may compensate with tunnel vision. All this affects my vestibular sense, and now I can't even tell where my body is in space. I may stumble, bump into things, or simply lay down to try and regroup.

3. Please remember to distinguish between won't (I choose not to) and can't (I'm not able to). Receptive and expressive language are both difficult for me. It isn't that I don't listen to instructions. It's that I can't understand you. When you call to me from across the room, this is what I hear: "*&^%\$#@, Billy. #\$\$%^*&^%\$&*" Instead, come speak directly to me in plain words: "Please put your book in your desk, Billy. It's time to go to lunch." This tells me what you want me to do and what is going to happen next. Now it's much easier for me to comply.

4. I am a concrete thinker. I interpret language literally. It's very confusing for me when you say, "Hold your horses, cowboy!" when what you really mean is "Please stop running." Don't tell me something is a "piece of cake" when there is no dessert in sight and what you really mean is, "This will be easy for you to do." When you say, "It's pouring cats and dogs," I see pets coming out of a pitcher. Please just tell me, "It's raining very hard." Idioms, puns, nuances, double entendres and sarcasm are lost on me.

5. Be patient with my limited vocabulary. It's hard for me to tell you what I need when I don't know the words to describe my feelings. I may be hungry, frustrated, frightened or confused, but right now those words are beyond my ability to express. Be alert for body language, withdrawal, agitation, or other signs that something is wrong.

There's a flip side to this: I may sound like a little professor or a movie star, rattling off words or whole scripts well beyond my developmental age. These are messages I have memorized from the world around me to compensate for my language deficits, because I know I am expected to respond when spoken to. They may

come from books, television or the speech of other people. It's called echolalia. I don't necessarily understand the context or the terminology I'm using, I just know it gets me off the hook for coming up with a reply.

6. Because language is so difficult for me, I am very visually oriented. Show me how to do something rather than just telling me. And please be prepared to show me many times. Lots of patient repetition helps me learn. A visual schedule is extremely helpful as I move through my day. Like your day planner, it relieves me of the stress of having to remember what comes next, makes for smooth transitions between activities, and helps me manage my time and meet your expectations. Here's a great web site for learning more about visual schedules. <http://www.cesa7.k12.wi.us/newweb/content/rsn/autism.asp>

7. Focus and build on what I can do rather than what I can't do. Like any other human, I can't learn in an environment where I'm constantly made to feel that I'm not good enough or that I need fixing. Trying anything new when I am almost sure to be met with criticism, however constructive, becomes something to be avoided. Look for my strengths and you'll find them. There's more than one right way to do most things.

8. Help me with social interactions. It may look like I don't want to play with the other kids on the playground, but sometimes it's just that I simply don't know how to start a conversation or enter a play situation. If you can encourage other children to invite me to join them at kickball or shooting baskets, I may be delighted to be included.

9. Try to identify what triggers my meltdowns. This is termed "the antecedent." Meltdowns, blowups, tantrums or whatever you want to call them are even more horrid for me than they are for you. They occur because one or more of my senses has gone into overload. If you can figure out why my meltdowns occur, they can be prevented.

10. If you are a family member, please love me unconditionally. Banish thoughts such as, "If he would just ..." and "Why can't she ... ?" You didn't fulfill every last expectation your parents had for you, and you wouldn't like being constantly reminded of it. I didn't choose to have autism. Remember that it's happening to me, not you. Without your support, my chances of successful, self-reliant adulthood are slim. With your support and guidance, the possibilities are broader than you might think. I promise you I'm worth it.

It all comes down to three words: Patience, Patience, Patience.

Work to view my autism as a different ability rather than a disability. Look past what you may see as limitations and see the gifts autism has given me. I may not be good at eye contact or conversation, but have you noticed I don't lie, cheat at games, tattle on my classmates, or pass judgment on other people?

You are my foundation. Think through some of those societal rules, and if they don't make sense for me, let them go. Be my advocate, be my friend, and we'll see just how far I can go.

I probably won't be the next Michael Jordan, but with my attention to fine detail and capacity for extraordinary focus, I might be the next Einstein. Or Mozart. Or Van Gogh. They had autism too.

Freelance writer and consultant Ellen Notbohm is a columnist for Autism/Asperger's Digest and co-author of 1001 Great Ideas for Teaching and Raising Children With Autism Spectrum Disorders (Future Horizons). She favors "common sense" approaches to raising her sons with autism and AD/HD. She lives in Oregon.

GFCF Cooking Corner

Easy Muffins



- 1 cup brown rice flour
- 1 teaspoon GF baking powder
- 2 tablespoons sugar
- 1 tablespoon golden or maple syrup
- 1 egg
- 2 tablespoons sunflower oil
- 1/3 cup rice milk

Any one or combination of the following can be added according to your child's taste or sensitivities: chopped dates, sultanas, chopped nuts, coconut, mashed banana, chopped apple or pear pieces, grated carrot, carob powder

1. Mix flour, baking powder and sugar together in a bowl, PLUS anything desired from the list of options.
2. In a second bowl, combine the remaining wet ingredients.
3. GENTLY add the wet mix to the dry mix. Take care not to over-mix or the muffins will be tough.
4. Place spoonfuls into muffin pans which have been greased and GF floured (or in paper patty pans) and bake in a moderate oven for about 15 – 20 minutes.
5. Set aside for 5 mins before removing to cool on a wire rack. They freeze well.

Tip: Add 1-2 tablespoons of rice bran to lower the GI (Glycemic Index) of these muffins. If avoiding high salicylates/ phenols in the diet, stick to adding pear, banana or carrot to the recipe.

Anyone for dessert????

I checked this with the consumer info desk, and all the Cottees pudding flavours are GFCF. When you make them on soy, if soy's ok for you, you need to tweak it a bit to make it set. I tried adding guar gum to the chocolate pudding and it was fine. Then I made the vanilla pudding with soy milk and the end result was just like custard, we had it with gluten free fruit pudding and the kids loved it. It has flavour (prob. vanilla) and a colour but it was fine for my kids.....

Thanks for the tip Heather.

Gluten Free Shopping

Gluten Free Direct - Largest range of gluten free foods - dry and frozen all in one place
86 Hubner Road Park Ridge
Phone: 3297 1311
Fax: 3297 1322
Email: danielle@glutenfreedirect.com.au
Internet: www.glutenfreedirect.com.au

Free Home Delivery

Please phone for a copy of a catalogue containing over 1500 product lines.

Thanks to Sharon.

Interested in Tourette Syndrome and Associated Disorders?

A conference is being held on May 28th 2005 at the end of Tourette Syndrome Awareness Week 2005. The Conference is on Tourette Syndrome and Associated Disorders, such as ADHD and Obsessive Compulsive Disorder. This is a rare opportunity and the keynote speaker for the one day Conference will be Professor Perminder Sachdev, current President of the International Neuropsychiatric Association and Professor of Neuropsychiatry at University of NSW.

Details may be found on the website, www.tourette.org.au.



...A Word about ABIQ Support Groups...

ABIQ currently has 3 support groups operating in the Brisbane area. These get-togethers are held at members homes on a regular basis at Brendale (northside), Rochedale (southside) and Fig Tree Pocket (westside). Any member is welcome to attend any of the support group get-togethers advertised. Bring a friend if you like. Support group is an opportunity to meet with other parents **informally** over a cuppa and talk about issues relating to autism. We share ideas, experiences, knowledge and seek comfort from others who know and understand first hand what it means to be the parent of a child with autism. There is usually no set agenda, so you can raise topics or ask questions that interest you. Support group get-togethers are also a great opportunity to browse through resources you may want to borrow and to ask questions about therapy, biomedical interventions or school placement. To find out when support groups are meeting, check date claimers on page 10 of this newsletter and watch out for email reminders. Love to see you there.....

Available for Loan to ABIQ members – No charge Video Cameras

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

ABIQ has recently purchased the following resources
now available for loan to members.

Title	Comments
<p>“Navigating The Social World: A Curriculum For Individuals With Asperger’s Syndrome” By Jeanette McAfee</p> <p>2 copies</p>	<p>Useful resource focusing on social skills.</p>
<p>Relationship Development Intervention (RDI) “Going To The Heart Of Autism”</p> <p>DVD – 2 copies</p>	<p>If you didn’t make it to the recent RDI presentation in Brisbane by Dr Steven Gutstein, or if you did and you want to revisit RDI, this would be a useful resource. 5 hours of viewing.</p>
<p>“Oh Behave! Sensory Processing and Behavioural Strategies”</p> <p>1 copy</p>	<p>Intended for professionals and parents who are concerned about sensory processing issues and how they affect learning and behaviour.</p>
<p>“Try and Stick With It”</p> <p>2 copies</p>	<p>A book for 4-8 year olds that aims to teach children about perseverance and flexibility.</p>

A word about prompt dependency.....

Most of us who are familiar with ABA programs will have had some experience with the issue of prompt dependency. Here is some food for thought:

“Prompts are not fadeable for a few reasons, including:

1. Child does not understand what to do to perform an independent response.
2. Prompting went on too long; not faded quickly enough.
3. Reinforcement is of insufficient magnitude for an independent response.
4. The prompt itself has reinforcement value and is stronger than the reinforcer for independent response. (see 3)

I don't claim that this exhausts the reasons, but keeping the above in mind has helped to think about why I am not able to fade prompts.”

Regina F.
Verbal Behaviour List
23.02.05

Websites worth visiting

- ? www.thoughtfulhouse.org
Combining education, medical and research approaches in the treatment of autism.
- ? <http://www.mnsu.edu/comdis/kuster2/sptherapy.html>
A site with links to an amazing number of language therapy resources. Bring a cut lunch!

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

Date Claimers			
DATE	TIME	EVENT	CONTACT
Monday 4th April 2005	9:00am - 4:30pm	The Teacher Aide Puzzle: Providing Support to Children with Autism and Asperger's Syndrome Brisbane Technology Park, Eight Mile Plains Presented by Professor Tony Attwood	Ph. 3264 2582 enquiries@abiq.org Fully Booked Waiting List Applies
Sunday 17th April 2005	9:00am - 1:00pm	Generalisation and Play Workshop QUT, Kelvin Grove	Ph. 3264 2582 enquiries@abiq.org Places available
Friday 29th April 2005	7:30pm	Westside Support Group 1 Spinkbrae St Figtree Pocket	Ruth Ph. 3878 3879
Friday 29th April 2005	7:30pm	Northside Support Group 24 Currajon St Brendale	Bianca Ph. 3264 3995
Friday 29th April 2005	7:30pm	Southside Support Group 1 Albin Court Rochedale South	Maria Ph. 3341 8973
Sunday 15th May 2005	9:00am - 1:00pm	"The Effective Use of Reinforcement" Workshop QUT, Kelvin Grove Room to be advised	Ph. 3264 2582 enquiries@abiq.org Places available
Saturday 23rd July 2005	7pm	ABIQ Charity Ball	Dee Brough Ph. 3264 2582 enquiries@abiq.org

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.