



Autism
Behavioural
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ABIQ NEWS

September 2006

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

THE ARMS Global Autism Conference

When: 6 & 7 October 2006

Where: Brisbane Technology Park Conference Centre

Keynote Speakers Include: Professor Tony Attwood
Dr Mark Sundberg
Dr John McEachin
Dr William J Walsh
Wendy Lawson
Stephen Shore

The Conference will cover: Latest information on communication, socialization, behavioural approaches, education, therapies, biomedical treatments and strategies for supporting and living with a child with ASD.

The Program Summary for the conference has been updated. Please see page 17 for latest information.

*Registration Closes at 5:00pm, 25 September 2006
Don't miss out!*

In conjunction with the ARMS Global Autism Conference
ABIQ is pleased to host a workshop on
Teaching Language to Children with Autism
Presented by
Dr Mark L. Sundberg, Ph.D., BCBA

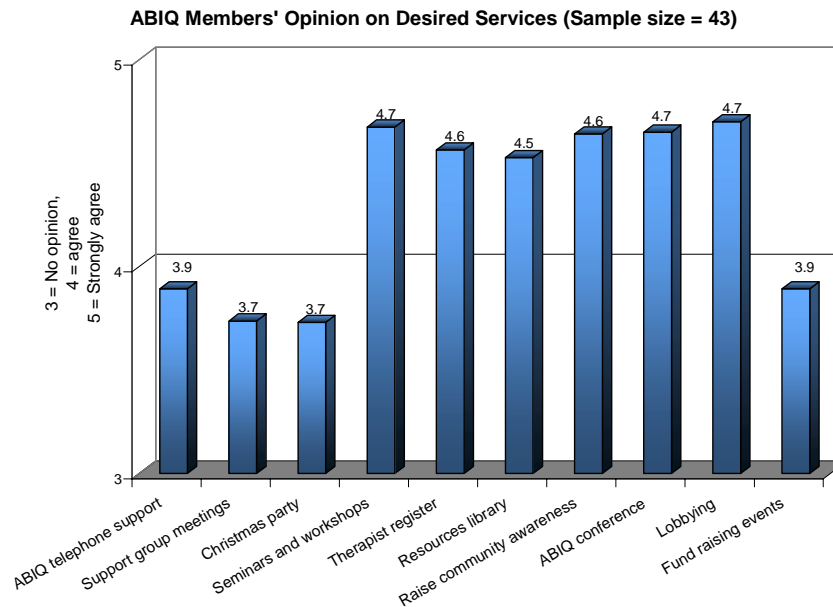
Date: Sunday, 8 October, 2006, 9am – 5pm
Venue: QUT, Kelvin Grove Campus Room N518

MORE DETAILS, - PAGE 12

President's Column by Michael Chan

It has been 2 eventful years since I took on the role of ABIQ President in 2004. I want to take this opportunity to take a brief look at what we have done during the last 2 years.

The first thing we did during late 2004 was to conduct a survey to determine the types of services most valued by ABIQ members. The outcomes of the survey, including the following graph, were published early in 2005.



Armed with that information, the committee developed a business plan for 2004-05 (which was subsequently updated for 2005-06) and concentrated on the services valued by members.

During the 2 years, ABIQ conducted over 20 seminars and workshops, including:
ABA information seminars by Kirsten Aspin and Leslie Workmon,
A workshop by Kylie Walsh on "*Steps to independence for children with ASD*",
A number of seminars by Professor Tony Attwood on topics such as "*Social and emotional needs of children with ASD*",
A seminar by Jon Rafuse on "*Strategies to help children with ASD in the classroom*".

Over 1,500 parents, carers, university students and professionals attended these educational activities. I want to acknowledge the efforts put in by Kylie and Bianca in organising these activities. I also want to thank Queensland University of Technology (QUT) for providing the venue for most of these events.



Leslie Workmon presenting at the ABA Seminar on 27-8-06

From the survey, members (especially parents who are running a home-based ABA program) valued the resource libraries provided by ABIQ. For that reason, we purchased many new resources such as reference books, ABA training kits and educational toys during the last 2 years. A full list of these resource materials can be downloaded from the member's section of the ABIQ website. These materials are available on loan to members from the ABIQ office or from the Noah's Ark Resource Centre.

As the range of services provided by ABIQ grew, it was necessary to review the ABIQ website. The website was re-designed during 2005 to give a new look and include a lot more information. I want to acknowledge the help from Sue Bellamy, who designed the new website, and Zhimin Zhan for maintaining the website over the last few years.

ABIQ organised Christmas parties at the end of 2004 and 2005. Members value the opportunity to meet other ABIQ families and share a drink (or 2). I am sure our children love their meeting with Santa. Many volunteers put in a lot of effort to make the events successful and a big thank you goes to all of you. I hope you will continue to help for many more years to come.

I believe ABIQ has established a significant presence in Queensland in the last few years as a support group for children with autism. During the last 2 years, we have been invited to present to a variety of groups including regional parent support groups on ASD, Advisory Visiting Teachers (AVTs) on ASD, Queensland Distance Education and the Queensland Paediatrician Society to raise awareness about autism and the importance of effective early intervention. We have also liaised with organisations such as Disability Services Queensland (DSQ), Education Queensland, Autism Queensland, Autism Early Intervention Outcomes Unit (AEIOU), University of Queensland (Growing Stronger Project) and The Queensland Asperger's Syndrome Support Network (ASSN) to foster cooperation and improve service delivery of the Queensland autism community.

At the beginning of 2006, we negotiated a partnership arrangement with AEIOU to ensure maximum cooperation between our organisations to provide services in relation to early intervention programs for children with autism. We agreed that AEIOU will concentrate on in-centre early intervention programs and fund-raising activities while ABIQ will continue to provide support for home-based ABA programs and other related services. Under the agreement, AEIOU will provide an annual funding for ABIQ. This agreement is subject to regular review.

During the last few years, ABIQ has grown significantly. For a number of years we have been operating from the garage of our Vice-President's home. With the large amount of autism resource materials, office equipment and records, the office was really stretching at the seams. So when Bianca sold her house in May, we took the bold step to move into our very own office at unit 13, 357 Gympie Road, Strathpine. Members are welcome to visit the ABIQ office (please call first to ensure a volunteer worker is there) to browse through the range of resource materials and have a chat.

As The 2004 Autism Conference was so well received by ABIQ members and the community at large, a similar conference has been planned for October 2006. We have been fortunate to gain sponsorships from the ARMS Global Group, DSQ, AEIOU, Warner Village Theme Parks and Footprint Books. Bianca and Kylie have been very busy negotiating and securing a variety of keynote and concurrent speakers for the conference. As you can imagine, there is an enormous amount of work involved with such an event. A lot of other people have also provided assistance. I want to thank all of you, especially Peter and Kristine McDonald, James Morton, Mogens Johansen, Fiona Treadwell, Sharon Horan, conference sponsors and presenters. Please make sure you do not miss the ARMS Global Autism Conference.

I want to thank my wife, Mi and my son Christopher for their understanding and support to enable me to perform my role as President during these 2 years.

As can be seen from the above, it has been a busy 2 years and everyone on the ABIQ committee has worked extremely hard. It is amazing that such a small team of volunteers is able to provide the extensive range of services. To this end, we need more volunteers to help with the very worthwhile work. It has been most satisfying to receive the numerous positive feedbacks on our services. Personally, I derive enormous satisfaction from the opportunity to help other families cope with autism. Receiving such encouraging feedbacks is a bonus. I hope others working for ABIQ share the same sense of achievement and satisfaction.

Our 2006 annual general meeting took place on 9 September. As the ABIQ Constitution limits a member from holding any particular management position for more than 2 years, my time as president has come to an end. I would like to congratulate Belinda Harris and wish her every success in her new role as ABIQ President.

Other positions on the Management Committee have been filled by Kylie Graham (Vice-President), Bianca Joe Kong (Secretary) and Maurean Brand, Richard Keylock, Kellie Postle (General Committee).

Keep up the great work!

TIPS FOR TAKING YOUR CHILD SHOPPING

Source: Me List



Having a very tall 11 year old I can relate to the "fear factor" of taking my son to the mall/stores etc. We do not do it as often as we should due to the worries about his behavior, but some of the things that help when we do go are:

A list to check off in some manner.

A grocery list with the items he will need to find and put in cart tends to engage and direct him to a task. When the task is completed, we head home.

The list may have five items on it with a "REWARD" built into it.

Applesauce
Bread
Shampoo
Rice
POP TARTS

He finishes his list with the pop tart aisle, chooses his box, and selects one pop tart to eat in the car on the way home. That doesn't happen until he helps with the cart unloading at the check out.

This seems to delay gratification and keeps him

engaged and cooperative until the pop tart ride. This list changes, and next time might be pop tarts or MAGAZINE selection as the reward.

This type of scenario can be rehearsed and tried a variety of ways:

1. A written list of text to indicate steps or what's next.
2. A list of PECS symbols.
3. A list with simple pictures to show what's first, next and last.

Any kind of schedule you devise which gives the child the idea of what is going on and how it will be completed in a way they can understand seems for us to afford of measure of anxiety reduction. Knowing what is expected is key.

What ever works for the child, but should always include a reward at the end.

I find as my son gets older the use of schedules is critically important to keep him on track. We use more and more visual schedules for compliance, and also timers.

Poem – I wish...

*I wish that I could walk
I wish I could talk
I wish I knew how it felt
I wish I could I wish I could
I wish people would love me*

*By Kate Jennings
Class: 5D*

IDEAS TO HELP WITH HAIRCUTTING

Source: DTT-NET Group



These tips have been suggested to use when cutting hair yourself. They can be adapted for a barber or salon.

Based on reinforcer assessments, what is a highly preferred reinforcer? (If you haven't or don't do these frequently, it is suggested that you start).

Choose the most practical, highly desired reinforcer for hair cut time, and the child only gets that reinforcer for haircut.

This will most likely take lots of time and patience. This process is more difficult to do in a salon. It is much easier to implement in a home setting where frequent breaks (or having to stop altogether for the time being/day) would not be an issue.

Once the child has built an acceptance/tolerance of haircuts, you could move to the salon/barber setting. When you are ready for the salon, if noise or crowds are an issue, you could speak with the manager about scheduling the actual haircut visit for an off-peak time to reduce the stress. Most shop owners/managers, given a brief glimpse of the problem, will gladly oblige. It is acceptable to ask that music be turned down or off.

If you are going to a barber or salon, and the child is fearful/upset at the location, start with brief visits (walk in, reinforce good behaviour, walk out), gradually increasing the time spent there (with no demands placed on the child). Appropriate behaviour is reinforced until child can tolerate the setting well.

If the child has difficulty sitting for periods of time, you could work on reinforcing good sitting as a first step. Gradually increase the time.

If the child is afraid of the scissors/clippers, start out by 'pairing' the object(s) with reinforcers. For a child that is really fearful/upset, you can just put the clippers in the presence of highly reinforcing items, with no demands - it is just there where the 'good stuff' is located.

Turn on the clippers (blade covered) and allow the child to hold the clippers to feel the vibrations. (hopefully, the clippers to be used will be ultra quiet) Reinforce heavily for appropriate behaviour. Give lots of praise, too. (you could possibly do the same with scissors, but perhaps use a pair for preschool that would not be sharp or pointed, or if your child can receptively identify scissors, you might use a picture).

When the objects alone produce desired appropriate behaviour, then you can move to haircuts. Recommend two people to begin with. The person cutting hair should deliver the reinforcer.

A lot of kids are very sensitive around the ears and back of the neck. Start with the front of the head. Do around the ears next, then the back of neck last.

Tell the child to sit still, take a snip, or make the first short pass with the clippers. Reinforce HEAVILY for appropriate behaviour. Continue on until the haircut is complete.

Be very aware of your child's tolerance level during the process (is he becoming agitated, upset, crying, etc. as you progress.)

Stop if you have to. So what if the haircut is lopsided for a few hours or a day? Inch your way along if you have to. Make it fun. Make it motivating. Who cares what the neighbours think about a 'funky' haircut? Try to do more later or even the next day. One goal is to prevent the haircut process from becoming aversive.

The key is REINFORCEMENT of appropriate behaviour (good sitting, quietly) while building tolerance and cooperation.

It is important to break down the steps to foster cooperation. Sometimes that takes loads of patience and initially results in haircuts that are spread over hours or days to finish. Make sure that you schedule haircuts frequently (we aim for every two weeks), but to build tolerance, you could just do a trim every few days and then lengthen the time between actual cuts.

REINFORCE, REINFORCE, REINFORCE!

We put my son in front of the TV (he's a game show junky). Yes, hair falls on the carpet, but that's what vacuums are for, right? (he gets TV at other times, but this is a primary reinforcer for him, so it works to keep him sitting). We also give 'candy bits' periodically during the haircut. We started reinforcing after every clip, but that has been faded to 'candy bits' every 5 or 6 passes with the clipper. What used to take all day or two days, now is done in 15 minutes or less (including shaving).

He is now shaving age. We used the same procedure to get him to tolerate shaving with an electric razor at a separate time from haircuts. In addition, we started out a year or so before necessary (peach fuzz stage) by placing the electric razor on his face (covered and on) building a tolerance to the feel of the vibration and movement around his face/neck. We broke it down to just touching cheek, then moving more and more around the face and neck. He won't tolerate shaving the upper lip, but he's really cute with a moustache, which he will let me trim so it is not going into his mouth (using a beard trimmer).

We hope to eventually move to the bathroom, since it has a mirror and this would be similar to the environment at a barber/salon. He has only recently begun to accept and tolerate his image in mirrors, so it may be a while yet.

You know your child. Break down the steps based upon that knowledge and heavily reinforce appropriate behaviour. Be willing to do this in 'baby steps', with the understanding that it may take a while to get to a "quick", peaceful haircut stage.

--POSITIONS VACANT--

Little Souls Taking Big Steps Child Care & Early Intervention for Children with Autism will open on the Gold Coast in early 2007.

Information about the centre can be accessed at www.littlesouls.com.au

Expressions of interest are invited for the following positions:

- **Child Care Director (Contact position)**
- **ABA therapist**
- **Volunteers (Handyman, office administration, fundraising, trainee therapists)**

Please contact

Robyn Hawkins
PO Box 662 Labrador, Qld 4215

Tel: 5594 7155
Email: robyn@littlesouls.com.au

Winner of \$200 Book Voucher

Congratulations to Josephine McDonald!

Josephine's name was drawn as the lucky winner of the \$200 Book In Hand voucher for renewing membership with ABIQ by September 9, 2006.

THE LISTENING PROGRAM

MUSIC FOR YOUR BRAIN

Improve Listening, Learning and Communication Abilities

To listen is to communicate and connect with our mind, body and soul.

WHAT IS THE LISTENING PROGRAM?

TLP builds on much of the clinical research conducted by the late Alfred Tamatis, MD. It is a Home, Music Based Auditory Stimulation Method, produced by an American company called Advanced Brain Technologies.

The Listening Program® (TLP) is a Music-Based Auditory Stimulation method that trains the brain to improve the auditory skills needed to effectively listen, learn, and communicate.

It consists of an extensive series of high-quality audio CDs that integrate specially produced acoustic music, primarily classical, with innovative sound processing techniques that exercise the brain and auditory pathways.

Using the Listening Program in the Treatment of Autism

*The following information is taken from
an article written by the authors
Alexander Doman and Dorothy Lockhart
Lawrence*

Children on the autistic spectrum can have difficulties processing various forms of sensory information. Auditory processing issues are one of the most common sensory processing problems and often include extreme hypersensitivity to sound, pitch discrimination issues, and sequential processing difficulties that impact receptive and expressive language, cognition, and social skills.

Because the difficulties lie in the processing, in some cases a child may tune out and even act as if deaf, yet their hearing tests in a normal range.

Increasing Engagement

The listening experience can help improve self image, reduce tactile defensiveness, and lead to a better sense of the body in space. As listeners become more comfortable in their body and surroundings, they may initiate more physical contact, respond better to others, begin to pay more attention and start to make more eye contact. Increased engagement often includes a reduction in aggressive behaviour and a desire for more affection.

Emerging Skills

Sound stimulation has commonly shown it can accelerate the rate of progress when used in conjunction with therapeutic, neurodevelopmental, academic, and behavioural programs. When these areas are addressed with individualized programs, improved listening helps facilitate better integration and organization in the sensory and motor systems, leading to a more rapid rate of acquiring skills and desired outcomes.

Auditory Processing

We can only process a sound and understand its meaning if we can hear it well. TLP helps to improve the rate and accuracy of sound perception. As the brain learns to process sound better, improvements are also noted in auditory processing and receptive language. We monitor our communication through listening to ourselves and others. As the ability to perceive improves, better communication skills are often the result.

Reducing Sound Sensitivity

Hypersensitivity to sound can be debilitating for anyone, especially those with additional sensory processing problems. TLP provides

sound stimulation that aids the nervous system to better modulate sensory input. With this improved ability, there is often a reduction in abnormal sensory perception, especially with sound. Reducing sound sensitivity allows one to be more comfortable in their environment as they no longer have to constantly protect themselves from unwanted and uncomfortable sounds.

Neural Plasticity is the Key

The theoretical basis of any sensory stimulation program must include neural plasticity. Neurons will branch out and establish new synaptic connections when stimulated and research has shown that this occurs throughout our entire lives.

Neuroscientist Lise Elliot says in her book *Whats' Going On In There?*, "Anyone who has ever studied nerve cells can tell you how plastic they are. The brain itself is literally molded by experience: every sight, sound and thought leaves an imprint on specific neural circuits modifying the way future

sights, sounds, and thoughts will be registered. Brain hardware is not fixed, but living, dynamic tissue that is constantly updating itself to meet the sensory, motor, emotional, and intellectual demands at hand."

Listening to the CDs in The Listening Program literally exercises and tones tiny muscles in the middle ear called tensor tympani and stapedius muscles. Exercising these two muscles improves their tone, thus making them more responsive to their task of directing the middle ear bones and eardrum. This helps them to amplify soft sounds and protect the inner ear from damaging harsh or loud noise.

TLP was designed to help balance and restore our ability to listen to and process sounds across the full auditory spectrum, from 20 to 20,000 Hz. The brain receives especially rich auditory stimulation, and because of its ability to change with stimulation, its ability to process sound improves.

Review the scientific studies, case studies, and articles at Web site www.advancedbrain.com

**The Listening Program is available exclusively through authorized providers*

Brilliant Beginnings Holistic Health
1344 Gympie Rd, Aspley
Phone (07) 3862 8852 / 0418 731 733
Contact: Simone Driscoll

Brilliant Beginnings is seeking 4 children for a case study. Must be available to come into the clinic at Aspley 4 days per week from 17 October 9.30am -2.30pm. The sessions will be available at a discounted rate. Please phone Brilliant Beginnings for more details.

Get Ready... Get Set... Get Festive
It will soon be time for the

ABIQ FAMILY CHRISTMAS PARTY



Sunday 3rd December 2006
3:00pm-6:30pm

Carindale PCYC
27 Narracott St
Carindale

Food, drinks, entertainment provided

Please RSVP by Nov 16 to ensure kids receive a gift from Santa.

By phone: (07) 3881 1868 or by email: enquiries@abiq.org

Let us know the number of adults + names and ages of children attending.

Research

Link between autism and abnormal blood-vessel function and oxidative stress

New findings could help explain pathology of autistic syndrome

(Philadelphia, PA) - Researchers at the University of Pennsylvania School of Medicine discovered that children with autism showed signs of abnormal blood-vessel function and damaging levels of oxidative stress compared to healthy children. The children with autism possessed levels of biochemicals that indicate the presence of constricted blood vessels via the endothelium (the cells that line vessels) with a higher tendency to form clots (through cells called platelets).

By exploring the relationship between oxidative stress and blood-vessel function in autistic patients, investigators hope to find new therapeutic options for this syndrome. The researchers, led by Domenico Pratico, MD, Associate Professor of Pharmacology, published their findings in the August issue of the Archives of Neurology.

According to the Autism Society of America, the reported number of autism cases is increasing 10 to 17 percent per year in the United States. Autism, an early onset neurological disorder, is characterized by impaired social interactions, limited verbal and nonverbal communication, and repetitive and restricted behavioral patterns. Patients with autism can differ in the severity and scope of their symptoms, suggesting that multiple factors contribute to explaining the disorder's symptoms. Previous studies at other institutions have shown that autistic patients have reduced cerebral blood flow, presumably due to constricted blood vessels in the brain, versus healthy controls.

Urinary samples of autistic children who were similar in age and healthy controls were provided by the Pfeiffer Treatment Center (www.hriiptc.org/), where patients were diagnosed with autism disorder and evaluated. Patients were excluded from analysis if they had ever received anti-oxidant treatments or medicine with any known anti-oxidant effect; if they suffered from chronic illnesses, such as depression, psychosis, or inflammatory disorders; and/or if they were sick at the time of the sample collection. These strict criteria resulted in the small sample size in this preliminary study: 26 children with autism and 12 healthy controls.

Pratico's team measured isoprostane, a biomarker for oxidative stress; thromboxane, an index of platelet activation; and prostacyclin, a measure of blood vessel activation in the samples. "This study represents the first observation that the rates of thromboxane and prostacyclin synthesis are both not only significantly increased in autism, but are closely correlated with the rate of oxidative stress," says Pratico. Compared with controls, children with autism had significantly higher urinary levels of isoprostane, thromboxane, and prostacyclin.

Oxidative stress is the result of an excessive formation of chemically unstable byproducts, called free radicals, within the cell. Under normal conditions, the cell is able to destroy the free radicals. However, when excessive free radicals accumulate, these molecules mount an attack against the cell in search of chemical stability. "During oxidative stress, it is as if the free radicals have only one leg," explains Pratico. "They are searching for the second leg in order to keep from falling. Unfortunately, the ability of the excessive free radicals to reestablish their chemical equilibrium comes always with a price for the organ -- irreversible cellular and organ damage." Free radicals can damage cell membranes, proteins, and genes by oxidation -- the same chemical reaction that causes iron to rust.

Pratico and colleagues measured levels of isoprostane, the chemical byproduct of free radicals attacking fat cells and found that patients with autism possess nearly double the level of oxidative stress than that measured in healthy controls. The samples from autistic patients also revealed a biochemical imbalance in the patients' blood vessels, resulting in high levels of thromboxane -- an indicator of platelet activity -- and prostacyclin, an indicator of constricting endothelial cells. During normal function, thromboxane and prostacyclin work together to maintain the integrity of vessels. In response to different kinds of stress, platelets release thromboxane, which causes vessels to contract. The endothelium responds to elevated levels of thromboxane by releasing prostacyclin. This event counterbalances the effect on vessels, inducing dilation of the vessel and, in turn, more blood flow.

Autism is a complex neurological disorder and oxidative imbalance is one feature of the autistic syndrome. Several lines of evidence support the hypothesis that oxidative imbalance may also play a role in this disease: autism is characterized by an impaired anti-oxidant defense system, higher free-radical production, and improvement of behavioral symptoms after taking anti-oxidants. "In general, it is known that abnormalities in blood vessels can be clinically reflected by an abnormal blood flow," says Pratico. "In this regard, it is interesting that earlier neuroimaging studies of autistic children have demonstrated a reduced amount of blood reaching the brain. Shedding more light on the relationship of oxidative stress and blood-vessel health to the pathology of autism could lead to improvements in therapy."

A reminder that Dr Bill Walsh from Pfeiffer Treatment Center, USA, will be presenting on Oxidative Stress and Autism at The ARMS Global Autism Conference, October 6 & 7, 2006.

Biomedical Approaches To Autism Spectrum Disorder

Setting up of Information Exchange and Discussion Group

I am interested in setting up a casual discussion group on biomedical approaches to the treatment of children with autism spectrum disorder (ASD).

The group will communicate by email and monthly morning tea. Areas for discussion may include topics such as:

- Dietary interventions (eg., gluten /casein free diet, Feingold diet);
- Yeast;
- Supplements;
- Immune system;
- Heavy metals;
- Chelation;
- Gastrointestinal issues.

If anyone is interested in being included in a group of this nature, please contact me with your email address. If parents cannot attend the monthly coffee group (probably held on Thursday mornings) than you are more than welcome to simply communicate via email.

Yours sincerely
Gabrielle Bryden

Email: gbryden@bigpond.com
Ph: 3870 2906

Membership Renewal Time

September is the month when ABIQ annual membership fees are due. All members were recently mailed a renewal notice with information regarding the Annual General Meeting.

Please accept this friendly reminder to renew your membership with ABIQ for 2006-07 if you wish to continue receiving quarterly editions of ABIQ News, discounted entry to education events and access to ABIQ's extensive collection of resources.

New Group – Social Stories

A new group has just been opened for the purpose of sharing & brainstorming original social stories and scripts. Please join & share your ideas and experience!

<http://health.groups.yahoo.com/group/socialstories/>

NEW ABIQ RESOURCES

The following materials have recently been purchased for the ABIQ Reference Collection, which is housed at the Strathpine Office. A full list of available materials is located on the members only page of the ABIQ website. Current financial members are welcome to contact ABIQ to borrow materials from this collection or to suggest future purchases.

<i>Book Title</i>	<i>Author</i>
Good News for the Alphabet Kids	Michael Sichel, DO, ND, PhD
Healthy Cells Cook Book	Mindd Foundation
My Friend with Autism	Beverly Bishop
Practical Strategies for Teachers and Other Professionals	Northumberland County Council Communication Support Service
A Volcano in my tummy – Helping children to handle anger	Eliane Whitehouse and Warwick Pudney
The Autistic Spectrum Parents' Daily Helper	Philip Abrams and Leslie Henriques, MPH
Can I tell you about Asperger Syndrome?	Jude Welton
How are you peeling? Foods with Moods	Saxton Freymann and Joost Elffers
Asperger Syndrome – What Teachers Need to Know	Matt Winter
Early Sensory Skills	Jackie Cooke
How to Reach & Teach All Students in the Inclusive Classroom	Sandra Rief and Julie Heimburge
Revealing the Hidden Social Code	Marie Howley and Eileen Arnold
Finicky Eaters – What to do when kids won't eat!	Lori Ernsperger, Ph.D. and Tania Stegen-Hanson, OTR/L
What About Me?	Athanasia Koutsis, Gerda De Clercq, Richard Galbraith
A Treasure Chest of Behavioral Strategies for Individuals with Autism	Beth Fouse, Ph.D. and Maria Wheeler, M. Ed.
DVD – Fed Up with Children's Behaviour – How food and additives affect behaviour	Sue Dengate
Functional Behavior Assessment for People with Autism – Making Sense of Seemingly Senseless Behavior	Beth A. Glasberg, Ph.D.
Meaningful Exchanges for People with Autism – An Introduction to Augmentative & Alternative Communication	Joanne M Cafiero, Ph.D.
Early Communication Skills	Charlotte Lynch & Julia Kidd
Early Movement Skills	Naomi Benari
Writing & Developing Social Stories – Practical Interventions in Autism	Caroline Smith
Children and Youth with Asperger Syndrome	Brenda Smith Myles
The SCERTS Model – Volume I: Assessment	Prizant, Wetherby, Rubin, Laurent & Rydell
The SCERTS Model – Volume II: Program Planning & Intervention	Prizant, Wetherby, Rubin, Laurent & Rydell
Functional Assessment and Program Development for Problem Behavior – A Practical Handbook	O'Neill, Horner, Albin, Sprague, Storey, Newton
Evidence of Harm	Kirby, David
Let Me Hear Your Voice	Maurice, Catherine
Reaching the Child with Autism Through Art	Flowers, Toni
Developing Leisure Time Skills for Persons With Autism	Coyne, Phyllis; Nyberg, Colleen; Vandenburg, Mary Lou
Building Bridges Through Sensory Integration	Yack, Ellen; Aquilla, Paula; Sutton, Shirley
Teaching Playskills to Children with Autistic Spectrum Disorder	Smith, Melinda J.
Comic Strip Conversations	Gray, Carol

ABIQ



AUTISM BEHAVIOURAL INTERVENTION QUEENSLAND
Inc Assn. IA 19794 ABN: 21 344 641 592

In conjunction with the ARMS Global Autism Conference,
ABIQ is pleased to host a workshop on
Teaching Language to Children with Autism
Presented by
Dr Mark L. Sundberg, Ph.D., BCBA

Dr Sundberg is a leading authority in the use of Verbal Behavior (VB) in the treatment of children with autism and other developmental disabilities. He received his doctorate degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr Jack Michael. Dr Sundberg is a Licensed Psychologist and Board Certified Behavior Analyst who has been conducting language research with children with autism for 32 years.

Workshop Overview

This one-day workshop will cover the basic elements of B.F. Skinner's analysis of verbal behaviour as a conceptual basis for language assessment and intervention for children with autism. During the morning session we will focus on how to assess the language skills of a child with autism, and how and where to begin a language intervention program for a child who has minimal language skills. Topics will include early mand training, vocal skills, tacting, imitation and the development of listener skills. During the afternoon session, we will focus on more advanced skills such as intraverbal and RFFC training (listener skills). A new sequence (curriculum) of these advanced verbal skills will be presented. Additional topics discussed over the course of the workshop will include staff training, behaviour problems, vocal development, classroom design, augmentative communication, inclusion, peer interaction and self-stimulation.

Target Audience

This workshop is a rare opportunity for parents and professionals working with children with autism to learn the correct methods and implementation of Verbal Behavior.

Date: Sunday, 8 October, 2006
Venue: QUT, Kelvin Grove Campus Room N518
Time: 9am – 5pm
Cost: \$110 per person

Teaching Language to Children with Autism Workshop 8th October 2006

To register, please contact ABIQ to reserve your place. Then complete details below and return with payment by 25 September 2006 (cheque or money order payable to ABIQ Inc).

Name(s): _____

Address: _____

Phone: _____ Mobile: _____

Email: _____

No of places required: _____ Total payment enclosed: _____ (\$110 per person)

Autism Behavioural Intervention Queensland
PO Box 7053 Brendale Q 4500
Ph: 07 3881 1868 Fax: 07 3889 8939

Ph. 1300 ABIQLD or 1300 224 753 (from Regional Queensland at the cost of a local call)
Email: enquiries@abiq.org Web: www.abiq.org

What is Verbal Behavior?

In the past, most ABA programs implemented for children with autism were based on the work published by Ivar Lovaas in the 1980's. However, during those years Jack Michael, PHD., Mark Sundberg, PHD., and James Partington, PHD., among others in the field, focused on researching B.F. Skinner's Analysis of Verbal Behavior and its effectiveness of teaching language skills. This research has improved ABA programs by emphasizing the important elements in language acquisition previously ignored by traditional Lovaas-based programs. *That is, capturing a child's motivation to develop a connection between the value of a word and the word itself.

While the Lovaas-based approach uses ABA to teach language skills based on the premise that receptive language should be developed prior to expressive language...

The Verbal Behavior approach focuses on teaching specific components of expressive language (mands, tacts, intraverbals, among others) first.

This approach begins with what is called mand training... this teaches a child to request desired items, activities, and information. Therefore teaching the child that "words" are valuable and lead them to getting their wants and needs met.

Another difference lies within the emphasis of "function" (Verbal Behavior) of language, instead of "form" (Lovaas-based). For example, in a VB program, a child is first taught to ask for a "cookie" any way they can (vocally, sign language, etc.) only when they actually want a cookie. They capture that desire for a cookie and turn it into the lesson that the word (or sign) for a cookie will get you what you want... A Cookie! In a Lovaas-based program, the child may be taught to say the word "cookie" while other words are also repeatedly taught but not necessarily when the child wants a cookie at that moment.

One of the primary ideas behind Verbal Behavior approach is that the meaning of a word is found in its function and not in the word itself. If you don't take into account the function of language you often end up with a child who may be able to label or identify hundreds of objects but never uses them in functional ways or spontaneously requests them in the natural environment.

When using a Verbal Behavior approach, you teach each word or object across all functional relations to that word or object.

Verbal Behavior Terms:

Mand: Requesting wants and needs

Tact: Labelling or describing objects

Receptive repertoire: Non-verbally following directions, discriminating between pictures and objects

Imitation: Repeating, copying what was observed

Echoic: Vocal imitation

Intraverbal: Verbally (or using sign language) responding to the verbal behavior of others

Textural: reading

Transcriptive: Writing

Obviously you cannot teach all these components at once, but with some of these skills in the child's repertoire it is possible to build all of these various language components earlier than once thought.

In a traditional Lovaas approach the concept of "cookie" may be considered mastered when a child can point to a cookie and say cookie when shown a cookie, but with a Verbal Behavior approach the concept of "cookie" is not considered mastered until the child can:

- Ask for a cookie when it is wanted (mand)
- Find the cookie when it is asked for (receptive)
- Select a cookie if asked:
 - o What do you eat? (function)
 - o What has chocolate chips? (feature)
 - o Find the food (class)
- Answer questions about the cookie when it is not present: (intraverbals)
 - o Tell me what you eat?
 - o What has chocolate chips?
 - o What's crunchy?

Source: <http://www.autismusaba.de/lovaasvsvb.html>

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

Date Claimers			
DATE	TIME	EVENT	CONTACT
Friday 29 th September 2006	7:30pm	ABIQ Northside Support Group Aspley Coffee Club	ABIQ (07) 3881 1868 enquiries@abiq.org
Friday 6 th October 2006	9:00 am - 5:30pm	The ARMS Global Autism Conference Brisbane Technology Park	ABIQ (07) 3881 1868 1300 224 753 (Regional Qld) enquiries@abiq.org Places available
Saturday 7 th October 2006	8:50am - 5:30pm	The ARMS Global Autism Conference Brisbane Technology Park	ABIQ (07) 3881 1868 1300 224 753 (Regional Qld) enquiries@abiq.org Places available
Sunday 8 th October 2006	9:00am - 5:00pm	Verbal Behaviour Workshop Presented by Dr Mark Sundberg QUT, Kelvin Grove Campus	ABIQ (07) 3881 1868 1300 224 753 (Regional Qld) enquiries@abiq.org Places available
Friday 27 th October 2006	7:30pm	ABIQ Northside Support Group Aspley Coffee Club	ABIQ (07) 3881 1868 enquiries@abiq.org
Sunday 3 rd December 2006	3:00pm - 6:30pm	ABIQ Family Christmas Party Carindale PCYC 27 Naracott Street Carindale	ABIQ (07) 3881 1868 enquiries@abiq.org PLEASE RSVP by Nov 16 Including no. of adults and children attending + names and ages of children

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.



Autism Behavioural Intervention Queensland (ABIQ)
presents

The ARMS Global Autism Conference

Theme: *Growing and Achieving Together*

Brisbane Technology Park Conference Centre
6 & 7 October 2006

Keynote speakers

Professor Tony Attwood

Australia based. Professor Attwood, an international expert in ASD, will be launching his new book at the conference.

Dr Pamela Wolfberg

US based. Widely published in the areas of peer relations, play, childhood culture and social inclusion.

Dr Mark Sundberg

US based. An international expert on autism and co-author of the book "Teaching Language to Children with Autism or Other Developmental Disabilities".

Dr John McEachin

US based. A highly regarded professional on early intervention of children with autism. Co-author of the book "Work in Progress".

Dr William J. Walsh

US based. Founder and Director of Research of the Pfeiffer Treatment Center in Warrenville, IL. Dr Walsh is responsible for the discovery of low metallothionein activity in autism and the development of Metallothionein-Promotion therapy

Wendy Lawson

Australia based. Wendy has Autism Spectrum Disorder and is a qualified social worker and adult educator.

Stephen Shore

US based. Presents and consults internationally on adult ASD issues pertinent to education, relationships, employment, advocacy, and disclosure.

The conference will cover

Latest information on communication, socialisation, behavioural approaches, education, therapies, biomedical treatments and strategies for supporting and living with a child with ASD.

Target audience

Caters for parents and carers of children with autism, educators (e.g. classroom teachers, Advisory Visiting Teachers, teacher aides & early childhood workers), allied health professionals and others supporting children with autism.

EXPO

An expo will be held in conjunction with the conference.



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Registration Form – The ARMS Global Autism Conference, Brisbane

Autism Behavioural Intervention Queensland (ABIQ) Inc. (ABN 21 344 641 592)

* Mail completed form with cheque or money order to ABIQ, PO Box 7053, Brendale Q 4500.

* For multiple registrations, photocopy form first.

A. PERSONAL DETAILS (please print clearly)

Title _____ First-name _____ Surname _____

Organisation (if applicable) _____

Address _____

Suburb _____ State _____ Postcode _____

Telephone _____ Fax _____ Email _____

B. REGISTRATION SELECTION

You may choose either single day OR both days. Please tick the box to indicate day/s selected.

Each day includes keynote speakers (in the mornings) and concurrent sessions (in the afternoons). Please tick one box in each timeslot (1 to 3pm & 3:30 to 5:30pm) to indicate your preferences for concurrent sessions. This data will be used as a guide only for room allocation and may not represent your final selections.

<input type="checkbox"/> Friday, 6 October 2006	
1:00 - 3:00 pm	3:30 - 5:30 pm
<input type="checkbox"/> Wendy Lawson/ RDI	<input type="checkbox"/> Strategies 1
<input type="checkbox"/> Pamela Wolfberg	<input type="checkbox"/> Mark Sundberg
<input type="checkbox"/> Growth and Change	<input type="checkbox"/> Approaches to Learning
<input type="checkbox"/> Personal Perspectives	

<input type="checkbox"/> Saturday, 7 October 2006	
1:00 - 3:00 pm	3:30 - 5:30 pm
<input type="checkbox"/> Medical	<input type="checkbox"/> Bio-Medical
<input type="checkbox"/> Attwood/ Garnett/ Harper-Hill	<input type="checkbox"/> Wendy Lawson
<input type="checkbox"/> Strategies 2	<input type="checkbox"/> Multi-Disciplinary Approaches

C. REGISTRATION FEES include conference handouts, lunch and refreshments at tea breaks.

	ABIQ Financial Members		Non-ABIQ Members	
	Early Bird Up to 1/9/06	On or after 2/9/06	Early Bird Up to 1/9/06	On or after 2/9/06
Single Day Only	\$99 (incl. \$9 GST)	\$121 (incl. \$11 GST)	\$121 (incl. \$11 GST)	\$143 (incl. \$13 GST)
Both Days	\$187 (incl. \$17 GST)	\$220 (incl. \$20 GST)	\$220 (incl. \$20 GST)	\$264 (incl. \$24 GST)

D. PAYMENT

Registration without payment will NOT be processed. Please make cheques or money order payable to ABIQ. We are unable to accept credit cards.

Enclosed is a **cheque/money order** for the amount of \$ _____, being **one/both** day/s registration fee applicable **before/after** 1 September 2006 for a **member/non-member*** of ABIQ.

* Delete where appropriate

Date of registration: _____ ABIQ Membership number: _____ (or membership application is attached)

*If you are not already a member of ABIQ, you are welcome to join ABIQ now and take advantage of the member's discount. A membership application form can be downloaded from the web (www.abiq.org) or requested by phone (07 3881 1868).

E. DIETARY REQUIREMENTS

Gluten Free

Vegetarian

Dairy/Casein Free

F. TAX INVOICE (cut this portion out and retain as tax invoice after payment)

The 2006 ARMS Global Autism Conference – Brisbane 6 & 7 October 2006
Organised by Autism Behavioural Intervention Queensland (ABIQ) Inc. (ABN 21 344 641 592)
P.O. Box 7053 Brendale Q 4500

Name: _____ Address: _____

Amount paid: \$ _____ (Includes GST of \$ _____) Date paid: _____

Cheque/money order number: _____

Day 1 - Friday 6 October 2006

7:30 am to 12 noon	Registration starts at 7:30 am and program starts at 9 am Official Opening plus keynote addresses by: <ul style="list-style-type: none"> • Wendy Lawson - <i>Life and learning with autism spectrum disorder</i> • Dr Mark Sundberg - <i>A behavioural approach to language assessment and intervention for children with autism</i> • Dr Pamela Wolfberg - <i>Peer relations, play and imagination</i> 			
Concurrent sessions for day one (6 October 2006)				
	Room A	Room B	Room C	Boardroom (2nd floor)
1:00 pm to 3:00 pm	Wendy Lawson/ RDI <ul style="list-style-type: none"> • Wendy Lawson <i>Strategies that Wendy finds helpful for teachers and child care workers</i> • Libby Scherrer - RDI: <i>Relationship Development Intervention</i> 	Dr Pamela Wolfberg <i>Practical tools and techniques in supporting children with ASD in play with typical peers.</i>	Growth and Change <ul style="list-style-type: none"> • Dr Margaret Carter and Josie Santomauro - <i>How to be a smarter gardener in the autism nursery</i> • Winnie Lau & Julie Fox - <i>Ways to work: Employment and Asperger's Syndrome</i> • Katrina Brown – <i>Protecting your children – the estate planning linchpin</i> 	Personal Perspectives <ul style="list-style-type: none"> • Mary-Jane Blackman – <i>Strategies to teach improved behaviours to a non-speaking adolescent and adult.</i> • Ann Daunt and Sharon Horan – <i>Matthew's Journey</i>
3:30 pm to 5:30 pm	Strategies 1 <ul style="list-style-type: none"> • Dolly Bhargava – <i>Challenging behaviour or challenging communication</i> • Susan Haverty – <i>The Handle Program</i> • Amanda Hartmann – <i>Developing visual communication tools for people with autism</i> 	Dr Mark Sundberg <i>What typical language development can teach us about language training for children with autism and</i> <i>The importance of mand training for children with autism</i>	Approaches to Learning <ul style="list-style-type: none"> • Penny McCulloch – <i>Making meaningful computer based learning activities for school and home.</i> • Simon Wright – <i>AEIOU Early intervention with a centre based format</i> • Mark Darling - <i>EEG and HEG neurofeedback: Brainwave and cerebral blood flow training for the treatment of ASD in the school setting</i> 	

Day 2 – Saturday 7 October 2006

8:50 am to 12 pm	Keynote addresses by: <ul style="list-style-type: none"> • Dr John McEachin - <i>Helping children with autism fit Into the world</i> • Dr William Walsh - <i>Oxidative stress and autism: A roadmap for effective treatment</i> • Stephen Shore - <i>Success with autism: Using our strengths for achieving a fulfilling and productive life – just like everyone else</i> • Professor Tony Attwood - <i>Managing challenging behaviour in children with autism</i> 			
Concurrent sessions for day two (7 October 2006)				
	Room A	Room B	Room C	Boardroom (2nd floor)
1:00 – 3:00 pm	Medical <ul style="list-style-type: none"> • Dr Michael McDowell – <i>Working together – effective collaboration</i> • Dr James Scott – <i>Pharmacological aspects of treatment of the ASD condition.</i> • Dr John Wray – <i>Pieces of the jigsaw: Review of the biology of the autism spectrum disorders.</i> 	Attwood, Garnett & Harper-Hill Professor Tony Attwood Michelle Garnett & Keely Harper-Hill <i>Developments from Minds & Hearts: A specialist clinic for autism and Asperger's syndrome</i>	Strategies 2 <ul style="list-style-type: none"> • Amanda Reed – <i>The myths and misconceptions surrounding the Picture Exchange Communication System</i> • Cathy Love – <i>A team approach to sensory processing issues for children with Autism.</i> • Lee-Anne Grosvenor – <i>A melting pot of communication strategies for your child.</i> 	
Launching of Professor Tony Attwood's new book during tea break				
3:30 – 5.30 pm	Bio-medical Issues <ul style="list-style-type: none"> • Dr William Walsh – <i>The Bio-chemistry of Autism Spectrum Disorder</i> • Fiona Carter – <i>Smart Cookies</i> • Dr Libby Ellis – <i>Metabolic profiling of urine of autistic children.</i> 	Wendy Lawson <i>Developing self help skills in people with autistic spectrum disorders: How parents and professionals can help those with autism and Aspergers learn to help themselves.</i>	Multi-Disciplinary Approaches <ul style="list-style-type: none"> • Dr John McEachin – <i>Behavioural intervention strategies for children with autism</i> • Stephen Shore – <i>Examining promising approaches for working with children on the autism spectrum</i> • Leanne Sondergeld – <i>Life skills across the spectrum.</i> 	