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ABIQ NEWS

December 2008

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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**Merry Christmas
and a Happy New Year
to all ABIQ Members**

The ABIQ office will be closed during the school holiday period (Dec 12 – Jan 27).
Email and phone messages will be checked regularly.

President's Column

As another busy year draws to a close, the management committee is taking the usual opportunity to reflect upon ABIQ's activities in 2008. With regards to education events, ABIQ ran the following education events in 2008:

- 3 successful 8 week ABA courses, including one held on the Gold Coast
- 2 free ABA Information sessions to target parents and teaching assistants wishing to work in home-based early intervention programs
- a regional Autism and ABA seminar in Bundaberg
- The ARMS Global Autism Conference held at the Brisbane Convention and Exhibition Centre, South Bank – ABIQ's biggest and most successful autism conference to date.

2008 saw the unveiling of the Federal Government's 'Helping Children with Autism' package. Hopefully many of our families with younger children have registered for this assistance which provides \$12,000 per child over two years. ABIQ continues to provide parent to parent support for families who are undertaking early intervention programs. Our organization loans ABA starter kits, toys and therapy materials plus access to an ever-growing collection of reference materials. As many of our families remain members of ABIQ past the point of early intervention, we continue to provide help and support to these members also by way of education events, support groups, newsletters and resources. In addition, ABIQ maintains links with its many professional and organizational members; education events are well attended by this membership group. In particular, schools/ teachers are actively seeking professional development in the area of autism.

In September at the AGM, we said farewell to Kylie after 8 years and welcomed Robyn and Vera to the Management Committee. Thanks for accepting the challenge!

Recently, a funding submission to the Gambling Community Benefit Fund was prepared on behalf of ABIQ. We hope to be successful in receiving funds to video stream presentations from The ARMS Global Autism Conference 2008 and make them available for viewing on the ABIQ website. If the project receives funding, parents and professionals will be able to continue accessing this material about autism presented by leading experts for some time to come. What a great idea! Thanks to Michael Chan who helped prepare the submission and to those who kindly provided letters of support for our application (Tony Attwood, Ren Sculthorpe and Wayne Wilkinson). We will update members on the progress of this project as soon as we have news.

November 30 saw the ABIQ Christmas Party take place at the Carindale PCYC. ABIQ has been hosting the annual family Christmas party here for a number of years now. It is always a popular event and a great opportunity for families to come together in an atmosphere of acceptance, understanding and relaxing fun. Families attending this year were treated to entertainment from the Christmas Elf, the delights of non-stop trampolining, a delicious buffet dinner and of course, a visit from Santa who came bearing gifts! Thanks to those who put in the hard work to deliver another great Christmas party – Kellie Postle (chief organizer), Sharon Horan (chief gift buyer), Rob Felesina (our wonderful Santa), Bianca Joe Kong, Belinda Harris, Vera Pennisi, Joe and Carmel Grasso and Kylie Graham.

Baby News!!! Congratulations to Kellie on the birth of Ella Florence (18 Dec) and also to Bianca on the birth of Eli Jack (22 Dec). Best wishes are extended to the Postle and Brownrigg families. Hope that all is going well.

May we take this opportunity to wish all ABIQ members health and happiness in 2009.



Jumping for joy at the Christmas Party



Everyone loves Santa!

Autism Intervention Information

By Autismus-ABA

Following on from ABA Strategies #4 (ABA terms you should know) published in September's edition:

Understanding Behavior

ABA Strategies #5

All behavior has one of four basic purposes:

1. Attention 2. Escape 3. Power (or control) 4. Self Stimulation

Whenever you see a behavior that you would like to not see again, you must become very good about quickly deciding which of the four purposes your child is trying to use the behaviour for.

The way that you can analyse the intent of a behavior is by quickly asking yourself 3 questions.

1. What exactly was the behaviour I did not like
2. What was happening in the environment just before the behaviour
3. What changed in the environment directly after the behaviour

Question 1 is designed to make sure that you are pinpointing the appropriate important behaviour that you would like to change. It is hard to change the behaviour of being bad. It is much easier to work on a specific behaviour like, walking away from mom when mom gives a request or throwing the soup bowl on the floor etc.

Question 2 is designed to see if there is an antecedent to the behaviour that can be considered a cause. For example if every time you put a sweater on your child he bites herself, it should be pretty easy to find a way to eliminate the behaviour. It also can give you an idea about the purpose of the behaviour. For example, if just before the behaviour of throwing the plate on the floor mom was talking on the phone. That might lead you think that the behaviour might have been an attempt to gain mom's attention.

Question 3 is sometimes the most difficult but often the most important question to answer correctly. What is the consequence that is reinforcing the behaviour in question? Often if we can find what is reinforcing the behaviour we can make choices designed to eliminate that reinforcement. For example if after throwing the plate on the floor mom got off the phone and talked with the child, then it would lend further evidence that the behaviour was an attempt at gaining mom's attention. It would also lead us to believe that in the future when the behaviour occurs mom should remain on the phone and not allow the behaviour to be successful.

After you have asked and answered these three questions you should have a better idea of which of the four purposes the behaviour is serving for your child.

The next step is to plan an intervention that will stop reinforcing the inappropriate behaviour and begin reinforcing other or competing behaviors.

Examples of what you could do for the four different possible purposes of behaviour:

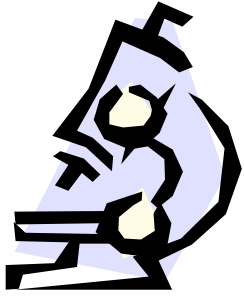
Attention- If throwing the plate on the floor was used to get mom's attention then mom should not give any attention the next time the plate hits the floor. But instead should plan to give lots of attention when your child is eating appropriately.

Escape- When the purpose of the behaviour is escape for example, Mom is asking the child to say Bread and the child throws the plate on the floor to escape the SD. Mom needs to not reinforce that behaviour by continuing to present the SD and when the child has performed enough repetitions of the skill he should be reinforced for finishing the skill appropriately.

Power (Control)- Sometimes children are looking to gain power and control by using a behaviour. When this is the case you need to not allow the inappropriate behaviour to be successful in pushing your buttons or making you angry. Instead you should look for or develop opportunities for the child to request independence appropriately and then reinforce them. For example, giving choices or as much as possible including what he wants to do with what you want him to do. However, the sooner he is able to cope with the fact that we ultimately have to make the decisions on what he is able to do, the sooner he will be able to follow directions and work on things he doesn't like in a school setting.

Self Stimulation- Behaviors that a child will engage in whether they are with you or when alone are caused by self stimulation. These behaviors are reinforced naturally and may be difficult to affect as you are not the one who is reinforcing them. If the reason the child is throwing the plate on the floor is because he likes the sound it makes, you need to look at things that you can do to take away that natural reinforcement. Possibly by buying a floor mat or using paper plates. Anything that you can do to remove the sound that is reinforcing the inappropriate behaviour can be attempted. Another option is to find a way that your child can acceptably enjoy that sound, perhaps bouncing old plates in the basement.

Once you have asked yourself the three questions and made a decision on the possible purpose of the behaviour it should give you an idea of things you can try to do to affect the behaviour in positive ways. However, the only way to know if you have a good plan is to put it into practice and take data to see if the behaviour is happening less. If it is, your plan is probably good and should be continued. However, if after a reasonable amount of time (usually a week or two) the behaviour is continuing or increasing, you need to stop the plan, rethink the possible purposes and try a different tactic.



--- Research ---

Landmark Study: Autism Recognized As Medically Treatable

In April of 2008, the American College of Medical Genetics (ACMG), an AMA- recognized board, issued clinical practice guidelines that clinical geneticists should follow in determining the etiology for those with an autistic spectrum disorder (ASD) diagnosis and in treating patients with this diagnosis. This study, "Autism spectrum disorder-associated biomarkers for case evaluation and management by clinical geneticists" in Expert Review of Molecular Diagnostics,¹ confirms that there are now well-established, routine, clinically available, identified biomarkers to help clinical geneticists medically evaluate and treat individuals diagnosed with an ASD and briefly outlines some recognized biomarkers. Depending on the cause of the ASD, these researchers have found that "associated medical risks may be identified, which may lead to screening and potential morbidity prevention in patients and other family members." The non-profit CoMeD, Inc., and, through a grant from the Brenen Hornstein Autism Research & Education (BHARE) Foundation, the non-profit Institute of Chronic Illnesses, Inc. funded this research study.

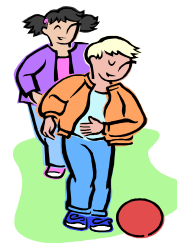
The important clinical tools identified for medical evaluation and treatment response monitoring included:

- Porphyrin biomarkers – to help determine if mercury toxicity is present, and, when it is found, to monitor changes in mercury-burden during detoxification therapies.
- Trans-Sulfuration biomarkers – to help determine if mercury biochemical susceptibility is present and, when it is found, to monitor patient response during supplementation with nutritional therapies such as methylcobalamin (the methyl form of vitamin B12), folic acid, and pyroxidine (vitamin B6).
- Oxidative Stress/Inflammation biomarkers – to help determine if there are excessive by-products of metabolic pathways, and, when they are found, to monitor patient progress during supplementation with anti-inflammatory drugs such as Aldactone® (spironolactone).
- Hormonal biomarkers – to help determine if hormonal abnormalities are present and, when they are found, to monitor patient progress during the indicated treatment with hormonal regulation drugs such as Lupron® (leuprolide acetate) and Yaz® (drospirenone/ethynyl estradiol).
- Mitochondrial Dysfunction biomarkers – to help determine if there are disruptions in the energy production pathways, and, when they are found, to monitor patient progress during supplementation with drugs such as Carnitor® (L-carnitine).
- Genetic biomarkers – to help determine if there are genetic causal or susceptibility factors present, and, when they are found, to provide insights into behavior modification to help reduce the impact of such genetic factors.

Source: Schafer Autism Report Dec 07, 2008

Program Helps Autistic Students Discover Joys of Recess

By Pat Kossan for The Arizona Republic. bit.ly/1Gf7n7



It was Katy Donmoyer's habit to spend recess alone, circling the perimeter of her Scottsdale, Ariz., elementary school playground. Her sister, Leah, hovered silently near groups of playing children, who ignored her. Recently, however, the 9-year-old twins were taking turns jumping rope with classmates in the middle of Copper Ridge Elementary School's crowded and chaotic playground.

To behavioral scientists, the change is more evidence that their new strategy to help autistic children fit into recess is working. To the twins' mother, it is hope her daughters will have a social life despite a disorder that makes it difficult for them to understand the give and take of conversation, play and making friends.

More schools across the country are training teachers and adding teaching assistants so more autistic children can learn in a regular classroom. But Copper Ridge is among the first to find ways for these children to successfully fit into the often-intimidating social mix of recess.

In January, the school became an incubator for a new kind of recess in which students teach their autistic classmates about the joys of the playground. The autistic children teach them a little compassion. The program being refined on the playground could help create a blueprint for schools across the nation. It already has attracted the attention of Scottsdale parents, who increasingly seek to enrol their autistic children in the school. Parents want to ensure their autistic children do not end up like many: isolated by their peers, bullied and, as they get older, depressed.

"You see your child progressing academically," said Karen Donmoyer, the twins' mother. "But, more importantly, you realize: I want my child to be happy. I want my child to have friends. That was the piece that wasn't getting attention."

Schools often use recess time to group autistic children in quiet spaces, where they can play games and learn the art of conversation, or they send them to the playground to drift. Karen Donmoyer wanted a better option. She rallied parents, district officials and the community to raise cash to help her find one.

The Phoenix-based Southwest Autism Research and Resource Center worked with her to create something

better for the entire school. The center's coaches organize favorite activities of autistic students, such as a board game or a game of tag, on the playground. With a little encouragement, the games attract a variety of students. Coaches use the games to teach kids with autism and their classmates the skills they need to play together. "You are then positively impacting both the child with autism and the typical children because you're getting these kids to be compassionate toward each other," Donmoyer said.

Other center staff members shoot video or note the number of interactions and other changes in the behavior of all the children. They also track behavior and progress inside the classroom. Preliminary data show autistic students are initiating more contacts and other children are more responsive.

The adults are learning a few things. For example, many were surprised that most children preferred organized games over free play during recess, said Daniel Openden, the autism center's clinical director, who began developing the new strategies a few years ago while a graduate student in Santa Barbara, Calif. Both in Santa Barbara and Scottsdale, the structured games attracted both class clowns and the same kids most likely to bully, Openden said.

What school officials noted immediately was a dip in the number of children referred to the principal for misbehaving during recess, and less classroom time spent settling playground spats.

Helping an autistic child develop a relationship with a non-autistic child is good for both, said Susan Wilczynski, executive director of the National Autism Center, based in Randolph, Mass. But research on the subject has been confined to special programs and special settings. "We need to see more research like what's going on in Scottsdale, in a real-world setting," Wilczynski said.

The Southwest Autism Research and Resource Center is creating a step-by-step manual that could help implement similar programs in all Scottsdale's elementary schools. Eventually, if research continues to show positive results, it is likely to be used in schools throughout the nation.

Source: *Schafer Autism Report Oct 08, 2008*

NEW ABIQ LIBRARY RESOURCES

The following materials have recently been purchased for the ABIQ Reference Collection, which is housed at the ABIQ office at Strathpine. 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.

Title	Author
The Survival Guide for Teenagers with Learning Differences	Rhoda Cummings and Gary Fisher
Is this your child? Discovering and Treating Unrecognized Allergies in Children and Adults	Doris Rapp, M.D.
The AD/HD Handbook – A Guide for Parents and Professionals on Attention Deficit/Hyperactivity Disorder	Alison Munden and Jon Arcelus
And the skylark sings with me – Adventures in home-schooling and community-based education	David H. Albert
The Ziggurat Model – A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome	Ruth Aspy and Barry G. Grossman
Teenagers with ADD – A Parent's Guide	Chris A. Zeigler Dendy, M.S.
Bobby and Mandee's Too Smart for Bullies	Deputy Sheriff Robert Kahn and Sharon Chandler
The Consulting Therapist – A Guide for OTs and PTs in Schools	Barbara E. Hanft, and Patricia A. Place
Paediatric Massage for the Child with Special Needs	Kathy Fleming Drehobl and Mary Gengler Fuhr
Following Directions with r, s, l, sh, ch, th	Robynne L. Merrill
Bringing Up Parents – The Teenager's Handbook	Alex J. Packer, Ph.D.
DVD – Talk to Me!	www.aba-materials.com
Elijah's Cup – A Family's Journey into the Community and Culture of High-Functioning Autism and Asperger's Syndrome	Valerie Paradiz
Does my child have autism? A Parent's Guide to Early Detection and Intervention in ASD	Wendy L. Stone with Theresa Foy DiGeronimo
Children, Youth and Adults with Asperger Syndrome – Integrating Multiple Perspectives	Kevin P. Stoddart
What about me?	Athanasia Koutsis
Special Diets for Special Kids	Lisa Lewis
Special Diets for Special Kids Two	Lisa Lewis
Embarrassed Often Ashamed Never	Lisa Elliott
I Am Utterly Unique	Elaine Marie Larson
Teaching at Home	Olga Holland
Strengthening Relationships When Our Children Have Special Needs	Nicholas Martin
Counselling People on the Autism Spectrum	Katerine Paxton and Irene A Estay
Special Brothers and Sisters – Stories and Tips for Siblings of Children with a Disability or Serious Illness	Annette Hames and Monica McCaffrey
Integrated Yoga	Nicole Cuomo
Homeschooling A Child with Asperger Syndrome	Lise Pyles
Continuity and Change in the Social Competence of Children with Autism, Down Syndrome and Development Delays	Marian Sigman and Ellen Ruskin
Small Steps Forward – Using Games and Activities to Help Your Pre-School Child with Special Needs	Sarah Newman
Between Their World and Ours – Breakthroughs with Autistic Children	Karen Zelan
The Boy who Loved Windows	Patricia Stacey
The Fabric of Autism	Judith Bluestone
Autism and Early Years Practice – A Guide for Early Years Professionals, Teachers and Parents	Kate Wall

Title	Author
Simple Strategies That Work	Brenda Smith Myles
The Hidden Curriculum	Brenda Smith Myles
Children and Youth with Asperger Syndrome	Brenda Smith Myles
The Comprehensive Autism Planning System (CAPS) for Individuals with AS, Autism and Related Disabilities	Brenda Smith Myles
Asperger Syndrome and Sensory Issues	Brenda Smith Myles
Emergence: Labelled Autistic	Temple Grandin
Asperger's Syndrome and Sexuality	Isabelle Henault
The Other Country	Michael Whelan
The Rett Syndrome Handbook	Kathy Hunter
Developing Leisure Time Skills for Persons with Autism	Phyllis Coyne, Colleen Nyberg and Mary Lou Vandenburg
Prescription for Success: Supporting children with ASD in the Medical Environment	Jill Hudson
Inclusive Programming for Middle School Students with Autism/Asperger's Syndrome	Sheila Wagner
Inclusive Programming for Elementary Students with Autism	Sheila Wagner
Everyday Solutions – A Practical Guide for Families of Children with ASD	Mindy Small and Lisa Kontente
Stop Think Do – Social Skills Training – Early Years of Schooling (ages 4-8)	Lindy Petersen
Stop Think Do – Social Skills Training – Supplement for Middle Years of Schooling (ages 12-15)	Lindy Petersen
Stop Think Do – Stop and Think Friendship DVD Package	Lindy Petersen
Stop Think Do – Stop and Think Learning – A teacher's guide for motivating children to learn: including those with special needs	Lindy Petersen
Writing Skills Activities for Special Children	Darlene Mannix
Ten Things Your Student with Autism Wishes You Knew	Ellen Notbohm
The Verbal Behavior Approach	Mary Lynch Barbera
Visual Perception Problems in children with AD/HD, Autism and Other Learning Disabilities	Lisa A. Kurtz
A Will of His Own – Reflections on Parenting a Child with Autism	Kelly Harland
What About Me? The Autism Survival Guide for Kids	Athanasia Koutsis, Gerda De Clercq, Richard Galbraith
Pervasive Developmental Disorders – Diagnosis, Options and Answers	Mitzi Waltz
Visual Recipes – A Cookbook for Non-Readers	Tabitha Orth
Keys to Success for Teaching Students with Autism	Lori Ernsperger
Let's Talk Emotions – Helping Children with Social Cognitive Deficits, including AS, HFA and NVLD, Learn to Understand and Express Empathy and Emotions	Teresa A. Cardon
Learn to Move, Move to Learn! Sensorimotor Early Childhood Activity Themes	Jenny Clark Brack
The Autism Encyclopedia	John T. Neisworth, Pamela S. Wolfe
One Small Starfish – A Mother's Everyday Advice, Survival Tactics & Wisdom for Raising a Special Needs Child	Anne Addison
A Perfect World – A Father's Quest to Unriddle the Mysteries of Autism	David Cohcn
Seeing through new eyes - Changing the lives of children with autism, asperger syndrome and other development disabilities through vision therapy	Melvin Kaplan
Reweaving the Autistic Tapestry	Lisa Blakemore-Brown
The Opening Door	Jean Bryant
Without Reason – A family copes with two generations of autism	Charles Hart
Pelargoniums	Kathryn Hamann
Outcomes in Neurodevelopmental and Genetic Disorders	Patricia Howlin and Orlee Udwin
Social & Communication Development in ASD	Tony Charman and Wendy Stone
Sexuality – Your Sons and Daughters with Intellectual Disabilities	Karin Melberg Schwier & Dave Hingsburger

Title	Author
In the Deep End - Survival Strategies for Beginning Teachers of Students with ASD	Gail Anne Ilott
More Laughing and Loving with Autism	Wayne Gilpin
Early Speech & Language Skills – A Sensorimotor Approach	Maria Monschein
100 Questions & Answers About Autism – Expert Advice from a Physician/Parent Caregiver	Quinn, Campion
The Color of Autism	Toni Flowers
Learning Together	Jenison Public Schools
Visual Learning – Academic Activities for the Visual Learner	Sue Larkey
Taking the Mystery Out of Medications in Autism/Asperger Syndrome	Luke Tsai
Creative Ideas in Practice	Jenison Autism Journal
Line Drawings to use with the revised Makaton vocabulary	Makaton Australia
The Natural Medicine Guide to Autism	Stephanie Marohn
My Andrew – Day to day living with a child with ASD	Wallis A. Simpson
Growing Up Severely Autistic – They Call Me Gabriel	Kate Rankin
Facing the Crowd – Managing other people's insensitivities to your disabled child	Deborah Fullwood & Peter Cronin
Movement Differences and Diversity in Autism/Mental Retardation – Appreciating and Accommodating People with Communication and Behavior Challenges	Anne M Donnellan and Martha R Leary
Guns A'Blazing – How Parents of Children on the Autism Spectrum and Schools Can Work Together Without a Shot Being Fired	Jeffrey Cohen
Asperger Syndrome and Adolescence – Practical Solutions for School Success	Brenda Smith Myles and Diane Andreon
Social Facilitation in Action – A Behavioral Intervention Therapy for Individuals with Autism, Asperger's Syndrome and Other Related Syndromes	Illana Katz and Andrew Yellen
DVD – A Beautiful Son	
What It Feels Like	Eva Lynn
Not Even Wrong – A Father's Journey into the Lost History of Autism	Paul Collins
From Thoughts to Obsessions OCD	Per Hove Thomsen
Autism as a metabolic disorder	Paul Shattock and Dawn Savery
Autism & Self Improvement – My Journey to accept Plant Earth	Eric Y. Chen
Diagnosis Autism – Where to go from here	Bette Sartore
Asperger Syndrome and the Elementary School Experience – Practical Solutions for Academic and Social Difficulties	Susan Thompson Moore, M.Ed.
Children with Autism – A Parents' Guide	Michael D. Powers, Psy.D
The Complete Guide to Asperger's Syndrome	Tony Attwood

How do I borrow from the ABIQ library???

In person:

The ABIQ office is located at Gympie Road, Strathpine (just north of Westfield shopping centre.) Call the office on 3881 1868 to arrange a time to visit.

By mail:

We will happily mail loans to members who are unable to visit the office. (ABIQ pays postage one way, member pays return postage.) Call or email us with the titles you want to borrow, or tell us your needs and we will suggest suitable materials.

Cooking Corner



Finding food treats for our kids on restricted diets can present a challenge. Here are a couple of recipes you may like to try these holidays...

GFCF Protein Muffins

Preheat oven to 160C fan-forced.

Combine dry ingredients:

- 1 cup finely crushed cashews (or any combo of macadamia, walnut or hazelnut meal crushed in a food processor.)
- 1 cup coconut flour (available in the bins at the health food/organic store)
- 2 tspn GF baking powder
- 1.5 level tspn Stevia powder to sweeten
- 1/2 level tspn Xanthan gum
- 1/4 cup (or more) dried cranberries or raisins (optional)

Combine wet ingredients:

- 6 lightly beaten eggs
- 3/4 cup vegetable oil
- Rice milk (for amount see below)

Combine wet and dry ingredients, then add rice milk until the right consistency. Spoon mixture into muffin cases set in a muffin pan. Makes about 10. Cook approx. 20 mins. Cool on a rack. Muffins keep well in an airtight container in the fridge for a few days. Unlike muffins made with rice flour, they actually stay moist! Depending on your taste, you can reduce the amount of coconut flour and replace with the nut meal.

Yummy GFCF Cookies

- 60g Nuttalex dairy free margarine
- 30g golden syrup
- ½ tsp bicarb soda
- 1 tablespoon boiling water
- 2/3 cup brown sugar
- 1 ½ cups gluten free plain flour
- Pure icing sugar
- A little rice milk

Preheat oven to 160 deg C. Melt the margarine and syrup together. Put the bicarb soda in a little bowl and add the boiling water. (It should fizz.) Add this to the melted margarine mixture. Mix the flour and sugar in a separate bowl and add to the wet ingredients. Mix well to combine until the mixture forms a ball. Knead the ball a little until it is less crumbly. Roll the dough out on a piece of greaseproof paper or pastry sheet. Cut shapes out using cutters. Carefully transfer the shapes to trays lined with baking paper. Bake for 10 mins. Cool. Mix the icing sugar and rice milk together and spread or pipe onto the cookies to decorate. Alternatively, dust with icing sugar.

Living with Aspergers - literally

Written by Lisa Graham (ABIQ member)

As I sit here and reflect on my life, I have come to the realization that today is what I have shaped it to be. I get up every morning and tell myself "Today is going to be a good day!" I choose to do that because I believe my choices shape my days.

What I did not ever choose was that two of my three children would have Aspergers. I always knew they were different but after all these years of looking for a reason, it was still a shock to hear those words.

The diagnosis came after 10 years of aggression. Once the shock subsided, it was a relief to learn that their behaviour, lack of social skills, acceptance of a new situation and literal thinking was part of something bigger. With the help of ABIQ and their library of books and information, I chose to read about and learn as much as possible to make life easier for them. Although both my boys have Aspergers they are quite opposite in some of their symptoms. With a positive approach, perseverance and patience, and the help of family for support I am seeing the light at the end of the tunnel.

Parents, you would have over the years read statements such as these in articles just as I have,

"Children with Autistic Disorders (ASD's) tend to suffer from severe gastrointestinal problems. Such symptoms may be due to a disruption of the indigenous gut flora promoting the overgrowth of potentially pathogenic micro-organisms." (Journal of Medical Microbiology) and, "A lot of children with Autism have gastrointestinal problems such as constipation and diarrhea, and thus causing behavioral symptoms" (ABIQ September 08 newsletter)

I wondered whether this was in fact something I should look further into. And I did. Literally! I was quite shocked to learn that a very large proportion of people with Autism Spectrum Disorders have a component linking them to gut trouble.

Once I understood what needed to be done it was **so simple**. In two months, yes two, my boys went from terrible to terrific kids. Just two months ago, my research led me to a range of very accessible products that have helped my boys overcome the problems that have caused their behavioral issues.

Maybe you can achieve the same results also, by making some very simple changes to your child's life. Reducing the toxic load of chemicals into their systems and improving their cellular nutrition, helps the conductivity between the gut and the brain. This slight change produces a massive benefit. The change becomes routine and children with ASD need routine. For the first time in their lives I have the hope of a bright future for my boys.

My younger son has very few 'motion' problems now and has come home from school with certificates for being 'settled and calm' and 'improving his work skills'. He does not have angry outbursts any more when he sees me after school. He loves to read now and as his co-ordination is improving, he is enjoying outside activities more everyday. Socially he is not as awkward and does not feel left out.

My eldest son is learning to accept change. Although this is slow, he has been improving so much in class in different areas that he was awarded with 'Student of the Month'. Proud Mum? You bet!

Now, I suppose you are asking yourself in what way your children would benefit from this information I am sharing with you? Being calm gives them the opportunity to take in more information and to communicate better. A 90% improvement in two months is proof to me that this simple change actually does work. Socially the boys still have a way to go and yes, they are still literal thinkers, and yes we still have the odd meltdown, but it is only 10% of what it used to be. And for that I am grateful... and proud of my boys!

Aspergers may not be something they will grow out of, but knowing that the products are reducing the symptoms dramatically and at the same time addressing a key cause - gives our children (and us!) a much brighter future .

**Life is a journey; why not make it a good one?
For both *you* and *your* child.**

All queries will be answered. You can either **email** me: Attn: Lisa loveyourlife2day@hotmail.com
or **phone** (07) 3882 4230 for further information.

Please note: ABIQ invites members to contribute stories to ABIQ News about their experiences with autism. Please be aware that contributors may have a vested interest in particular products or therapies mentioned in the stories they contribute. It is the belief of ABIQ that parents should be able to share their stories with others in our community; equally parents have the right and responsibility to research and choose treatments appropriate to their child in consultation with their health practitioners. ABIQ reserves the right to make editorial changes to submitted stories as required.



ABIQ Calendar of Proposed Education Events 2009

Please note this calendar is currently in draft format. Dates and events may be subject to change.

Event	Presenter	Location	Dates
ABA Information Seminar	Melissa Mackay (AP)	Brisbane	Sun 29 March
ABA 8 Week Course	Melissa Mackay (AP)	Brisbane	1 April – 20 May (Wednesday Evenings)
ABA Information Seminar	Kirsten Aspin (AP)	Gold Coast	Sun 15 th March
ABA 8 Week Course	Kirsten Aspin (AP)	Gold Coast	17 March – 5 May (Tuesday Evenings)
1 Day Autism Seminar/Workshop	Tony Attwood	Brisbane	20 April (Pupil free day)
Applied Behavioural Analysis (ABA) Introductory Training Course	Ren Sculthorpe	Brisbane	Sat 13 & Sun 14 June
ABA Information Seminar	Melissa Mackay (AP)	Brisbane	Sun 26 July
ABA 8 Week course	Melissa Mackay (AP)	Brisbane	29 July – 16 September (Wed Evenings)
ABA 8 Week Course	Kirsten Aspin (AP)	Gold Coast	6 August – 24 September (Thursday Evenings)
Behaviour Management for Children with Autism	Ren Sculthorpe	Brisbane	Sun 13 September 9:30am – 4:30pm
½ Day Workshop Movement Differences in ASD	Moirra Boyle	Brisbane	Sun 11 Oct

ABIQ Calendar of Proposed Support Activities 2009

Please note this calendar is currently in draft format. Dates and events may be subject to change.



Evening Support Group Activities

Event	Location	Date
Support Group Meeting	Strathpine Coffee Club	Fri 27 Feb
Support Group Meeting	Strathpine Coffee Club	Fri 24 April
Support Group Meeting	Strathpine Coffee Club	Fri 26 June
Support Group Meeting	Strathpine Coffee Club	Fri 28 August
Support Group Meeting	Strathpine Coffee Club	Fri 30 October

Daytime Support Group Activities

Event	Location	Date
Support Group Meeting	ABIQ Office	Wed 25 March
Support Group Meeting	ABIQ Office	Wed 27 May
Support Group Meeting	ABIQ Office	Wed 29 July
Support Group Meeting	ABIQ Office	Wed 23 September
Support Group Meeting	ABIQ Office	Wed 25 November

Social Events

Event	Date	Location
ABIQ Family Fun Day	TBA - May 09	Pine Rivers Park
ABIQ Family Christmas Party	Sun 29 Nov	PCYC Carindale

 **ABIQ Annual General Meeting: 12th September 2009**

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.