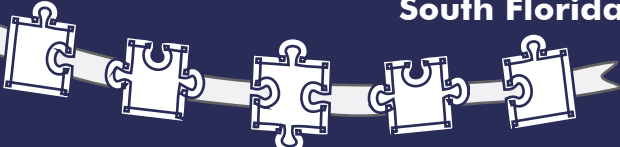


THE AUTISM NOTEBOOK™

South Florida



**Family Resource
for Autism and
Related Disabilities**

- Education
- Acceptance
- Inspiration

DEC/JAN 2015 FREE

Tech It Up!

This Holiday!

GIFTING APPS

Power of
TECHNOLOGY
Supports

*Parent's Right
to Assistive
Technology*

Virtual School

An Option on the Table

CARD Statewide Conference Info...Page 24

Warm & Caring Pediatric Dentistry

Autism Friendly Office

Specializing in Children, Teens, & Special Needs

- Video Games • Movies • Music • Aromatherapy
- Overhead Entertainment • Semi-Private & Private Rooms
- "Desensitizing Visits" prior to appointment
(ie multiple visits to: walk through, meet the doctor)

Saturday & Evening Appointments Available



\$85⁰⁰

NEW PATIENT EXAM

Includes cleaning, fluoride application, oral hygiene instructions, nutrition consultation and age appropriate x-rays.

Valid for children up to age 18, new patients and cannot be combined with dental insurance benefits.

Exp. 1/31/2015

Most Major Insurance Plans Accepted including Florida Kid Care Offering American Dental Plan for those without insurance
Se Habla Español



Full Service Pediatric Dentistry to include:

- General Dental Care • Orthodontics • Oral Sedation
- Hospital Dentistry @ Joe DiMaggio Children's Hospital



American Pediatric
Dental Group

Dentistry in Caring Hands



In Partnership with
Naidu Orthodontics

PEMBROKE PINES

10021 Pines Boulevard, Suite 100
Pembroke Pines, FL 33024

CHAPEL TRAIL

18503 Pines Boulevard, Suite 304
Pembroke Pines, FL 33029

954.417.1337

www.AmericanPediatricDental.com

We Meet Your Child Where They Are!

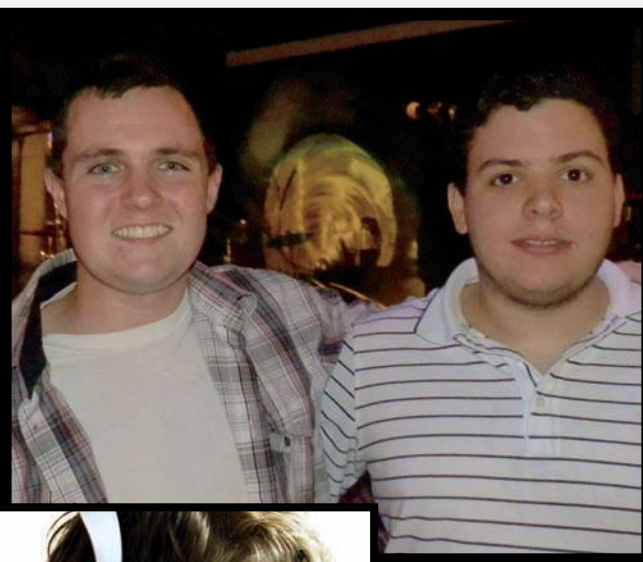
The patient or any other person responsible for payment has a right to pay, cancel payment, or be reimbursement for payment for any other service, examination, or treatment which is performed as a result of and within 72 hours of responding to the advertisement for the free, discounted fee, or reduced fee service, examination or treatment

In this Issue

- 6 A FAAST Way to Access Technology
- 7 Discovering the Social Advantage of MeetUp
- 8 Building Vocabulary... Expanding Expression
- 10 Virtual School An Option on the Table
- 12 Training the Brain to Keep Time
- 15 Power of Technology Supports for Children, Adolescents & Adults
- 18 Gifting Apps This Holiday
- 21 Parent's Right to Assistive Technology
- 22 Don't Stand So Close to Me: Doing More by Doing Less for Young Adults
- 24 Happenings / Events
- 27 Resource Directory
- 28 Training the Brain Using Neurofeedback
- 30 New Year's Resolution

Tech It Up!

We invite you to send in photos of your child with autism while completing therapy, having fun, playing games, etc. He/She may be selected to appear on our contents page.
Forward to: Broward@AutismNotebook.com



*On the Cover:
Celebrating the Holiday
with Technology*

To be considered for our cover image, inside the magazine photo images, you or your child must have been diagnosed with Autism, PDD-NOS, Aspergers or a related disability or disorder. We also like to highlight talents, special interest, therapy or specialized programs and unique abilities of our community. If interested, please send your inquiry to Broward@AutismNotebook.com and share your story or information about your child.



Editor's Note

A sometimes baffling predicament that parents often find themselves wrapped up in at this time of the year is how to figure out what holiday gifts will prove to be "acceptable" by the kid who might have very limited interests. What many find as cool or even exciting might be nothing more than pedantic to a kid on the spectrum. Why would a parent keep spending money on toys that they "wish" their kid would love, especially when so many struggle to cover the cost of therapies?

One gift that is basically a guaranteed hit is tech. While many parents feel that their kid already spends way too much time on technology, like it or not, it's rapidly becoming a proven and effective communication and learning tool. So what can begin as a gift; can quickly turn into a mechanism for living.

Adults living with autism today like Carly Fleischmann and Tito Mukhopadhyay are giving us newfound insight into the depths of the minds of those with significant communication deficits. If nothing else, their "coming out" is living proof that regardless of the "apparent" impact of the disability, people with autism should NOT be underestimated. Rather, efforts should be made to uncover their hidden abilities and help them to express what has been locked away from those of us who are just not smart enough to understand their intellectual abilities. For many, this is where technology knocks the ball out of the ballpark. For whatever reason... the amazingly fast processing speed, brilliant colors and visual clarity, quick access to whatever comes to mind or the ease of mobility... devices such as the Ipad and word processing systems are creating a portal for many who have discovered that the more traditional forms of communication are ineffective, or even impossible. One of the best kept secrets of the public education system is that access to assistive technology is actually written into federal law. All a parent needs to do is study-up and advocate.

If you want to get some catchy holiday gift ideas, learn more about how technology can literally be at your fingertips, or discover some up and coming tech-based alternative therapies, this edition is sure to offer a gem or two.

Warmest of Holiday Seasons to All,



Stacey Hoaglund, Editor
Editor@AutismNotebook.com



PUBLISHER/EDITOR IN CHIEF

Lori Swetoha
Lori@ParentNotebook.com

NATIONAL EDITOR

Stacey Hoaglund
editor@autismnotebook.com

ADVERTISING & MARKETING

(954) 559-5872

(954) 591-7740

Broward@AutismNotebook.com

The Autism Notebook™

is owned and operated by

Parent Notebook Magazine Inc.

The Autism Notebook™ is published six times a year. It is distributed free of charge throughout Broward, NE Miami-Dade & Boca Raton.

We do not necessarily endorse the views expressed in the articles and advertisement. We make every effort, including support from our professional advisory panel, to ensure the accuracy and validity of all editorials printed. However, we are not responsible for any consequences arising from omissions or errors. Nor are we responsible for the products and services advertised. Information provided in *The Autism Notebook*™ is for educational purposes only and should not be construed as medical advice. Please consult with a physician, health care practitioner or child development specialist for individualized care and treatment. We welcome your ideas, articles and feedback. All letters, editorials, photos and art submitted become property of *The Autism Notebook*™. Once submitted, we hold the rights to the copyright and it is subject to unrestricted right to edit and comment editorially. *The Autism Notebook*™ All Rights Reserved. Reproduction in part or whole without permission is forbidden.

For information on where to find The Autism Notebook or to distribute at no cost at your school, center or office, please email us at:

Broward@AutismNotebook.com

facebook

Join us and
pass us along

Broward: TheAutismNotebook
Miami-Dade: Autism Notebook Miami
Pittsburgh: Autism Notebook Pittsburgh
National: Autism Notebook National

Want The Autism Notebook Magazine delivered to your School, Therapy Center, Family Center, Doctor's Office or Other?

(No private residence please)

We deliver to the above locations for FREE. Please email us at: Broward@AutismNotebook.com with the Business Name, Address, Contact and quantity needed.

With the mission to help our community, Thank you!

The Academy

AT NSU'S MAILMAN SEGAL CENTER FOR HUMAN DEVELOPMENT

PRIVATE, INDIVIDUALIZED PROGRAM FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDER

- Our educational philosophy is based on recognizing that each student is unique in ability and learning style.
- Our STAR curriculum provides the scope and sequence of skills in areas such as receptive and expressive language, spontaneous language, social interaction concepts, independence, and academic skills.
- Our teachers are professionals who are Florida-certified special educators or national board-certified behavior analysts.
- Our multidisciplinary approach includes an autism specialist, speech-language pathologist, occupational therapist, and behavior analyst to design an individualized program for each student.
- Our family education and support programs consist of specialized groups for parents, grandparents, and siblings.

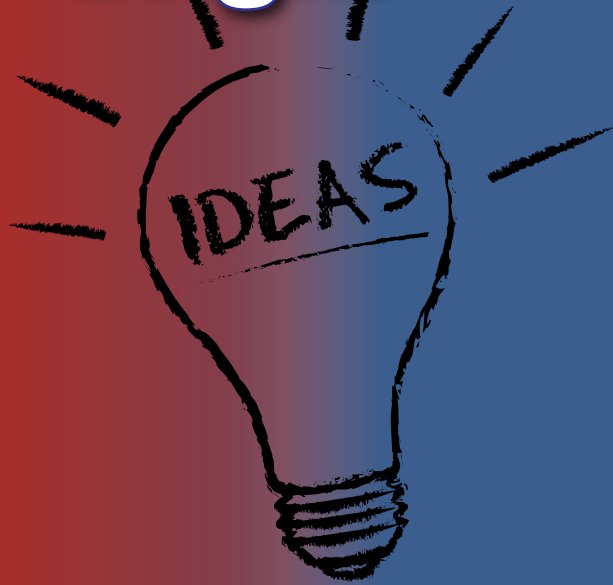
We are proud to be McKay approved,
and the Florida McKay Scholarship
may be used toward tuition.



**For more information, please contact
Susan Kabot, Ed.D., CCC-SLP,
at Kabot@nova.edu or (954) 262-7129.**

**NSU** NOVA SOUTHEASTERN
UNIVERSITY
Mailman Segal Center
for Human Development

Corner of Bright



**Assisting parents
and educators with
tips and ideas!**

A *FAAST* Way to Access Technology

The Florida Alliance for Assistive Services and Technology (FAAST) is a non-profit organization that provides Floridians with disabilities of all ages with access to assistive technology. FAAST is funded by the United States Rehabilitation Services Administration and the Florida Department of Education Division of Vocational Rehabilitation. Their mission is to improve the quality of life for all Floridians with disabilities through advocacy and awareness activities that increase access to and acquisition of assistive services and technology. They value each individual's right to achieve their highest potential and the possibilities that can be realized through collaborative efforts focused on the goal of improving life for Floridians with and without disabilities.

Their program is set up as a "try before you buy". You can go online, or into your nearest demonstration center, and see what's available. The devices are loaned for 30-60 days in which time you can see if you'd like to purchase a similar device from the manufacturer. If financial help is needed, they have a great loan program that you can apply for and if approved, you can get funding for a specific device.

Some examples of available equipment include:

- Augmentative and Alternative (AAC) Mid and High Tech Speech Generating Devices
- Aids for Amplification
- Alternative Keyboard/Mouse options
- Range of Switches for alternative access of computers, speech generating devices
- Aids for Reading/Literacy/Writing
- Daily Living Aids
- Tablets/Laptops

Check out their website at www.faast.org for more information, or give them a call at (850) 487-3278. FAAST is a great technology service for families in need.

Discovering

the Social Advantage

of MeetUp®

The internet has made finding “friends” even easier with social media. Facebook, Twitter and LinkedIn offer fingertip social interaction, but MeetUp offers something that they don’t... a platform for people to actually see and have fun with one another.

For ANYONE who is interested in becoming more socially engaged, Meetup provides an easy way to gain new friends, develop relationships, and meet new people who share common interests. It’s as if autism was a consideration in its development.

With nearly 20 million members, 178,000 groups, in 178 countries, MeetUp has plenty to offer. If you spend a little time surfing the site, you’ll find groups from Mommy & Me’s to Chinese Entrepreneurs. Politics, books, games, movies, health, pets, careers or hobbies of pretty much any kind, can be found as you scroll through the group options pages. There literally seems to be something for everyone.

Teens with autism often struggle to build social relationships. They want what any other teenager desires; friendship and acceptance. As large as the spectrum is, it can be quite daunting to find relationships that are the right fit. After being unsuccessful finding a social group conveniently located and with working parent hours, Cynthia Drucker, mom to an 18 year

old with autism, formed a group using the MeetUp platform called The Fort Lauderdale Asperger’s Syndrome Meetup Group.

Four years ago their first meeting was posted to meet at a Chinese restaurant and thirty people showed up. Today there are more than 300 members ranging in age from 12 to 50. Their events are held at various locations throughout Broward County. Karaoke in Davie is a popular venue, bowling in Wilton Manors and several eateries around town, are just a few events they hold on a regular basis. All ages are welcome to join, though most members are between 17 and 27 years old.

The Fort Lauderdale Aspergers MeetUp Group encourages parents to join the events with their children. As the parents share resources and stories, their children are creating friendships as they see a familiar face each month. Just the simple act of starting a conversation can be very intimidating to those on the spectrum, and The Fort Lauderdale Aspergers Meetup has created a comfortable, inviting atmosphere that understands that and has helped cultivate several friendships as a result.

To learn more about The Fort Lauderdale Aspergers Meetup, please contact Cynthia Drucker at 954-895-2786 or meetup.com/FTLaspergers



Building Vocabulary...

Expanding Expression

BY SARA L. SMITH, MS, CCC-SLP

If you were asked to “tell everything you know” about a common object...an apple, your cup of coffee, or cell phone...what would you say? (Take a moment and write some things down). Now, consider how your child would describe the item/s. Many people (both kids and adults) would describe what the item looks like (appearance) or what it does (function).

Vocabulary is a primary area of concern when working with students with receptive and expressive language deficits. Generally, when given the request to, “Tell everything you know about an /apple/” (or a ball, clock, guitar, dog, etc.), kids on the spectrum often respond with a one-word answer, or look at the instructor with blank stares. In reality, the students may have much more information to offer, but may be unsure as to how to go about synthesizing and delivering the message.

The Importance of Describing/Defining

Over their years in school, students are asked to define and describe multiple vocabulary words and topics across the curriculum. In the younger grades, they are expected to share details about their show and tell item. As teachers introduce new topics, students are expected to discuss what they already know, and share what they have learned once the unit is completed. As early as kindergarten, the state standards guide for language arts indicates that students should be able to ‘use a combination of drawing, dictating, and writing to compose informative/explanatory texts where they need to identify what they are writing about and provide details about it (Florida Department of Education, 2014, retrieved at www.FLStandards.org LAFS.K.W.1.2).

Throughout the United States, a majority of the standards focus on reading and understanding informational texts, and completing informational writing. This becomes much easier for students when they have strong vocabulary skills. In grade school through high school, teachers ask students to read text and then summarize, give oral presentations, or write papers on given topics. All of these tasks involve describing and are a big part



of academic life. In addition, skills in word definition and description have been found to be closely associated with IQ and academic performance.

What is the EET and How Can It Help Students?

The Expanding Expression Tool (EET), which is widely used by public school systems, is a multisensory, simple strategy that helps students build vocabulary skills, include details in writing, and express and comprehend curricular material. When using the EET, students hold a color-coded strand and recite a chant that helps them learn what to include when describing. They melodically recite "green-group, blue-do, what does it look like?, what is it made of?, pink-parts, white-where, what else do I know?". After the chant is taught, students learn to describe different items and objects in greater detail.

As they make their way through the strand, students describe the category, function, appearance, composition, associated parts and location of the object. It's not uncommon for students who originally gave 1-2 word answers, to begin to provide 5-6 details about the item or word presented. When describing an apple, for example, the "I don't know" or "it's red" answers eventually become "It's a fruit. You eat it. It's red and round. It comes from a tree. It has a stem, core, and peel. You find it in an orchard or on my teacher's desk and it is healthy."

Students with higher language levels are able to use the same concept to write reports and comprehend topics throughout the curriculum. At all age levels, students use organizers or stickers to help include more detail in their writing. Teachers use the EET prompt cards to take notes on topics such as photosynthesis, ecosystems, federalism, etc. The color/symbol coding helps the students classify the information and fosters both understanding and recall.

Why is multisensory instruction important?

When multisensory approaches are used in classrooms, it makes it easier

for students to learn the information. If students recite aloud what they are learning while provided visual support, information is increased into two subsystems within working memory. This makes it easier for working memory to communicate with the child's long term memory. As you work with your child at home, you can also incorporate multisensory strategies that can help him or her.

Working on Vocabulary and Describing at Home

- Families can play games such as 20 questions. One person picks an item and describes it while other family members guess the item.
- Talk through every day routines, such as baking a cake together or giving the dog a bath.
- Use icon cards or stickers for note-taking to assist your child in learning new curricular vocabulary words.
- Read a book or magazine article together. Describe something from the book.
- Do a craft or draw a picture of an object together. Then describe it using the EET strand noted above.
- Find an object in your house. Keep it a secret. Describe it to another person. The other person tries to guess the object. (No guessing until the person has finished describing the object).
- Pick a favorite family sport or activity. Describe it.

Many schools are incorporating EET strategies to help with the direct vocabulary instruction in their classrooms. Since building descriptive vocabulary skills is essential for literacy and comprehension throughout the curriculum, it is never too early or too late to begin.

Sara L. Smith, MS, CCC-SLP, is a national speaker, speech-language pathologist, and founder of the Expanding Expression Tool™ (EET). She began her career in the Bay City Public Schools (Michigan) where she focused on developing and teaching language strategies to facilitate academic success. As a speaker, Sara provides insight into learning and demonstrates strategies to use with all children. www.expandingexpression.com

An Extraordinary School for Students with Autism & Related Disorders

What makes us Unique?

- The Only DIRFloortime® school in state of Florida
- One-to-One Student/Staff Ratio
- Individualized Programs
- Family Training & Support
- Highly Trained Staff



954.415.1149

INFO@CASABLANCAACADEMY.ORG
WWW.CASABLANCAACADEMY.ORG

Call Today to Schedule Your Tour!

Call Us To Advertise Your Program
Call: 954-559-5872

AUTISM, ADHD AND DEVELOPMENTAL DELAYS

Social/Communicative Intervention
ABA/Verbal Behavior
Developmental Play
Speech/Language
Occupational Therapy
Sensory Integration
Academic Support

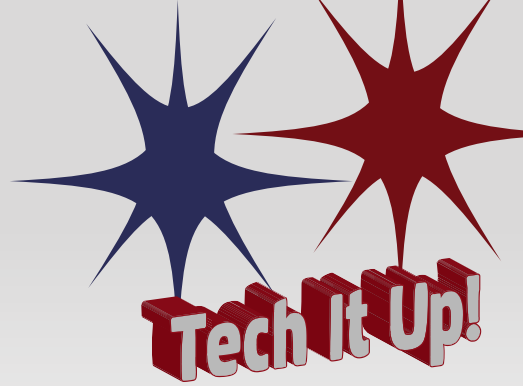
Two Locations
* Clinical Facility in Miami Lakes
* McKay Approved School in Miami



305.828.5276
www.AngelsReach.org

VIRTUAL SCHOOLING...

THE NEWEST OPTION ON THE TABLE



BY SARAH RATCHFORD, CNA

Bullying, zeros on top of zeros for lost assignments, teachers who just don't get it, daily struggles over uniforms, refusal to eat in the cafeteria, the call from the principal because of some behavior related to social awkwardness . . . the list of things parents of children with autism spectrum disorder (ASD) dread about school goes on and on.

All families face challenges when it comes to the public school system, but for those raising a child who has an ASD, it may feel as though the system was setup for failure. These children are dealing not only with the same educational issues faced by their neuro-typical peers, but many are affected by sensory, social, medication and environmental challenges as well. Things such as school smells, sounds, changing classes and using a locker can easily become distractions to the learning environment. Organizational deficits can cause students to fail courses due to misplaced assignments, missing supplies and textbooks, and even missing classes entirely.

Frustrated families often feel that there are no options outside of their local public school. Some families will choose private schooling, which may require a large financial commitment and does not remove all of the hurdles. Other families may consider homeschooling, but feel inadequate to be their child's teacher.

ENTER VIRTUAL SCHOOLING

Virtual School isn't new to the education marketplace, but is just beginning to make its entrance into the ESE arena. Students enrolled in a fully virtual program take courses at home, or another familiar environment, via

computer. The Virtual Instruction Provider provides the curriculum and lessons, the instruction, and the teachers. Many offer additional materials and supports such as textbooks and virtual tutoring. Parents function in the role of Coach or Education Supporter.

DETERMINING WHETHER VIRTUAL SCHOOL COULD BE A GOOD FIT

Students who fit best into a virtual school education program share some common characteristics:

- Student is an eager or motivated learner; which is not necessarily the same as a "good student"
- Social, emotional and/or sensory issues prevent the student from being the most successful that he/she can be in a traditional school environment
- A parent or other primary care-giver is available to function as a learning coach
- Student reads at, or near, grade level
- Student enjoys virtual social experiences, such as online gaming and social networking
- Student is more comfortable with a computer than with pen, paper, and books
- Student would benefit from an adaptive schedule, such as working in short spurts, later into the evening, or during weekends

Continued on next page 12



Making Progress Everyday with ABA Therapy

- Affordable & Most Insurances Accepted!
- Services at Your Home or Our Centers!
- All Programs Supervised by Board Certified Behavior Analysts!



Speech, Language & Communication • Social Skills
Behavior Problems • Academic Skills
Self-Care & Daily Living Skills



Serving All of Southeast Florida – at Your Place or Ours!

www.behavior-analysis.org • 954-577-7790

Special Needs Pediatric Medicine

Improving Children and Adolescents
with Autism and Other Disabilities by:
Accurately Diagnosing Their Condition
Safely Treating the Cause(s)
Work on Reducing Inflammation
Experienced & Caring Staff

We Focus On Helping Your Child!

Brian D. Udell MD
Board Certified
Pediatrician & Neonatologist



Child Development Center of America
6974 Griffin Road • Davie, FL 33314
(954) 873-8413

www.childdev.org



- ABA based curriculum
- Certified ABA staff
- New affordable tuition rates
- Offering programs with a 1:1, 2:1 and 3:1 ratio
- Ages 3-22
- Life skills training
- Monthly Parent Training
- Year round schedule
- McKay Scholarship and Step Up For Students accepted



- Additional tuition assistance available
- After school program
- Saturday and Community programs
- AdvancED & NAPSEC Accreditation
- Established in 2000



Located at:
18900 NE 25th Avenue
North Miami Beach, FL
33180

TOURS SCHEDULED DAILY
For more information contact:
Dr. Tara Loughrey, Ph.D., BCBA-D
(305) 466-1142

Interactive Metronome

Training the Brain to Keep Time

WHAT DOES THE VIRTUAL SCHOOL LOOK LIKE?

The average day for a virtual school student has a certain dynamic, which is highly motivating to some students on the spectrum.

- The child wakes up in the morning, without the rush of getting out the door on time, without the anxiety some students face in the commute to a school building and with no uniform to have to wear; therefore setting the stage for a more relaxed, ready-to-learn day.

- He/She logs into the virtual program via portal or platform. Once in the program, the child selects the course. It can be beneficial to tackle one subject per day, rather than asking the student to switch between subjects, just as the information is beginning to be absorbed. Many students on the spectrum prefer the idea of Monday is Math, Tuesday is Science, etc... which can be written on a calendar and followed with expected consistency.

- The platform will display the assignments due for the day, the child's progress, current grade, and teacher's contact information. As every platform is different, expect to see variety in how this information is displayed.

- The parent, or other familiar person, will function as a Coach and provide guidance as needed. This person helps the child make choices, monitor time management, celebrate successes, and encourage the child when they struggle.

- The student accesses the lessons for the day. The information is presented in several ways including written material, links to videos and audio clips, multimedia interactive tools, presentations, blog posts, discussion boards and even live sessions via video or phone conference.

- When the student has studied the material, he/she will begin the assignment, which is turned in electronically upon completion. The lesson material remains available for the student to refer back to as needed. For a student with organizational issues, this means inaccurate note taking, lost textbooks, and lost assignments are a thing of the past.

- After submitting assignments, students take quizzes and exams that cover the content of the material. These are presented in multiple formats such as short answer, essay, multiple choice and matching. Many programs allow for multiple attempts, giving the student the chance to return to the lesson and review the material before attempting the quiz again.

Virtual schooling provides children with an education at the cost of Public School, the quality of Private School, and the personal touch of Homeschool.

For more information on virtual schooling, follow up with your state's Department of Education. Many list state-approved virtual providers on their websites. You can also speak to your local high school to find out which provider they use for students taking virtual recovery courses. Another good resource is your local homeschool association as many homeschoolers take advanced level high school courses and foreign languages virtually.

Sarah Ratchford, CNA, is a Lead IT Mgr for Academic Virtual Education. Ms. Ratchford is a former private school teacher & public school lab coach. She is a mother of 4, including a Fully Virtually Educated son on the autism spectrum.
<http://www.somersetvirtualacademy.com>



The current autism prevalence rate of 1:68 tells us that a child is diagnosed every 8 minutes. So, what do we do? Whether it is 1 in 10 or 1 in 10,000, it is more important that we understand the changing face of autism and develop personalized, flexible training plans to tackle the difficulties faced by each individual.

Autism is a lifelong condition; it isn't just a list of symptoms that defines an individual. It is a complex condition that affects everything from sleep to social communication. That complex nature makes many wonder if a "cure" is even possible.

Developing skills from an early age is an organic, natural process. If the right mechanism is targeted, the brain can be physiologically changed! Just like exercising the body, the brain can be trained as well.

Timing Is Everything

One critical skill that can be trained very early, long before social skills, academic performance and fine motor control, is Neurotiming®. Timing is everything, and rhythm and timing are the foundations of our physical universe. The earth's rotation means you can count on there being 60 seconds in each minute, 60 minutes in an hour and 24 hours in a day. Before we were born, the rhythm of our mother's heartbeat soothed and calmed us; soon thereafter, our own heart pumped our life's blood with a clearly defined pattern. Even the world's most powerful militaries march in cadence. So, it should come as no surprise that timing is important to the human brain as well.

Timing is a Domain-General Mechanism

Domain-general mechanisms are "jack-of-all-trades" mechanisms that function across a wide range of processes. Walking in rhythm relies on coordinated, timed movement, as does dancing. Reading this article is related to pace and pauses. Singing in the shower takes a little rhythm and timing; heck, even baking cookies is a matter of timing. In fact, every essential brain function relies on timing. It is this timing that affects the rate at which our brains process input and respond to those stimuli. Timing is so essential to proper brain function that researchers from the High/Scope Educational Research Foundation were able to definitively show a correlation between musical timing in children (as measured by Interactive Metronome®) and academic performance. In a landmark study, they showed that more accurately observed timing is related to better performance in reading, math, language, science, etc.

By synchronizing and improving the efficiency of the brain's internal clocks, anyone can improve temporal processing and neural efficiency. Greater neural efficiency results in more efficient brain connectivity and communication between the essential brain networks. When the brain's functional networks are synchronized and communicating, our neurons can fire at their peak levels. This frees up cognitive function that can be used for coordination, control, balance, attention and working memory. More efficient communication equals less missed signals and less neural clutter bogging down each of our brain's functional networks. So, working on Neurotiming® may not actually make you smarter, but the improved brain connectivity can make it easier to excel in the classroom, on the court or at the office.

How Is Neurotiming® Related to Autism?

Researchers (Nicholas et al, 2007) have found that children with autism suffer from a significant number of symptoms that show timing in the brain is severely disrupted. These symptoms include difficulty sleeping, problems with attention or the ability to switch focus (as they often become fixated), communication, sensory processing and integration, motor coordination and visual perception. This echoed an earlier study, Social Timing, Clock Genes and Autism: A New Hypothesis, where

Tech It Up!

researchers provided a strong argument for a genetic defect in the "clock genes," genes that control our perception of time, and with genes of a process called "methylation" that controls the turning on and off of our genes. This, in turn, controls how genes are expressed, and ultimately how they control our abilities.

Imagine a symphony trying to play a concert without a conductor. The cellos might be playing early, the violins are out of sync and about two seconds behind, while the horns... well, don't even get me started on the horns. It is a disaster! While each of those individual instruments might be an integral part of the song, until they are in sync, the concert is an unpleasant mess. With the conductor (proper Neurotiming®) keeping things on time and in tune, the instruments can work together to create incredibly beautiful works of art.

The human brain is just like that symphony, and it needs to act in harmony to function at optimum efficiency. Deficient Neurotiming® is at the root of most developmental disorders, including autism. The brain's inability to efficiently communicate between its various functional parts means that some signals arrive early, some late and some don't make it at all. With so much brain activity happening at all times, literally millions of signals can be misfiring at any given second. These misfiring signals manifest in daily life in any number of ways, from poor motor control to social communicative difficulties to sleep problems. But the brain is plastic, and it wants to operate at peak efficiency!

Getting in Time with the Orchestra

That is where Interactive Metronome® (IM) can help. IM training actively engages users with a motor component, combined with cognitive tasks that develop sustained attention and working memory. This combination of training helps accelerate outcomes by not only strengthening the connections between the brain's functional networks, but by also helping to create new pathways for signals to traverse.

In the end, it is all about helping the brain reach its maximum potential. So, if you want to march to the beat of your own drummer, why not make sure he is keeping a steady beat? www.interactivemetronome.com.

Resources: Association of Per1 and Npas2 with autistic disorder: Support for the clock genes/social timing hypothesis. Molecular Psychiatry; Timing in Child Development. High/Scope Educational Research Foundation; Social timing clock genes and autism: A new hypothesis. Journal of Intellectual Disability Research.

The ONLY Charter School
Exclusively for AUTISM
in Dade and
Broward County

ABA Based

Tuition FREE, Open Enrollment
Public Charter School

- State Approved Standards using the Methodology of Applied Behavioral Analysis (ABA)
- Parent Support & Training
- Community Services

Saturday Workshops
open to the Community
Visit Our Website to Learn More

3:1 Student/Teacher Ratio
K - 12 Grade



South Florida Autism Charter Schools, Inc.

305-823-2700
www.sfacs.org

Learning Blocks



ABA THERAPY

Improve your child's:

- Behavior
- Language
- Independence
- Communication



Verbal Behavior - Discrete Trials
Behavior Therapy - School Shadows

Call for a FREE consultation:

954.610.7446

Reading & Writing Therapeutic Enrichment Program

Designed to Increase

- Attention/Focus
- Postural Control
- Coordination
- Fine Motor Skills
- Reading & Writing Skills



Learn, Explore, Imagine



www.Lilpicassos.net
(954) 394-5521

Nova Southeastern University proudly announces

Access Plus

a college support program for students with
autism spectrum disorder

Nova Southeastern University will provide services for students that will be more extensive than the current academic supports and accommodations provided through the university's Office of Student Disability Services.

The program uses a positive behavior support approach and provides

Academic Support

A plan will be developed with individual accommodations to meet the academic needs of each student.

Residential Support

Residential advisers receive training in autism spectrum disorder and are trained to recognize the students' social, behavioral, and organizational needs.

Campus Life/Social Support

Students in Access Plus will be encouraged to participate in extracurricular activities on campus, and, if necessary, they will receive support from Access Plus staff members.

Psychoeducational Support Groups

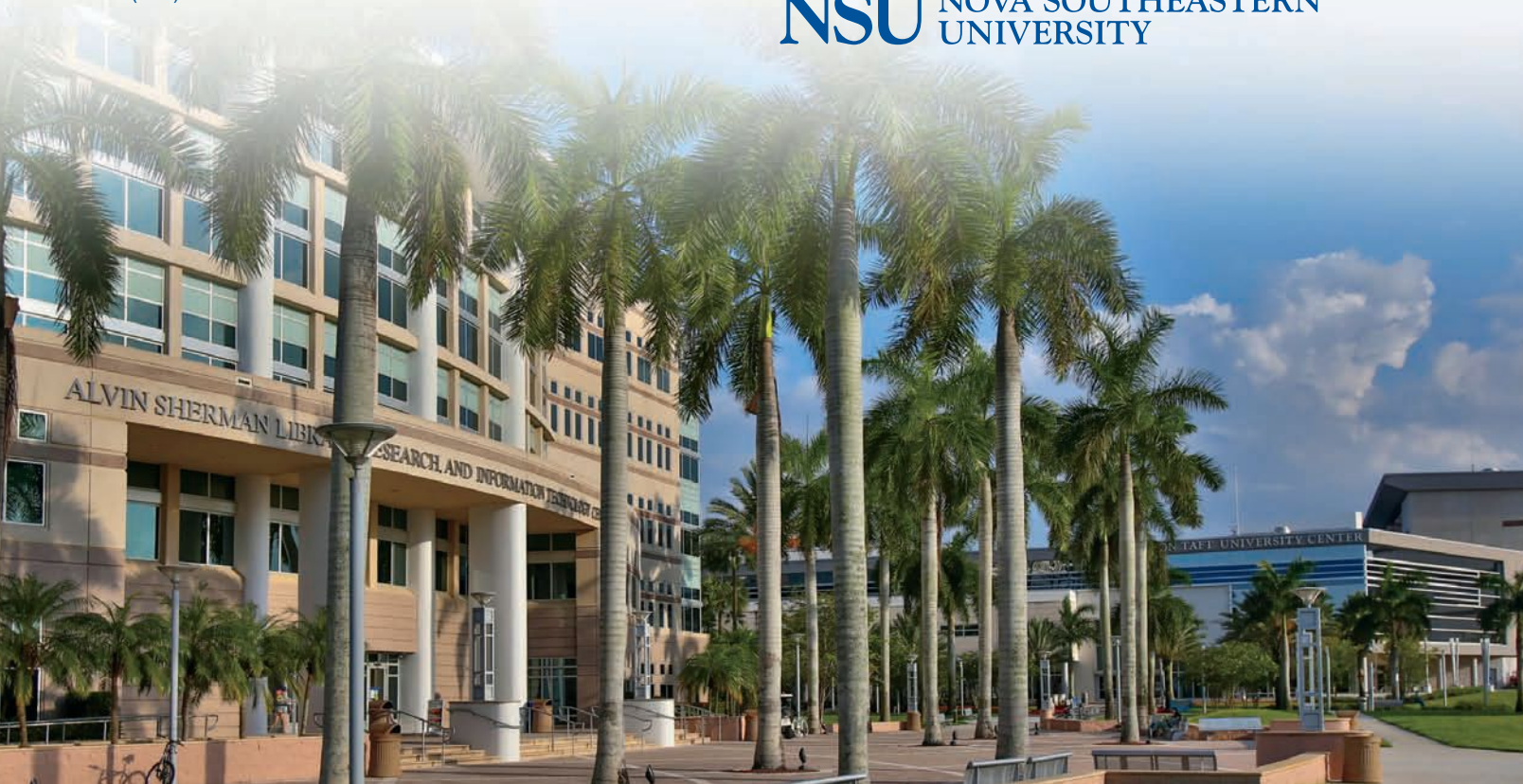
A weekly psychoeducational group session will be offered. The session will focus on information exchange, skill building, and self-reflection on college experience.

Volunteer and Other Career-Training Experiences

The goal for each student will be to explore career opportunities during the last two years of the program.

Applicants must meet NSU's admissions requirements as determined by the program of application.

For more information, visit us at www.nova.edu/accessplus
or call (954) 262-7168.

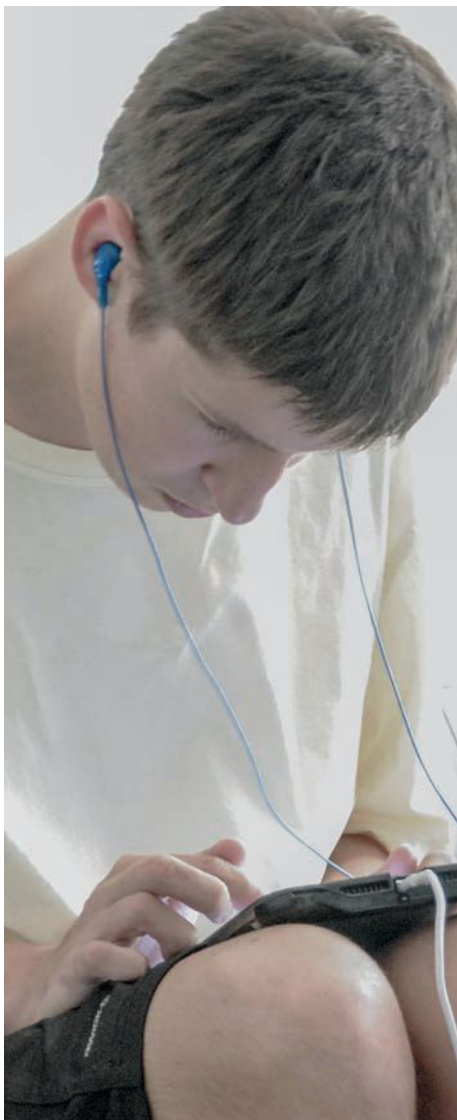


Tech It Up!



The Power of Technology Supports for Children, Adolescents and Adults

BY JOANNE M. CAFIERO, PHD



The technology explosion has had profound effects on the autism community, perhaps more than any other. Technology is ubiquitous; we carry it with us through our cell phones, make purchases online, can quickly reference an idea or find an answer to a question through Google. In addition, we communicate alternatively through text, email, and develop and maintain social relationships through Facebook.

For individuals with autism spectrum disorder (ASD), technology has a particularly powerful role.

- Some of the specific learning styles and characteristics in ASD have a compelling match with the features of technology.
- Visual processing styles interface with visual media.
- Stimuli complexity can be adjusted to gradual processing of cues.
- The touch screen provides the reinforcement of more direct and immediate feedback.
- Difficulty with motor planning is mitigated by the simplicity of communication technology, far simpler than the production of speech.
- Augmentative Alternative Communication (AAC) can be a buffer and bridge between communication partners.
- Technology by nature can be static and predictable, but can be programmed for increasing levels of novelty and change.
- Computer technology is an all accepting, patient learning partner for those who experience anxiety.

Presume Competence

A particular challenge in facilitating learning in individuals with ASD is the inadequacy of our current testing tools, many of which require verbal or written responses incompatible with response styles often found in those on the spectrum. This enormous deficit in assessing knowledge has resulted in poor instructional tools (deficits in pedagogy rather than deficits in cognition). Inconsistent responding often referred to as "motor inertia" (repeating the same response over and over or remaining frozen and unable to respond) is a typical challenge faced by many. Anxiety can also affect not only the nature of responses, but also whether or not there is a response at all. Therefore, it is imperative that parents and practitioners presume that each person is competent to learn and communicate regardless of test scores, behavioral or sensory challenges. It's important to note that there are no pre-requisite skills for technology tools and interventions.

Continued on next page

Tech It Up!



Technology Supports for ASD

The array of technology supports targets academics, communication, socialization, leisure, self-management, and executive functioning. Apps and software address not only the preferences of individuals with ASD, but also the places where that person needs to grow and learn. There are online supports for literacy, book making, worksheets, adaptations and accommodations for successful inclusion. Even the cameras on our phones and notebooks provide tools for video modeling and social narratives.

Phones, iPads or Tablets

We all carry these tools with us. They have an enormous capacity to be used for learning. Cameras can be used to take a series of photos showing the steps for learning a new task or social skill. Photos taken in advance can help prepare for a novel and school or family experience. This is called priming, and is likely to increase the level of engagement when the person has had a "heads-up."

Video Modeling and Video Self-Modeling can be done with phone and iPad cameras. This highly validated procedure involves making a short (30 seconds or less) positive video of a desired skill. Some skills successfully taught include: daily living skills, self-care, social skills, articulation, reading fluency and self-management. An excellent resource for this procedure is Tom Buggie's book, *Seeing is Believing*, published in 2009.

Timers and Weather Notifications are great for self-management. Phones and tablets have timers to help with task completion and task-reward sequences. Weather notifications can be used to teach implications of weather in terms of preparation and clothing.

Online Technology Supports and Opportunities

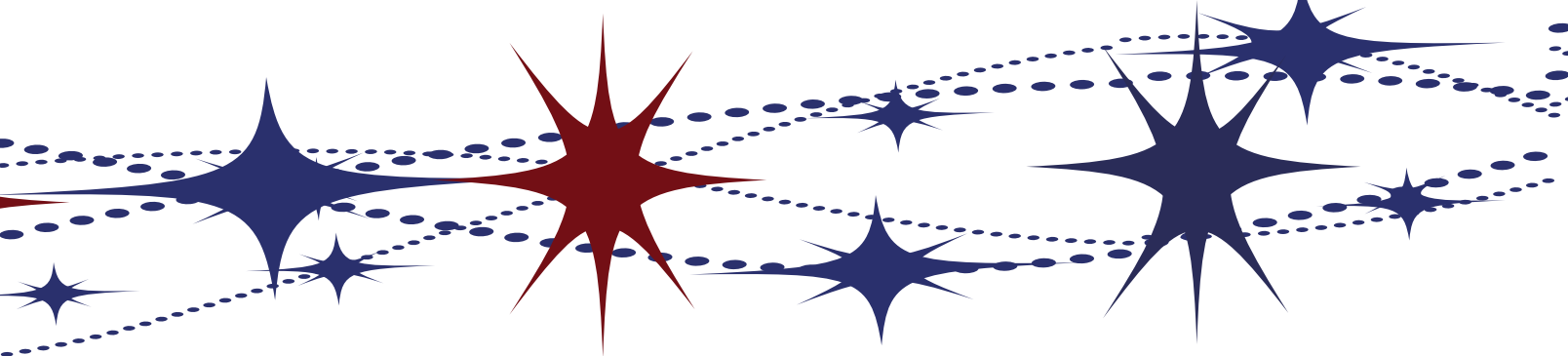
There is a plethora of supports found by a quick search on the web that include story and cartoon making sites, worksheets, sites for living in virtual environments and visual organizers for writing. YouTube has ready-made social skills videos and video models to demonstrate and teach particular skill sets. Email (and texting on phones) provides a venue for a more simple communication modality; a single cue, that is text. Many speaking communicators prefer this method of communication. A quiet individual on the spectrum literally comes to life in email interactions. Online websites and chat rooms exist specifically for people with ASD. In these places adults find camaraderie, understanding and help as they work on navigating the neurotypical world. Social media, Facebook and Twitter also provide a way to communicate that's easier to control and manage than real time, face to face interactions.

Tarheel Reader www.tarheelreader.org is an online book reading and writing tool that's free and easy to access. Surf Tarheel Reader for an already written book or write your own. Books can be written at the instructional level of the individual to promote literacy development. Tarheel Reader provides access to thousands of photos from a Flickr photo bank, or you can upload photos of your own. When the book is completed, publish and read online with Tarheel's read aloud feature or convert the book to a PowerPoint file and print a copy. The options are truly limitless.

Apps

Apps have literally exploded and are quite extensive in their variety and function. Finding and vetting apps is relatively simple: Some sources for information on apps include: Tracey Sutton's YouTube video is a comprehensive source of information on apps for ASD (<http://www.youtube.com/watch?v=y5QbrsTNYX#862>) and





www.janefarrall.com. Apps Gone Free will send daily email updates of free apps. Vetting an app can be done by reading the reviews, checking for YouTube demos of the app and downloading the free "lite" version of the app to try out. Kaboom is an app that limits screen time.

Apps for Self-Management

Given that many with ASD experience anxiety, there are apps which teach relaxation and body awareness. Breathe2Relax is a free app developed by the Center for Telehealth and Technology. Visual and auditory cues mark each inhalation and exhalation. This app should be accessed daily when the person is relaxed and receptive to learning self-calming strategies, and not during a crisis.

Communication Apps

These apps represent the gold standard in communication technology development. AAC is the term encompassing this category of apps. It provides the supports for unlocking, expanding, clarifying and even developing communication for the struggling, unreliable or limited speaker. Conventional AAC devices, once ranging in price from under \$100 to many thousands of dollars, have in some arenas, been replaced by analogous apps. This has made AAC accessible to parents, schools and consumers for a fraction of the cost of conventional technological methods. Communication apps have become part of UDL or Universal Design for Learning, making communication technology and curriculum accessible to all. In addition, the touchscreen technology has made access more direct, reinforcing and effective.

It is very important to note that the iPad or Tablet Apps are not the answer. There are many AAC apps and it is important to match the app with the anticipated needs of the user. Proloquo2Go was one of the first AAC apps and is customizable, (vocabulary, activity pages and navigation) and has keyboard communication options. It also requires a committed, knowledgeable communication partner, as in all AAC interventions. One cannot provide an AAC device to an individual with ASD and expect communication to automatically happen. The development of language and communication is an active dance between the child and her caregivers.

Importance of the Communication Partner

It is imperative that the speaking communication partner hold some important attributes:

1. Knows the vocabulary on the device and how to locate it.
2. Has motivating activities ready and at least 2 back up activities to insure continued engagement.
3. Gives "aided language input," that is the partner pairs his speech with AAC, naturally modeling how AAC is used.
4. Makes social bids to the new AAC user, tempts them to communicate using AAC.
5. Uses wait time, allowing the AAC user time to process and respond.
6. Responds by giving language back, acknowledging and commenting and expanding on the original message using speech and AAC.
7. Creates communication opportunities by providing choices.
8. Creates communication opportunities by gently sabotaging the activity, such as hiding a needed component or doing something silly.
9. Provides aided input using vocabulary the user may not yet know but can learn within the motivating context.
10. Always presumes the communicative and cognitive competence of the AAC user.

A Final Word About Technology

Technology interfaces almost seamlessly with the unique learning, social, sensory and language styles of individuals on the autism spectrum. It is important to note that specific technology interventions must be implemented with the individual in mind, and not by a "one size fits all" approach. Also, people grow and change, therefore it makes sense that a high value technology tool can lose its power over time. The ongoing reevaluation of technology supports is essential to success.

Joanne M. Cafiero, PhD is a Consultant in the field of Autism and Complex Communication Needs. She is the author of Meaningful Exchanges for People with Autism, An Introduction to AAC. She has published manuscripts for American Speech and Hearing Association Division of AAC, Closing the Gap, The Council for Exceptional Children, Technology and Media Division and is a consulting editor for Focus on Autism and Other Developmental Disabilities.

Be Aware

Touch Screen Technology

Touch screen technology has been found to be highly effective for individuals with ASD; and sometimes too reinforcing. Be aware that an individual's specific use of online games, learning apps, etc. is often monitored electronically to deliver a personalized proportion of challenges and rewards keeping the user engaged. Unfortunately app addiction can become a real problem for many and can precipitate behavioral meltdowns when use is curtailed. Kaboom or other app timers can be used from the beginning, minimizing the chance of this occurring. Create partner activities with apps and intersperse face-to-face, reinforcing activities in between app use. Some apps have the potential to promote more solitary and perseverative play if used without discretion and direction.

Video games and apps can hold a special attraction, fostering more social isolation. For those who have not been successful socially and have given up trying to connect, games and apps can be a motivating alternative. If someone has only been successful in virtual worlds, fantasy and reality can become blurred. Violent games and apps should never be used for any child, especially those who are socially vulnerable.

Technology is best used to enhance communication and engagement, improve quality of life and increase the potential for active participation in the community.

Tech It Up!

Gifting Apps

Best Holiday Gift Apps

BY LOIS JEAN BRADY, CCC SLP

Apps make great gifts; they can be fun, convenient, engaging and unbreakable. Chosen wisely, they can also offer the added benefit of educating in one form or another. Apps have the potential to build communication, language, fine motor skills, literacy and general life skills, in addition to being downright entertaining.

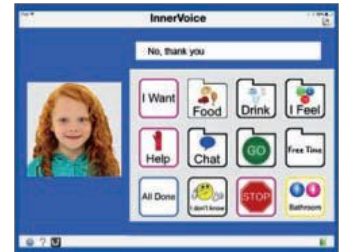
Educating kids while they play is a win-win situation. These wonderful stocking stuffers range from being FREE to \$29.00 and can put a smile on the most hard-to-please child's face.

Let's Get to It!

If you're looking for the perfect app, here are some of the best, tried-and-true apps available...recommended by speech pathologists, assistive technology specialists, occupational therapists and, most importantly, the children themselves. Kids love these apps.

- **InnerVoice AAC App: Making Communication Fun!**

InnerVoice will immerse your child into a total communication environment – where they not only hear the desired message, but see it being produced. InnerVoice incorporates the concept of Edutainment – teaching through a medium that both educates & entertains, surprises & amazes. Priced at a fraction of the cost of typical AAC technology, this app is the perfect gift for any occasion.



- **Toca Doctor**

Toca Doctor is a fun and puzzling digital toy for kids. They get to examine the patients, and play puzzles and mini-games that take place in the human body. There are no timers or stress elements, so kids can play in their own time. If they're unable to finish, it still continues so that they never get stuck. It always works and it's always fun!



Help your child identify body parts while giving them the language they need to identify and treat different types of "hurt". Toca Doctor is a stress-free way to introduce the concept of pain and first-aid.

Any Toca Boca app is a great gift and will bring many hours of fun, real life concepts and language.

- **This Next One is a Double-Header!**

These are two great kid-approved apps that target the same skill. It would be too challenging to choose between them, and that's why you have the double header. Your child will never know they are practicing fine motor & literacy skills while engaging with these apps.

Touch and Write Storybook

Touch and Write Storybook was designed by classroom teachers and it is unique. On each page of the story, children master the story vocabulary using engaging "Touch and Write" reading and writing activities. Learning letters by writing with shaving cream, jello, finger paint, and more, is the key to fun and education!



Letter School: Makes Handwriting Cool!

An amazing, intuitive game that teaches all about letters and numbers: writing, counting, phonics and more. LetterSchool has received many accolades from just about everyone for being a spectacular app.

Touch and Write Storybook and Letter School are sooooo much fun that children will use them in their "free" time. Each app offers a multitude of choices, such as embedded word lists (including sight words), letter styles, writing paper and much more.



This Holiday Season

- **My Play Home: Digital Doll House**

Massively interactive, kids can explore and use everything in the house. The characters eat, sleep, shower, and brush their teeth, and the list goes on. Want the room to be darker? Close the drapes! Fancy a change in music? Pop a different CD into the stereo! Language concepts, social skills, life skills and much more can be absorbed while kids are amused with My Play Home.



- **Cake Doodle**

Crack the eggs, shake the salt, pour in the liquids, squeeze the lemon, mash the bananas, sift the flour, and toss in the dry ingredients. Blend the batter and bake your cake in a super-fast oven. When the cake's all done, kids can save a photo to their album or surprise their friends with a customized "eCake" on their special day. All the Cooking Doodle apps make a great gift for children and teens as they teach important life skills and language concepts that can then be generalized into your home kitchen.



- **The Monster at The End of This Book**

The Monster at the End of This Book enhances the classic Sesame Street book of the same name with a completely immersive experience that draws children right into the story. Join lovable, furry old Grover as he tries his very hardest to tie down pages and build brick walls— all to keep readers away from the monster at the end of this book. The all-time favorite you loved as a child comes alive for

today's young readers with interactive play, plus touch-point animation. After your child has mastered the iPad app, you can then introduce the hardcover book. Encouraging a healthy love for books is a priceless gift for any child.

- **Injini**

Injini's collection of learning games offers meaningful play to young children, especially toddlers and preschoolers. The games contain an extraordinary wealth of content: 10 feature games with 90 puzzles, over 100 beautiful illustrations, 8 farm-

themed mini-games and more. Injini is ideally suited for early intervention. It brings fun to learning and at the same time practices children's fine motor and language skills, understanding of cause and effect, spatial awareness, memory and visual processing.

- **"The Talkers:"**

This group of "Talking" apps fosters communication by providing a fun motivating environment to practice expressive language skills. Each Character Talker has a unique set of reactions to your gestures and commands. Let your children express their creativity with Talking Characters - then make a recording and share with friends, family and your social network. These recordings can also serve as messages that allow your child to communicate their thoughts in a fun way.



- **PlaySquare: Touchable Television**

Touchable Television is a nutritious, active, engaging new media experience that's a story and a game all in one. Touchable Television allows kids to use their finger to draw on the screen and become part of the action. Fabulous animation and lovable characters will keep your child's attention by engaging their interest. Best of all, they don't even realize they're learning to read.



- **First Words Professional & Holiday Version**

They'll giggle with delight at the beautifully drawn pictures and matching entertaining sounds; all the while learning how letters correspond to sounds and how letter sounds form words. Adults have the control to adjust levels to match the individual needs of the child.



This holiday season, give the gift that will certainly last well beyond the last present in the pile.

Step by Step App Purchase Guide

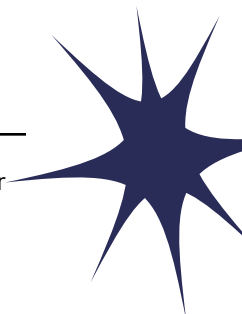
Gifting From an iDevice (iPad, iPhone or iPod touch)

- Find an item in the App store or iTunes store that you wish to gift.
- Tap the Share icon in the upper right.
- Tap the Gift icon from the resulting screen.
- Sign in to the iTunes Store with your Apple ID.
- Type the email address for the person you wish to send the Gift.
- Add a message.
- Select a theme.
- Tap Buy

Gifting from a Mac or PC

- Sign in to the iTunes Store with your Apple ID.
- Find an item in the App Store or iTunes Store that you want to gift.
- Click the arrow to the right of the price and select Gift This.
- Type the email address for the person you want to send the Gift.
- Add a message.
- Select a theme.
- Click Buy Gift.

Lois Jean Brady, CCC SLP, is a Speech Pathologist & Assistive Technology Specialist. She is the author of Apps for Autism and recipient of the 2014 INAP Award for excellence in technology. For more information www.proactivespeechtherapy.com



From sniffles to...

Test, Optimize, Perform.
To Learn More Visit TOP.MCH.com



With 7 Conveniently Located Urgent Care Centers, Feeling Better is Right Around the Corner.

There's only one healthcare system in South Florida *exclusively* for children. And now the finest in pediatric care is available to you through Miami Children's Hospital's expanding network of outpatient and urgent care centers. The best is closer than you think. For more information on specific services, locations and hours, please log on to: MCH.com/UrgentCare

Download our
FIT4KIDS CARE APP
It's free! 

 Like us on
facebook  Follow us
on twitter



Miramar Square, 12246 Miramar Parkway, Miramar, FL 33025
954-442-0809

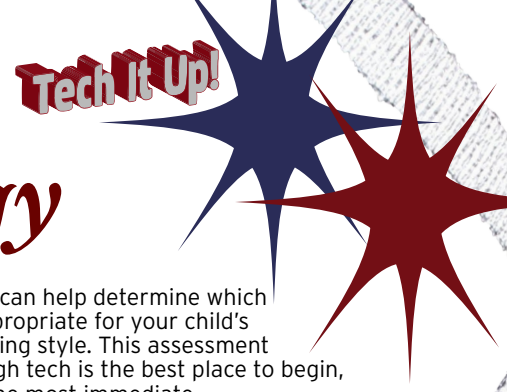


MIAMI
CHILDREN'S
HOSPITAL[®]
Miramar
Outpatient Center

A Parent's Right to

Assistive Technology

BY STACEY HOAGLUND



The use of technology for those living with autism is at an all-time high. Spend a few minutes watching a kid surf an Ipad and you're likely to see more engagement and interest than with pretty much any other type of learning system. So, if it's that engaging, why wouldn't you make it a considerable, viable option?

Know Your Rights to Technology

The Individuals with Disabilities Education Act (IDEA), the special education law of the land, provides us with a specific section pertaining to Assistive Technology (AT).

IDEA 300.105 Assistive Technology

(a) Each public agency must ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in Sec. 300.5 and 300.6, respectively, are made available to a child with a disability if required as a part of the child's--

- (1) Special education under Sec. 300.36;
- (2) Related services under Sec. 300.34; or
- (3) Supplementary aids and services under Sec. 300.38 & 300.114(a)(2)(ii).

(b) On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

In addition, IDEA provides a definition of AT. The law says that the term 'assistive technology device' means "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability."

(20 U.S.C. 1401(1))

AND, IDEA also requires schools to provide Assistive Technology training to the school staff, family and child. (20 U.S.C. 1400(2)(E) & (F))

After all, what good is a piece of great technology if no one knows how to use and program it?

Booting Up

AT can be used for many different purposes. It can help develop skills in language and communication, as well as social, cognitive, and organization.

The first important step in the process of obtaining specialized technology for your child is to request that an assessment be

conducted. An AT Specialist can help determine which device or system is most appropriate for your child's communication and/or learning style. This assessment will indicate if low tech or high tech is the best place to begin, as well as which needs are the most immediate.

Targets of Technology

There are two main purposes of tech supports:

1. Alternative and augmentative communication(AAC)
2. Teaching tool or strategy to increase independence.

Technology can provide supports in academics, social skills, vocational training, and daily living. It is important not to introduce the technology as a toy if it will later be meant as a mode of communication or teaching tool. This will certainly cause confusion, and you can end up witnessing negative behaviors as a result. Instead, expose the device in a positive manner, allowing the child to experience the immediate reinforcement that it has to offer (when they use it to request a preferred item, make the item easily accessible). If at all possible, you may find it highly beneficial to have one device for communication, one device for learning and yet another for fun. This will provide clearly defined boundaries on the use of all supplemental devices.

Types of Technology

For Communication Purposes

There are three levels of intervention technology.

- **Low-tech:** Any communication system that does not require a power source. (Ex: communication books, Picture Exchange Communication System (PECS), language expansion boards, Pragmatic Organization Dynamic Display (PODD) books)

- **Mid-tech:** Any system that requires a source of power and is simple to program. A basic training to program and implement the device is needed. (Ex: BigMack, GoTalk, CheapTalk)

- **High-tech:** Any system that requires a power source and extensive training to competently program and implement the device. (Ipad, Dynavox, Tango, NovaChat, Lightwriter, PixWriter)

For Teaching Purposes

Because so many children with autism are visual learners, what better way to target their areas of deficit than through visual means? The benefits of using technology to provide a visual platform have far reaching possibilities. Technology can enable a child to focus and attend, increase overall independence and of course expand their ability to communicate more effectively. Additionally, visual supports can help improve behavior, facilitate social opportunities, and decrease challenges often found in transitions by offering more predictability.

- **Low Tech:** Classroom picture schedules, toileting guides, task analysis, turn taking cue cards, break cards, first-then cards, token boards, visual timers, slant board, raised line paper and social stories.

- **Mid Tech:** Language Master, tape recorder, overhead projector, portable word processor (ex: AlphaSmart), recorded books, FM/amplification system, calculator, and adapted keyboard or mouse.

- **High Tech:** Tablet (ex:Ipad), laptop, video recorders, cell phones with app capability, touchscreen, adaptive keyboard (ex: Intellikeys), scanner, digital camera, voice recognition and word prediction software,

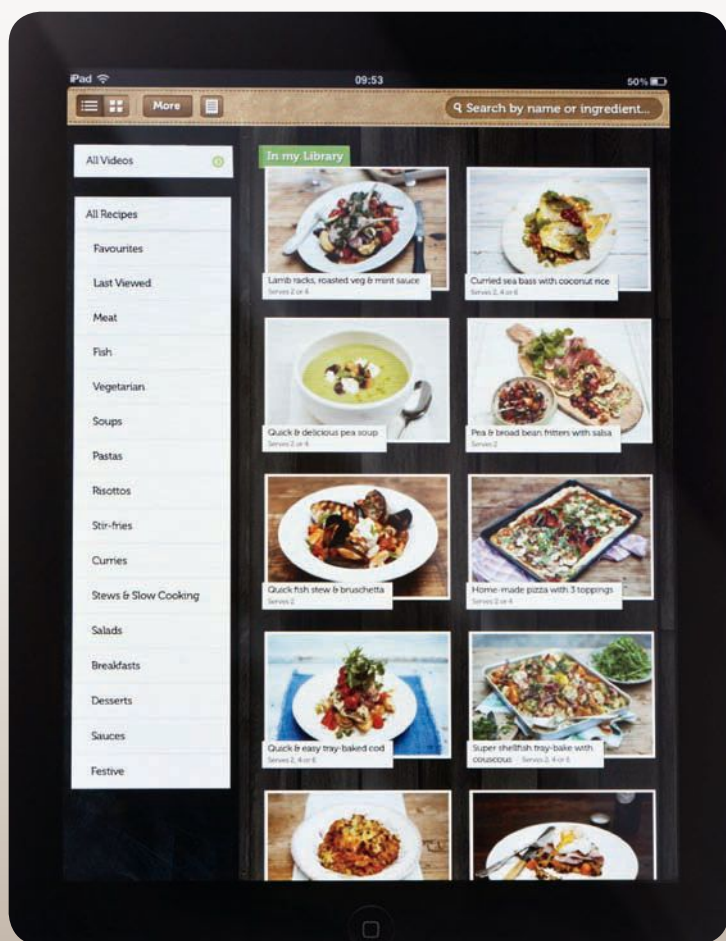
With so many options at your fingertips, it's never been more important to be aware of the rights your child has to technology. For more information about how to get started considering technology as a viable educational option, contact your teacher or education specialist today.



Don't Stand So Close To Me: Doing More By Doing Less

for Young Adults on the Autism Spectrum

BY RHONDA J. GREENHAW, MA, BCBA



As parents of individuals on the spectrum, you are sure to have spent a large part of your child's youth managing details: various therapy appointments, IEP meetings, medication management, social groups, and facilitating relationships with friends, families, and other folks in your child's life. Oftentimes parents institute very structured schedules, establish set routines, and develop lifestyles that are designed to eliminate changes and create a calmness and regularity that help to ease any anxiety or uneasiness that your child may be feeling. And why would you not?

Help or Hindrance?

As children develop into young adults, these very routines and habits that created comfort and support can become debilitating, and can lead to stagnation and erode a young adult's confidence. Parents struggle with the internal compulsion to protect and ease the anxiety of their child, but this desire can easily become a barrier to their success.

Careful Not to Underestimate Their Abilities

In order to create young people that are interdependent (not independent, which no one save a few mountaineers really are), socially connected, and happy, it's important to examine some parenting practices and evolve them as children age into adulthood. This can really be a challenge and a struggle for families, particularly for those who have habits and interests that appear younger than what we would typically expect to see in youth their age. Understand, however, that although they may not express themselves, dress, talk or behave in ways that other young adults do, their body and mind have matured. Even the most profoundly impacted people on the spectrum demonstrate growth and maturity. They understand that their neurotypical peers and siblings are having different experiences and given different responsibilities and opportunities from which they are restricted, and this can have a detrimental impact on their confidence and self-esteem.



To address this, parents must challenge themselves to adjust their parenting practices so that they do not become barriers to their child's growth and development. Society, media, the medical and psychological community, teachers, family members and others may tell you that your young person is not capable. They may not have had dates, learned how to drive a car, or even expressed interest in areas perceived as being hallmarks of the maturation process. However, as parents, you must look back at your child's development and see that he/she has changed and matured, physically and mentally, and then evolve your parenting habits to adjust to this reality.

Stuck in a Rut

Many parents get stuck in routines they developed when their child was very young. For example, some have had their kids on incredibly restricted diets, and as a result, they act as the food police, monitoring every morsel the child puts into their mouth. Oftentimes, a young person who has had this experience becomes a food thief, running and grabbing food and shoving it into their mouth as a parent runs after them trying to prevent it. Other parents may have developed into prompters, prompting their young person to "say hi" to people they meet, or to put deodorant on every morning before they leave the house. Some use visuals or therapy programs developed for young children. There are even parents who refuse to allow their young person to obtain an email address, use a computer, go into the kitchen and help themselves, or who have other restrictions designed to keep the young person safe and free from making a mess.

While all of these things may seem reasonable for a child, when they are part of an adult's reality, it becomes incredibly disabling. A parent who is standing next to their young adult when they meet someone for the first time, actually becomes a barrier to the young adult being perceived as competent when they prompt them to "say hello." Folks with disabilities already have to contend with a great deal of ableism - the perception that people with disabilities are inferior to others. When adult children are not allowed to navigate their own social relationships, the hurdle is raised even higher, and they must work that much harder to prove that they can jump over it. Understand that sometimes processing takes longer for individuals with ASD, and it's important to allow them the space to control those interactions.

Where to Start

Young adults who never learn self-control or boundaries will have an incredibly difficult time in life. If your young person has been on a restricted diet, young adulthood, and preferably much earlier, is the time to back off and let them learn for themselves what happens when they overeat, or eat certain foods. Many parents reject this advice, but a parent that does not turn that management over to their young adult is setting that person up to be "managed" by others for the rest of their life. Truth be told, you are going to die someday, and you will not be around to watch what your adult child eats. If they do not learn self-management when they are young, what will happen to them when you are gone?

Finally, parents need to recognize that young adults have unique needs. Therapeutic practices, assistive technology, visuals and other items designed for children must be re-examined to ensure that they are the right fit and convey the young adult's growing maturity. Keeping a young adult in programs and supports designed for children can be incredibly disrespectful. Limitations, such as "no going in the kitchen" that seemed appropriate when your child was young, can become barriers to developing the skills they need to have meaningful, engaged lives. Cooking can perhaps be messy and frustrating, but when done enough times, with space to learn cause and effect and how to clean up afterwards, can be incredibly empowering.

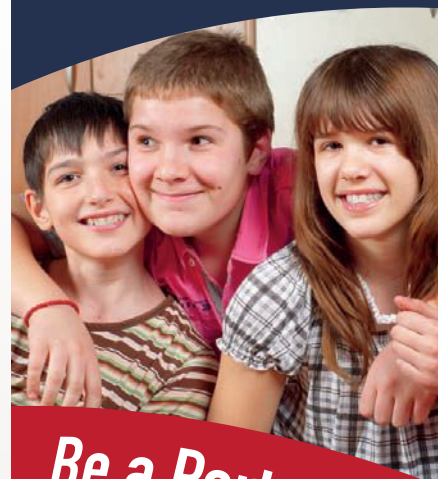
Experience is a Great Teacher

When young adults on the spectrum are over-managed and guarded, they miss out on some of life's most important lessons. Providing opportunities for learning from mistakes, figuring things out for themselves, and having control in their lives are valuable experiences that develop maturity, increase self-awareness, and ultimately make for happier adults that feel respected and appreciated for the unique human beings that they have become.

Rhonda J. Greenhaw, MA, BCBA, is a therapist, author and speaker. She developed the Hussman Center for Adults with Autism at Towson University into the largest university-based center in the world for autistic adults. Ms. Greenhaw is also a Towson University professor. <http://www.towson.edu/iwb/hussman/>



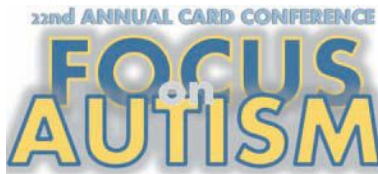
TWO TRANSITION SPECIALS in 2015!



Be a Part of It!

**If you offer services,
programs or
products to the
those ages 14-22
with ASD, then
ADVERTISE WITH US!**

**RESERVE
YOUR SPACE
(954) 559-5872**



The 22nd Annual Statewide CARD conference is Florida's premier conference on Autism Spectrum Disorders for professionals and families. National experts and regional professionals offer informative and stimulating presentations on a variety of topics on research, innovation, and effective

educational programs for people diagnosed with Autism Spectrum. The 2015 Conference is January 17-18, and will be held in Orlando, Florida.

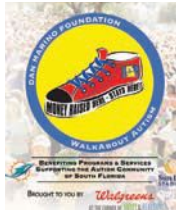
FREE EDUCATION FOR TEACHERS !!

**PEPSA Pre-Conference Day, Friday, Jan 16th is FREE!
REGISTRATION IS NOW OPEN !!! Go to:**

http://www.pals-ucfcard.org/2015_CARD_Conference.html



Miami Marlins 2015 Autism Awareness Game!
To form your Group/Organization tickets, contact the Miami Marlins-Group Sales at 305-480-2523 | groups@marlins.com



Dan Marino Foundation's WalkAbout Autism & Expo

Saturday, January 24th
at
Sun Life Stadium
9 am - 1 pm

Form Your Team at...

www.DMFWALKABOUTAUTISM.org

Feb/March EVENTS

Send to:

Events@

AutismNotebook.com

AUTISM COMMUNITY WORKSHOPS

(OPEN AND FREE)

Workshops are open to (a) parents of a child with Autism Spectrum Disorder (ASD) or (b) professionals who work in the Autism Field and will provide training in the methods of and Autism related topics. No child care available and workshops are conducted at the South Florida Autism Charter School. To RSVP please email info@sfacs.org

December 13, 2014

9 am - 11 am Now Get Into Bed and Go to Sleep
11 am - 1 pm Determining What to Teach and When

February 7, 2015

9 am - 11 am Fostering Friendships

February 21, 2015

9 am - 11 am 10 Things Every Child With Autism Wishes You Knew
11 am - 1 pm Why does He Do That and How Can I Get Him to Stop

February 28, 2015

9 am - 11 am Let's Talk Autism

Family Autism Network (FAN) Movie Day

For December & January movies and dates, go to www.familyautismnetwork.org/events or visit facebook page. Sensory friendly movies are shown at Regal Westfork, 15977 W. Pines Blvd, Pembroke Pines.

22nd ANNUAL CARD CONFERENCE

FOCUS on AUTISM

REGISTRATION NOW OPEN JOIN US!

www.ucf-card.org

SAVE THE DATE

JANUARY 16-18, 2015

**FLORIDA MALL & CONFERENCE CENTER.
ORLANDO, FL**



It's Our Birthday!

This February will mark

The Autism Notebook Magazine's 3rd Birthday!

And to CELEBRATE and THANK YOU, we are giving you a

FULLY DESIGNED WEBSITE...

*where you will have Additional Resources, Exclusive Articles,
Give-Aways, and SO MUCH MORE at your finger tips!*

**To Participate in our
Birthday Celebration and Website Launch
FREE Give-Away Prizes
Register at:
www.AutismNotebook.com**

With Allstate life insurance, **love wins.**



I can help you protect your growing family at an affordable price.

Do you have enough life insurance? It's one of the best ways to provide for your family if something happens to you. With the right coverage, love wins. Call me today for affordable options.

Javier Ortiz
954-472-5800
8271 W Broward Blvd
Plantation



Allstate[®]
You're in good hands.

Auto Home Life Retirement

Availability from a particular company varies by product. Subject to availability and qualifications. Life insurance and annuities issued by Allstate Life Insurance Company, Northbrook, IL, Lincoln Benefit Life Company, Lincoln, NE and American Heritage Life Insurance Company, Jacksonville, FL. In New York life insurance and annuities are issued by Allstate Life Insurance Company of New York, Hauppauge, NY. Guarantees are subject to the claims-paying ability of the issuing company. Securities offered by Personal Financial Representatives through Allstate Financial Services, LLC (LSA Securities in LA and PA). Registered Broker-Dealer. Member FINRA, SIPC. Main Office: 2920 South 84th Street, Lincoln, NE 68506. 877-525-5727. © 2011 Allstate Insurance Company.

Autism Resource Directory

Like to advertise your business, call us at: 954-559-5872

PEDIATRIC DENTISTRY

American Pediatric Dental Group Dentistry & Orthodontics
A state-of-the-art dental spa, offering aromatherapy, movies, & in lobby: videos games. Overhead entertainment in the office to provide a positive environment. Parents can accompany their kids. Insurance accepted, Evenings & Saturday appts available. 10021 Pines Blvd, #100, Pembroke Pines, 33024 www.AmericanPediatricDental.com(954) 417-1337

ACADEMIC SUPPORT / ENRICHMENT

Lil Picassos
A therapeutic after-school academic enrichment program created to support children with autism and related disabilities to improve writing and reading abilities. Focuses on improving and enhancing classroom success in attention, fine motor skills and to achieve the goals of reading and writing. Supporting students ages 6-12 years old. 300 SW 2nd Ave, Dania Beach, FL 33004 www.lilpicassos.net(954) 394-5521

SCHOOLS

Angels Reach Foundation
Pls refer to therapy listing(305) 828-5276

CaseBlanca Academy
The only DIRFloortime school in Florida and we offer One-to-one Student/Staff ratio, individualized programs, family support and a highly trained staff. Come explore us today! www.CasaBlancaAcademy.org(954) 415-1149

Mailman Segal Center / NOVA
The ACADEMY, serving Kindergarten and above. McKay accepted, to learn more call(954) 262-7129

NOVA Southeastern University Access Plus
College support program for students with autism spectrum disorder. Providing support in academics, residential, campus life/social living, psychoeducational groups, and career training. www.nova.edu/accessplus(954) 262-7168

South Florida Autism Charter School
The first charter school for students with autism, autism in Dade & Broward. Curriculum is based in Applied Behavior Analysis in a 3:1 student-to-teacher ratio, and is tuition-free, open to students in K- 12th grade. We offer Summer Camp services, and free Autism Work- shops on Saturdays. www.SFACS.org(305) 823-2700

The Victory Center for Autism
Offering a year round ABA based curriculum with a 1:1 and 2:1 student to teacher ratio since 2000 for ages 3-22. Life skills and job skills training available as well as after school and community programs. McKay and Step Up for Students accepted. Tuition assistance available. www.victorycenterforautism.org(305) 466-1142



APPLIED BEHAVIORAL ANALYSIS (ABA)

Angels Reach Foundation
Pls refer to therapy listing www.AngelsReach.org(305) 828-5276

Florida Autism Treatment Centers
provide ABA therapy at their centers and in homes throughout in Broward & Miami- Dade counties. Services overseen by Board Certified Behavior Analysts. Insurance accepted. Private rates are affordable. 3501 S. University Drive, Davie 9220 SW 72 Street, Kendall www.behavior-analysis.org(954) 577-7790

Learning Blocks ABA Therapy
Providing In-Home ABA (Verbal Behavior) Therapy throughout in Broward and Miami- Dade counties. Improve your child's behavior, language, independence, & communication. Call for a FREE consultation.....(954) 610-7446

PEDIATRICIAN

Child Development Center of America / Dr. Brian Udell Special Needs Pediatric Board Certified Pediatrician for 35 years. Experienced in developmental delays, GI, allergy and complex medical problems. 6974 Griffin Road, Davie, FL 33314 www.childdev.org(954) 873-8413

THERAPY

Occupational Therapy
Ana Solis Pediatric Occupational Therapy In-Home Servicing children to improve motor coordination, sensory integration, attention, social and recreational skills, and promote self-care skills.(954) 499-8727

Angels Reach Foundation
Offering therapies in Speech/Language, Occupational, Sensory Integration, Academic Support, Social/Communicative Intervention, ABA Therapy, and Developmental Play. Clinical Facility in Miami Lakes School in Miami (McKay approved) www.AngelsReach.org(305) 828-5276

Therapies 4 Kids
American Therapy House
Providing Physical, Occupational, Speech Therapy and HypnoTherapy with Cognitive Behavioral Services for Children & Adults. Specialty Treatments include: Neuro Development Treatment, Vestibular Balance Protocols, Life Skills Training and Sensory Programs.. 10261 Pines Blvd, Pembroke Pines, 7300 NW 5th Street Plantation, 1750 University Drive, Suite 105 Coral Springs, www.AmericanTherapyHouse.com (954) 356-2878

**OFFER THERAPY,
AN INTERVENTION or
SERVICE?**



**Advertise with us!
Autism Notebook**

**Reach
YOUR TARGET
Market !
Call
954-559-5872**

Training the Brain Using Neurofeedback

BY C. RICK ELLIS, ED.D.

Since the 1970s, researchers, physicians and other clinicians around the world have been experiencing success with biofeedback to address a variety of physical, behavioral and emotional symptoms. Neurofeedback is the science of applying biofeedback techniques to brainwave functioning.

Recently the American Academy of Pediatrics placed Neurofeedback as a Level 1 "Best Support" Intervention for Attention Deficit Hyperactivity Disorder (ADHD). This is an important step forward in recognizing the powerful effects of Neurofeedback in providing a drug-free treatment option for a wide range of cognitive and emotional disorders.

Possible Medication Replacement

Some psychiatrists admit that they are the only medical professionals that do not actually examine the organ they are treating. Children and adults are being prescribed medications at an alarming rate with little documentation to prove that a particular type of medication or dosage range is appropriate. This overreliance on medication has changed for many whose healthcare professionals are utilizing Neurofeedback.

Qualitative electroencephalograms (qEEG) are being used to provide brain maps for each individual to pinpoint areas in the brain that are not functioning properly. Results are often dramatic, as this fascinating intervention method continues to be refined. The latest version of the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-V), which is used to diagnose psychiatric conditions, has come under a great deal of scrutiny. Scientific evidence, however, continues to grow, documenting the reliability of "brain networks" that take the guesswork out of diagnosing when the qEEG is used. Neurofeedback treatment combines the brain map, and specific symptoms the patient displays, to develop a custom made intervention plan.

How Does Neurofeedback Work?

Imagine that the brain waves are moving too slow in the attention part of the brain. An electrode is placed on the scalp on that spot with a bit of thick gel. A ground electrode is placed on or around the ear. The Neurofeedback process begins with the child

watching a movie and then the screen starts to get dim. As the waves in the attention part of the brain fluctuate, due to random fluctuation, they eventually begin to move into the normal range for a brief period. When the brain waves in this area are within normal limits, the screen gets brighter providing the individual with positive feedback. Correct behavior results in a reward. Subconsciously, we quickly learn how to control those particular brain waves. (Many of us learned this simple operant conditioning in Psychology 101) The end product is that the attention part of the brain begins to function in a "natural", effective state on its own. With current advanced computer technology, this scenario can occur at multiple locations in the brain at the same time. In one study, even after discontinuing Neurofeedback, the children's grades continued to improve, while the group that received medication plateaued.

Wave of the Future?

The federal government is recognizing the importance of these types of technologies and has allocated \$100 million to fund the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Initiative as part of a new effort aimed at drastically improving understanding of the human brain. Current research along these lines by the Department of Defense, among others, on complex brain circuits, or networks, has yielded fascinating results. Current technology allows us to combine this understanding of brain networks with qEEG (brain maps) resulting in amazingly accurate treatment of the brain for conditions such as posttraumatic stress disorder (PTSD), learning disabilities, bipolar disorder, autism spectrum disorder, etc. Years of scientific evidence have documented dozens of networks not only addressing children's behavior, learning and emotional problems, but also involving visual processing, balance and motor control.

All Brains Are Not Created Equal

Not all individual's problems are the same. Specific symptoms are entered into the program and the Neurofeedback system automatically combines them with the brain map to develop an individualized treatment program. This process takes most of the guesswork out of designing the therapy to make it extremely individualized.

Neurofeedback is being used by a variety of individuals for a variety of reasons. Those living with autism have shown increased socialization, more positive affect, less motoric awkwardness, and improved decision-making capabilities. Athletes are retraining their brain waves to enhance optimal performance. Executives are fine-tuning their thinking skills and improving their interpersonal relations. It has helped many individuals quiet their minds to find a more balanced, centered approach to life. If you have not heard about Neurofeedback before, you will definitely hear more about this fascinating technology in the very near future.

For more information on this innovative intervention, go to <http://www.isnr.net/> or <http://www.spectrumpsychological.net/>

C. Rick Ellis, Ed.D., is a Licensed Clinical Psychologist. He is an Assistant Professor of Clinical Pediatrics at Eastern Virginia Medical School and serves on the Board of the National Center for Autism Law and Advocacy. He has a private practice specializing in disabilities, forensics and neurofeedback.





WHOLE FOODS MARKET LP, L.P.

ORDER ONLINE.
PICK UP IN STORE.



YOU CAN DO IT ALL. BUT YOU DON'T HAVE TO.

Holiday meals, entrées, sides, desserts, party platters, appetizers and more for in-store pick up.

SHOP.WFM.COM

COMING SOON

ALTAMONTE SPRINGS • DAVIE • DOWNTOWN MIAMI

NORTH WINTER PARK • POMPANO BEACH • WEST PALM BEACH

New Year's Resolutions Gone Awry

BY STACEY HOAGLUND

Is it just me or do the years go by faster and faster with each passing 365 days? It seems like just yesterday that I was a woman on a mission as a new autism mom. Oh yea, I had it all figured out... 40 hours of ABA therapy per week, speech and language and occupational therapies.. and let's not forget the gluten and casein free diet! I didn't know which one was going to be our magic ticket, but I knew for sure that something was bound to present itself as the road to "neuro-typicality".

Fortunately for me, New Year's Eve only comes around once a year. So that only gives me one chance to obsess, persevere and maniacally list out all that must be accomplished before the close of yet another twelve month period. Given any more time than that would certainly call for excessive amounts of prescription drugs, or quite possibly a 72-hour holiday in a local psych ward.

In an effort to get the biggest bang for my buck to achieve the "extreme" results I expect from my son's therapeutic intervention this coming year, I've enlisted the supports of an Assistive Technology Specialist. These ARE the days of technology, aren't they? Don't you see miracles happening before your very eyes right there on YouTube showcasing what iPads are doing for people with autism? This is it. I'm convinced. Where do I sign?

First things first... A plan must be made to get an iPad from the school. A meeting is called. Professionals are put on the payroll that will tell my son's school just why he MUST have an iPad and that nothing less will do! After all, it's the best, right? Oh yea, an argument ensues, all those crops of communication I've cultivated for two years begin to wither around me, but hey, it's IOS to the death for me!

Yay! We won! The iPad is in his hands! However, it isn't long before stillness falls on the academia land of touch-screen technology. What? This was supposed to be the answer to what ails us. His home notes begin to tell me that he's "just not getting it." How's that? There must be something seriously wrong. After all I've heard and witnessed via those truer than true YouTube videos, this just can't be happening! I pick up the phone to conference with his teacher and ask her how on earth this is possible given her great wealth of knowledge in working with kids on the spectrum. After careful consideration she responds with, "Perhaps if I knew how to use the iPad, that would help."

Alright, well that answered more than one question that has been rolling around in my head. And in response, I make sure that she receives the training she needs. Whew! Over the hurdle and onto greener pastures we go.

My son's pace of development with the iPad grows by leaps and bounds once the teacher knows how to program and implement it in the classroom setting. Before long he is accessing apps that I have never even heard of before. Forget about running around the perimeter of the playground, he's now sitting with the iPad in his lap pretty much anywhere he goes. Wow, what focus! What attention! He's so amazing! Then the call comes that knocks down my house of cards. The child whose gift is compliance has begun dropping to the floor every time he is given a direction. What!? Where did this come from? It must be early-onset puberty! Yea, that must be it!

Given that my previous New Year's resolutions have sustained his ABA therapists, I decide that someone from the outside should take a look at what is occurring at both home and school. Since I am more than sure that the problem must be rooted in the classroom, my therapist goes there first. Upon entering the room, she sees him being the angelic creature I know and love, working so studiously on his iPad, while others struggle to remember their next center rotation. His name is called to transition. He's asked to put down the iPad. Down to the floor he goes. What?? The teacher approaches him, and after much coercion, transitions him to his next center. He sits staring blankly for 3 minutes. Then without a warning he's down on the floor again. This can't be happening! Looking tired, frustrated and slightly embarrassed since this is happening during an observation, the teacher hands him a "first-then" card that says "First, go to your center, then you get the iPad." Oh boy. Talk about reinforcing negative behaviors.

The bell rings and my high-priced therapist walks my son to the car to report to me what she has just witnessed. My son climbs into the backseat, already in a mood wrecked with disgust and defiance. So that I can get a moment of peace to hear what she has to say, I pull out an iPod from my purse and hand it to him over the headrest. Peace falls upon the interior of the car. I glance up at the therapist's face, whose disapproving look speaks volumes, and in that moment I realize that quite possibly my New Year's Resolution just might require a bit of tweaking.

Here's to all our New Year's Resolutions...may they find comfort in our constant world of adjustment!

Exceptional Care for Exceptional People!



Services We Provide:

Physical, Occupational and Speech Therapies
HypnoTherapy with Cognitive Behavioral Services
Sensory Integration ABA

We Treat:

Infants, Toddlers, Adolescents, and Adults (0-99)

Specialty Treatments:

- Neuro Development Treatment (NDT)
- Vestibular Balance Protocols
- Advanced Vestibular Ocular Protocol
- Life Skills Training
- Sensory Integration Programs

Therapies



Day School Available, Please Inquire



**AMERICAN
THERAPY HOUSE**
Rehabilitation for Adults & Children

10261 Pines Blvd, Pembroke Pines | 7300 NW 5th Street, Plantation
1750 University Drive, Suite 105, Coral Springs

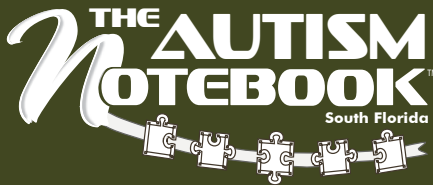
(954) 356-2878

www.AmericanTherapyHouse.com

Lecture Series
Available



DISTRIBUTION DOES NOT IMPLY ENDORSEMENT OR RECOMMENDATION BY BROWARD COUNTY PUBLIC SCHOOLS



**Family Resource
for Autism and
Related Disorders**

- Education
- Acceptance
- Inspiration

DEC 13 / JAN 14 FREE

Our Holiday Issue

**The Gift of
Social Stories**
Our Interview with
Carol Gray

**Talking to Your
Child About
Autism**

**Holiday Stress
Reduction 101**



21st Annual CARD Statewide Conference...Registration Open! See Page 28 for Details

Advertise RIGHT HERE!

Be in front of our readers and
GAIN EXPOSURE to SERVE families!

**BE A PART OF
OUR NEW WEBSITE!
Launches Feb 1, 2015!**

Don't Miss Out!

CALL US to ADVERTISE!

954-559-5872

Website Launch Pricing Available until Jan 5th



BENEFITING PROGRAMS & SERVICES
SUPPORTING THE AUTISM COMMUNITY
OF SOUTH FLORIDA
Brought to you by **Walgreens**
AT THE CORNER OF **HAPPY & HEALTHY**

Sun Life
STADIUM



JOIN US FOR THE ANNUAL DAN MARINO FOUNDATION WALKABOUT AUTISM & EXPO

Walgreens

Brought to you by AT THE CORNER OF **HAPPY & HEALTHY**

Saturday, January 24, 2015

9:00am to 1:00pm
Sun Life Stadium, Miami, FL

**BENEFITING PROGRAMS AND SERVICES SUPPORTING
THE AUTISM COMMUNITY IN SOUTH FLORIDA**

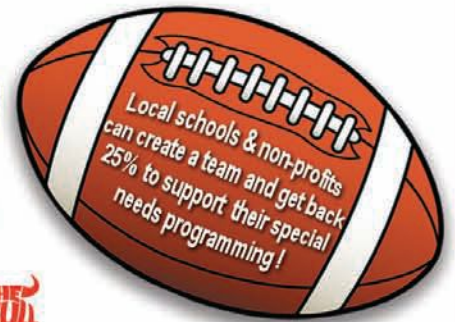
To register
please
scan here



MONEY RAISED HERE, STAYS HERE

REGISTER TODAY!

WWW.DMFWALKABOUTAUTISM.ORG



SPONSORSHIPS AVAILABLE, FOR MORE INFORMATION, PLEASE CALL THE DAN MARINO FOUNDATION (954) 368-6000 EXT.4240