Welcome to April – National Autism Awareness Month! It is always an exciting time of year when April comes around, as the light for autism shines even brighter. This April, the Autism Society is exploring ways to make "A Better World for Autism". Our focus is on providing those with autism the opportunity to obtain the highest quality of life with full dignity, value and respect by all.

This can mean different things to different people. For children, it includes providing the best opportunity for educational opportunities. For adults, it includes understanding what quality of life means. I once had a friend who is on the spectrum tell me that she took offense at the implication that her life was not full of quality. This was very enlightening to me. As a mom of a teenager on the spectrum, it reminded me to ask my son what he wants in his life. Just because I enjoy going to a musical production, doesn’t mean that my son’s life without that has any less quality. This is just a small part of how I envision giving my son respect and letting him decide the values in his life.

Here in Wisconsin, ASW is dedicated to supporting a better world for autism. A large part if this process is supported by the ASW Annual Conference. I am very proud of how the break-out sessions now include topics across the lifespan. There are learning opportunities ranging from childhood, to college bound, and on into adult opportunities. This wide spectrum of information has been a fantastic expansion over the 12 years my family has been involved. We have also seen nice growth around the state in various local group activities. It’s so wonderful to see opportunities for individuals of all ages to connect with others.

There are many ways you can get involved throughout the month of April. No matter what your role is, you are connected. By doing little things like wearing an Autism Awareness pin, sharing information about autism (big or small, in person or on social media), attending a local event, or even attending our ASW Annual Conference, you will be expanding the world for autism. The more awareness we can build, the closer we will get to a better world.

Thanks,
Michele

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The Autism Society has been celebrating National Autism Awareness Month since the 1970’s to highlight the growing need for awareness about autism. This year, as autism awareness has grown, we want to take this opportunity to celebrate the contributions of people on the autism spectrum and move towards autism acceptance, where differences are accepted and respected. Get involved by attending a local event!

**LOCAL EVENT HIGHLIGHTS:**

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| April 12th | **Urban & Autism Support Groups, WI FACETS Office, 600 W. Virginia Street, Suite 501, Milwaukee**  
             Hosted by WI FACETS  
             Topic: Extended School Year Services. Call 877-374-0511. or visit www.wifacets.org       |
| April 15th | **Spanish Bilingual Support Meeting at Casa Alba in Green Bay**  
             Hosted by the Autism Society of Northeast Wisconsin  
             A translator will be provided. For more information email administrator@asnew.org       |
| April 17th | **Manitowoc Monthly Meeting, Lakeshore United Methodist Church, Manitowoc**  
             Hosted by the Autism Society of the Lakeshore  
             Topic: Transitions/Routines: Helping our children have smooth transitions and smart routines. For more information email: autismlakeshore@att.net |
| April 19th | **Everybody Plays! Building For Kids Children’s Museum, 100 W College Ave, Appleton**  
             Hosted by the Autism Society of the Fox Valley  
             Free admission for children on the autism spectrum and their families. Enjoy a lower sensory experience and meet other families and resource professionals from the area. www.focol.org/asfv |
| April 24-26th | **Autism Society of Wisconsin Annual Conference, Kalahari Resort & Convention Center, WI Dells**  
                 Hosted by the Autism Society of Wisconsin  
                 Featuring an Educator Networking Session, Friday & Saturday keynote presentations, breakout sessions, Friday reception & dance, and MORE! See page 7 for more information. |
| April 29th | **Story time at Central Library Meeting Room in Green Bay**  
             Hosted by the Autism Society of Northeast Wisconsin  
             6:00-6:30, story, free play from 6:30 to 7 pm. Developmentally appropriated for ages 4-8, though other ages can attend. A therapist or parent must attend with each child, and siblings are welcome. |
| April 29th | **Parent Educator Workshop, Understanding and Managing Behavior Issues in Autism, Miron Construction Conference Room, 1471 McMahon Dr., Neenah**  
             Hosted by the Autism Society of the Fox Valley |
| April 30th | **Do it Differently, A Film for Dads, Reflections on Being the Father of a Child with Autism, New Berlin Public Library, 15105 W Library Lane**  
             Hosted by the Autism Society of Southeastern Wisconsin |
Celebrating Differences:  
Being a Good Friend to a Classmate with Autism

By Chelsea Budde, Founder of Good Friend, Inc.

A child’s greatest asset is his or her willingness to learn. This applies not only to academic learning, but social emotional learning as well -- which is great for us as parents and educators of students with autism who are trying to create a foundation for friendship building.

Children up until first grade will generally play with whoever is near, regardless of differences. By second grade, typically-developing students start to form peer preferences beyond the walls of their classroom. And by fourth grade, many students have formed their circles of friends. It’s not to say that acceptance of students with ASD is impossible beyond fourth grade, but it does become increasingly difficult to make those initial healthy connections. This is why it’s so important to start talking about differences, including autism, positively and early. It needs to be come a part of everyone's language and understanding.

Saying “everyone is different” isn’t enough. Most people of majority neurology don’t consider brain-wiring differences when observing manifestations of autism. And when peers begin making other assumptions about classmates with autism, they can be barriers to relationships. Be specific about those brain-wiring differences and how they impact their classmate with autism.

When the student with autism can communicate those differences in any way, this is far better than us as parents or teachers trying to explain them. Awareness of one’s self, including the impacts of autism, is a critical layer of this foundation. It starts at home with a discussion about differences, strengths, and challenges.

As the discussion reaches classmates, be sure to share those strengths and highlight interests! This is the common ground essential for mutual exchanges.

Friendship between students of different neurology may look different than friendship between typically-developing students. As long as it's mutually enjoyable, it’s okay! Friends may be in different grades, connect only over a specific topic, and/or exist without spoken language at all.

In elementary school, it might be ...
- sitting next to each other on the bus and at lunch
- helping him learn to tie his shoes
- drawing her a picture
- inviting him to a birthday party

In middle school, it might be ...
- exchanging text messages a couple times per week
- going to a movie together
- hanging out over dinner or a treat
- offering help with homework

In high school, it might be ...
- participating in the same club
- a study buddy or group
- hanging out in the cafeteria at lunch
- any of the above-listed examples

Good Friend, Inc. provides staff and student trainings on autism and social support for K-8th grade. The nonprofit organization has peer education videos – “We ALL Fit” (available May 29) for elementary school and “Choosing To Be a GFF” (2011) for middle school – they use in their services, which are available for purchase and use in your programs as well. For more information, visit www.goodfriendinc.com.
Students with autism spectrum disorder can present with heightened states of anxiety in relation to the neurological features and characteristics of ASD. An increase in stress and anxiety can sometimes present as challenging behaviors in students with ASD due to difficulties inherently knowing how to self-regulate: self-calm, relax, and refocus. According to Galinsky, 2010, regulating one's thinking, emotions, and behavior is critical for success in school, work, and life. Self-regulation is the ability to do what needs to be done to be in the optimal state for a given situation (Kuypers, 2011).

In her book Emergence: Labeled Autistic, Temple Grandin states, "My reputation in elementary school was shaded with impulsive, erratic behavior, temper tantrums and the worst report card possible, but I was also known for unique and creative abilities." Unfortunately, this description is characteristic for many students along the autism spectrum, where their strengths and abilities are often eclipsed by challenging behaviors, often resulting from their inability to control unexpected responses due to increased anxiety. By failing to recognize the fragile emotional and self-regulatory states of many students with ASD, educators, professionals, and even family members can unintentionally exacerbate anxiety levels particularly if trying to teach skills under these circumstances. In addition, focus on skill development in the area of self-regulation/relaxation often occurs when the student is escalated, which is not an optimal time to learn for anyone.

It is critical to develop an understanding that students with ASD often exhibit challenging behaviors resulting from increased anxiety because they don't know how to make better responsive choices. Therefore behavioral change will be dependent upon direct instruction to the students with ASD when they are calm, so that they can learn self-regulation skills and have opportunities to practice skills in a safe and supportive environment. Students with ASD need to be specifically taught to recognize what causes increased states of anxiety, such as environmental or context triggers; what does the anxiety look, feel, and sound like (e.g., silly-acting behaviors, aggression, refusal to work, explosive-behaviors, etc.), as well as strategies or tools to self-regulate. Numerous modes of technology, from low tech anxiety scales to high tech use of video-modeling can be used as tools for instruction and strategies for self-regulation so that individuals with ASD can be at optimal states for learning and functioning throughout their day. Use of these tech tools will provide individuals with ASD self-regulation tools and strategies that they can easily access to calm themselves independently.

"Low Tech" Strategies:

- Access to a “Quiet Spot”; “Home Base” “Chill Zone”. A clearly defined, positively-viewed, individualized location that the student with ASD is taught how to access and use when calm, so that they can more readily access when anxious for calming. Multiple locations in multiple environments might also be an option for some students.

- Regulated Breathing:
  - 5-Finger Candle Blow: The student is taught to “blow out the candles” in succession using their fingers (or an adult’s) as a visual model.
  - Square Breathing: A visual strategy where the student visually and physically uses their finger to trace the outline of a square while breathing in – count to 4; hold – count to 4; breathe out – count to 4; wait – count to 4.
  - Figure 8 Breathing: A visual strategy where the student visually and physically uses their finger to trace the outline of a sideways figure 8 breathing in while tracing half of the figure 8, and then breathing out while tracing the other half.

- "The Incredible 5-Point Scale", by Kari Dunn Buron: A visual strategy that can represent what escalated states of anxiety can look like, feel like, and sound like, as well as what to do when at the various levels represented on the scale. For younger children, a 3-Point Scale can be utilized.

- See the Autism Internet Modules website (www.autisminternetmodules.org) for a module on "The Incredible 5-Point Scale". Communication Problem Solving Page: A visual strategy that is individualized for each student representing various communicative needs on a single page such as “All done”; “I need help”; “It’s too loud”; “I need headphones”; “I need putty”; “I need a drink”; “I need to take a walk”; etc. When a student’s anxiety is heightened, their ability to be effective communicators is decreased. This single page visual strategy can be shown to the student to hopefully increase their ability to effectively communicate their needs and thus lessen their anxiety.

- Visual Choice Cards for self-regulation strategies and breaks
"High Tech" Strategies:

- Video Modeling / Video Self-Modeling: Used to teach self-regulation skills such as regulated breathing; the Incredible 5-Point Scale; Yoga; etc. through repetitious viewing of self or others engaged in self-regulation strategies. See the Autism Internet Modules website (www.autisminternetmodules.org) for a module on video modeling / video self-modeling.

- McMoves™: A research supported multi-sensory program, using rhythmic and visual patterns, music, movement and images to increase attention and calm individuals of all ages and abilities, in as little as a few minutes per day. The program simultaneously engages a person’s auditory, visual, motor planning and sequencing, and limbic parts of the brain by having individuals imitate the actions from a video of a person engaged in various simple geometric shape arm movements. Can be used individually, small group or whole class.

- Yoga (Videos): Research supports the use of yoga as a proactive self-regulatory strategy for students with ASD.
  - Free videos on YouTube: http://www.youtube.com/watch?v=i7_F1Gd3_Z4&feature=related
  - "Yoga for Children with Special Needs" by Aras Baskauskas (DVD) see Amazon.com

- Apps for the iOS devices (iPad; iPod; iPhone): There are thousands of apps for relaxation, with calming sounds / music and visual scenes, which are very effective for calming for students with ASD. However, the apps noted below are more specific to self-regulation and management of anxiety:
  - SDOSH™ by Dr. Mark Bowers: Based on the SOSH framework which focuses on the 5R’s of social skills development which incorporate relaxation and self-regulation (NOTE: “Lite” version allows for a free 7 day trial)
    - Relate – connect with others
    - Regulate – manage behaviors
    - Reason – think it through
    - Relax – reduce stress
    - Recognize – understand feeling
  - The Shredder™ by Dr. Mark Bowers (also part of the SOSH app): A method to visually “shred” negative, perseverative or interfering thoughts.
  - MeMoves™ by Thinking Moves: Similar to DVDs noted previously
  - Autism 5-Point Scale EP by the Autism Society of Minnesota
  - Shrinky’s® Anxiety Remedy by Berger LCSW Enterprises, P.C.
  - Shrinky’s® Anger Remedy by Berger LCSW Enterprises, P.C.
  - Take a Chill – Stressed Teens by Channel Capital, LLC: An app full of tools to help teens manage stress and bring mindful practices into a daily routine.
  - Zones of Regulation® by Elosoft: Based on the “Zones of Regulation” Curriculum noted below
  - What Meditation Really Is by Rigpa
  - My First Yoga: by Atom Group
  - The Adventures of Super Stretch™: by The Adventures of Super Stretch, LLC.
  - Tactical Breather: by The National Center for Telehealth and Technology
  - Emotionary by Me.Mu: A method for identifying and documenting various emotional states via a journal

Curriculums:

- The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control, by Leah M. Kuypers, MA Ed. OTR/L, 2011.

References:

- Grandaín, T. Emergence: Labeled Autistic; 1996.
Extended School Year

By Nissan-Bar Lev, Ph.D. and Jan Serak, M.A.

Early in spring (April or May) is a good time for IEP teams to meet and consider if extended school year (ESY) services may be needed for a child with a disability. ESY services are special education and related services provided beyond the limits of the normal school year (as, summer or other long school breaks). Wisconsin DPI Bulletin No. 96.01 is an excellent resource on ESY for IEP teams. The bulletin notes that the IEP team does not have to discuss ESY services for every child at every IEP meeting...unless an IEP team member asks about it. It is very important for parents and educators to know that they can – and should – raise the issue each year – if they believe the child needs ESY services.

There are no state or federal regulations addressing when a child needs ESY, so determining the need for ESY services is often confusing for both parents and schools. The law provides that LEAs (local education agencies – i.e., school districts) must make sure that ESY services are available...if a child’s IEP team determines, on an individual basis,...that the services are necessary in order for the child to receive a free appropriate public education ii. The LEA may not limit ESY services to certain disabilities, or unilaterally limit the type, amount, or duration of those services; and services must be at no cost to the parents. A child may need ESY services one year and not the next. A helpful reference for ESY is Special Education in Plain Language. iii

In discussing if a child will need ESY services, the IEP team considers if the child’s gains in critical skill areas made during the regular school year will threaten his/her overall progress if the LEA does not provide ESY services. The determination must be based on empirical and qualitative data collected by the IEP team about the child’s individual knowledge and skills. Several court cases have provided guidance related to the basic requirements for ESY services eligibility and have defined some related ESY elements, such as the length and type of the ESY services, and funding matters, including transportation. iv v The team must take into account not only retrospective data, but also predictive data (as, will recoupment take 9 weeks or more).

The IEP team should look at things like:
- the nature and severity of the child’s disability;
- the extent of skills lost or that may be lost from an interruption in education (regression);
- the time needed to regain/relearn skills that existed at the end of the school year (recoupment);
- whether parents can help provide educational structure at home;
- how quickly the child learns;
- skill just being introduced;
- the child’s behavior and physical needs;
- availability of alternative resources;
- child’s vocational needs;
- emerging skills (as, if child is in a critical stage of developing a skill that, if not completely acquired and mastered, would likely be lost during summer vacation);
- and other appropriate factors.

A child does not have to meet all of these items. The IEP team should not use a single criterion (as regression-recoupment) to determine the need for ESY services. Parents should keep data during long vacation and share information with the IEP team about the length of time they think it has taken for their child to regain skills after long breaks from school. They can also mention skills they see that are just emerging in their child. Additional factors to consider can be found in CESA 7 Memorandum 4/10/12, Bar-Lev

It is important to understand what ESY is not. It is not for the convenience of the school or parents (as, not day care or respite care). ESY is not intended to maximize educational opportunities or to help students advance in relation to their peers. It is not for students who show regression solely related to medical problems or who are in transitional life situations (as, divorce or death of a family member). It is not required when a child fails to achieve IEP goals during the school year or in order to provide a child with education beyond his/her IEP goals.

Once the IEP team has determined the need for ESY services, the team should identify the IEP goals and objectives for the special education and/or related services to be provided during ESY, including the frequency, location, amount, and duration of services. ESY services are: not always the same as regular school year services (should focus on critical skills); sometimes just related services (as, OT, PT), technology (as, use of a computer software program), and deliverable in a variety of
environment (as, home with parents who are able and willing to provide teaching and support with staff consulting, school based, school-based with community activities, related services alone or with other services). ESY services must be provided by qualified personnel. Some ESY services may extend over the summer, while others may be periodic contact with professionals or assistance to parents in providing instruction or reinforcement to their children. Decisions about ESY services must be based on the child’s needs and not be dependent on existing programs.

¹ DPI Information Update Bulletin 96.01 Extended School Year Services, [link](http://sped.dpi.wi.gov/sped_bul96-01)

² IDEA 34 CFR 300.106 [link](http://idea.ed.gov/) (and search for extended school year)

³ Special Education in Plain Language [link](http://www.specialed.us/pl-07/pl07-iepro/07-iep4m.html)

⁴ Standards for Extended School Year, Bar-Lev, 4/21/98, [link](http://www.wrightslaw.com/info/esy.standards.barlev.htm)

⁵ Extended School Year Services Under the IDEA and Section 504: Legal Standards and Case Law, Norlin. Johnson v. Indep. Sch. Dist. No. 4, (10th Cir. 1990).

⁶ Update on Extended School Year (ESY) Services, Bar-Lev, 4/10/12 [link](http://www.specialed.us/issues-esy/esymemo12.html)

Authors – Jan Serak is the Executive Co-Director of the Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS) and the parent of an adult son with autism. Nissan Bar-Lev is the Special Education Director for Cooperative Educational Service Agency #7. Serak and Bar-Lev, Past-Presidents of ASW and 18-year Partners in the Wisconsin Special Education Mediation System Partners, emphasize the importance of addressing issues early, including issues related to extended school year services.

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25th Annual Autism Society of Wisconsin Conference
April 24—26, 2014
Kalahari Resorts & Convention Center

Don’t miss the opportunity to attend Wisconsin’s largest autism-related conference! With over 70 individuals on the spectrum, family members, educators and other professionals sharing their experiences and expertise, there is a lot to learn. Sessions include topics for every age. Detailed session descriptions are available on our website.

It’s not too late to register! Onsite registration is available at the 25th Annual Conference. Check in at the registration booth in the South Atrium upon arrival.

**Thursday, April 24, 2014**
The Zones of Regulation
Leah Kuypers, M.A., OTR/L
Gain hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in individuals of all ages.

**Friday, April 25, 2014**
Executive Functioning
Monica Adler Werner
Ms. Adler Werner will discuss the role of executive function in understanding autism spectrum disorders.

**Saturday, April 26, 2014**
Grinding out a Bachelor’s Degree: How Did I Manage to Do It?
Sue & Rita Rubin
Sue Rubin and her mother Rita Rubin will talk about Sue’s journey from a typical non-verbal, intellectually disabled, low-functioning child with autism to a recent college graduate.

**Featured Breakout Sessions:**
Teaching Personal Safety to Teens and Young Adults with ASDs
Sexuality Development and Learning for Individuals with ASDs
Presented by: Shana Nichols
COMMUNITY OF PRACTICE ON ASD/DD: LEARN YOUR ABCS:

**THE DATE!**

**Learn Your ABCs: All Behavior Communicates**

**May 29, 2014**

Madison College
Madison, WI

www.waisman.wisc.edu/connections

**GIVING OPPORTUNITIES**

Invest in the future of the Autism Society of Wisconsin!

Explore all the ways to give:

- **Employee/Matching Gifts** – Many employers encourage employees to give by matching employee gifts dollar-for-dollar. Check with your human resource department to find out more.
- **Honorary** – Celebrate a birthday, anniversary or other special occasion with a gift honoring a spouse, friend, family member or other loved one.
- **Memorial** – Memorial gifts made to the Autism Society of Wisconsin are to celebrate and honor the life of a loved one.
- **Planned Giving** – Receive tax and other financial benefits while giving to the Autism Society. Plan a gift for the future by working with a financial advisor to set up an IRA Charitable Rollover, trust or bequest, or beneficiary designation on a life insurance policy.
- **Unrestricted Giving** – Give a cash donation that allows us to fund programs which need it most. Donations can be mailed to the ASW office or can be made online through our Network for Good site, accessed from our home page: www.asw4autism.org.

Autism Society of Wisconsin
1477 Kenwood Dr.
Menasha, WI 54952

Please call our office for more information on any of these giving opportunities.
Autism Society Affiliate Information

Central WI (ASCW)
http://www.wausau.k12.wi.us/east/Student%20Files/Autism/Autism.htm
Email: autismsocietycw@gmail.com

ASCW meets the first Thursday of each month. Meetings coincide with the school calendar year. Meetings are held at St. Mark’s Lutheran Church, 600 Stevens Drive, Wausau, at 6:30 pm. Meetings vary between family support, speakers, and business meetings. (715)359-0886 or (715) 845-5524

Fox Valley (ASFV)
Website: www.focol.org/asfv
Email: asfv4kids@gmail.com

ASFV offers monthly parent support group meetings, social groups for those on the spectrum aged 7 years through adulthood, educational workshops and other special events throughout the year. For more information about their programs please visit their website.

Upcoming Events:
Parent Support Group
Saturday, April 12th 9:30am-11:30am
Harmony Café in Appleton. Contact kristinwahl99@yahoo.com or phone 920-540-6856
**Autism Society Affiliate Information**

**Chippewa Valley (ASCV)**  
Website: [http://www.cvasw.org/](http://www.cvasw.org/)  
Email: info@cvas.org  
Phone: 715-450-3158  
The Chippewa Valley affiliate sends out information packets and a quarterly newsletter. For more information, email bj.wagner@yahoo.com

**Lakeshore (ASL)**  
Website: [http://autismlakeshore.org/](http://autismlakeshore.org/)  
Phone: 920-652-0964  
Email autismlakeshore@att.net.  
Meetings are the third Thursday of each month (September thru May) at Lakeshore United Methodist Church, 411 Reed Ave., Manitowoc from, 6:30-8:30 pm. Childcare is available. Contact the office for more information.

**Northeast (ASNEW)**  
Website: [www.asnew.org](http://www.asnew.org)  
Email: administrator@asnew.org  
ASNEW offers regular morning and evening parent support groups and a group for adults with Asperger's Syndrome. For more information please visit their website.

**South Central WI**  
Website: [autismsouthcentral.org](http://autismsouthcentral.org)  
Email: autismsouthcentral@gmail.com  
South Central offers regular support group meetings, Autism 101 classes and other special events throughout the year. For more information please visit their website.

**Southeast Wisconsin (ASSEW)**  
Website: [www.asew.org](http://www.asew.org)  
Email: info@assew.org  
Southeastern offers monthly morning parent support groups, an adults on the spectrum support group, a workshop series and many other special events. For more information, please visit their website.

**Upcoming Events:**  
Mental Health Provider Conference, presented by Dr. Glenis Benson and Dr. Diane Mosnik  
May 14th 8:00 AM to 4:00 PM  
Oak Creek Community Center  
$50 members / $75 non-members—$15 additional for optional 6 CEUs  
Dr. Benson's topic is understanding the role of communication deficits in behavior, and Dr. Mosnik will talk about how providers can assist families in planning for adulthood. For more information and online registration visit assew.org
Date of Application_______________________
Name ____________________________________________________________________________
Street Address ______________________________________________________________________
City, State, Zip ___________________________ Phone ( ) ___________________________
Email ________________________________________________________________________________

☐ Autism Society of the Fox Valley (ASFV)
   Outagamie, Winnebago, Calumet, Fond du Lac and Waupaca Counties

☐ Autism Society of the Lakeshore (ASL)
   Manitowoc, Sheboygan, Calumet, Kewaunee and Door Counties

☐ Autism Society of Northeast Wisconsin (ASNEW)
   Brown, Shawano, Oconto, Florence, Menomonie and Marinette Counties.

☐ Autism Society of Central Wisconsin (ASCW)
   Clark, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Taylor and Wood Counties.

☐ Autism Society of Chippewa Valley (CVAS)
   Sawyer, Polk, Barron, Rusk, St. Croix, Dunn, Chippewa, Pierce, Pepin, Eau Claire, Buffalo, Trempealeau and Jackson Counties.

The Autism Society of Wisconsin (ASW) shares membership with the local Autism Society affiliates listed below. By checking a local affiliate, you will join both the state and local affiliate and receive member benefits from both. To become a member of only the state chapter, leave this section blank. To become a member of the Autism Society of America, the Autism Society of South Central Wisconsin and/or the Autism Society of Southeastern Wisconsin and to find out more about their membership benefits, please contact them separately.

Membership Categories :   Individual ($12) _____  Family ($15) _____        New Member _____       Renewing Member_____

☐ Bill my Master Card/VISA Card #____________________________________ Exp Date____________

☐ Check enclosed, check #______________

☐ Enclosed is a $10 contribution towards the cost of the newsletter—thank you!

☐ Additional contribution (tax deductible).

$25     $50     $100     $ (Other)

Please send your completed membership form and payment to:

Autism Society of Wisconsin
1477 Kenwood Drive
Menasha, WI 54952
Fax (920) 558-4611

If you have questions, email ASW at asw@asw4autism.org or call 888-428-8476.

For office use only
Date Rec’d____________________
Check #____________________
Amount $_________________
Help us fulfill our mission!

Support the Autism Society of Wisconsin by making a tax deductible gift! All donations are appreciated.

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Donations may be sent to:
Autism Society of Wisconsin
1477 Kenwood Drive
Menasha, WI 54952

We also accept donations online. Click the Donate Now button on our homepage: www.asw4autism.org

Thank you for your support!

---

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ASW Annual Meeting will be held on Friday, April 25 in Wisconsin Dells