The New Year is often a time for new beginnings and resolutions. For the Autism Society of Wisconsin, the New Year has meant a big transition in service area, as you'll see on pages 2 & 3. No longer a state affiliate, our service area has been redefined by our National office to the northern 53 counties of the state. The Autism Society of Southeastern Wisconsin and the Autism Society of South Central Wisconsin serve the southern counties (see the map on page 3).

With this new beginning, I assure you that the staff and Board of Directors at the Autism Society of Wisconsin is resolved to helping all families in Wisconsin and are committed to working with the other Autism Society Affiliates to coordinate statewide activities and efforts. Just this week, representatives from the Autism Society of Wisconsin, Autism Society of Southeastern Wisconsin and the Autism Society of South Central Wisconsin met in Madison to meet with legislators to advocate on behalf of families in Wisconsin. And, as you'll see on page 8 & 9, we're working together to host this year's Autism Essay Contest.

The Autism Society of Wisconsin's Annual Conference will continue as an opportunity for individuals with autism, families, educators and other professionals from across the state to gather, network, share and learn together. We're thrilled to have Temple Grandin as our opening keynote again this year. Please check out the details of this year's conference on pages 4–6 and consider joining us.

While our service area has changed, the mission and vision at the heart of our organization has not. Please contact us with questions or concerns.

Warm Wishes,
Mike Riemer
President
Beginning in January of 2017, the Autism Society of Wisconsin is transitioning from a state affiliate to serving a portion of the state as defined by our new 53 county service area. The change is a result of a decision made by the national Autism Society. Our new service area begins with Vernon, Juneau, Adams, Marquette, Green Lake, Fond du Lac, and Sheboygan counties and extends up to the Northern border of Wisconsin. We are currently keeping the name, the Autism Society of Wisconsin, but may consider a name change in the future that better reflects our new service area.

The Autism Society of Wisconsin serves as the parent organization for five local affiliates, located throughout our service area and shown on the map. These affiliates will continue to offer the same wonderful programs and services they always have. As direct affiliates under the National Autism Society, the Autism Society of South Central Wisconsin and the Autism Society of Southeastern Wisconsin are responsible for serving the remaining counties in the southern part of the state.

The Autism Society of Wisconsin continues its commitment to making a difference in the lives of those affected by autism in Wisconsin. We hope to work with the other affiliates to continue our statewide initiatives such as hosting the Essay Contest, developing and distributing our Next Steps guides, and working collaboratively on advocacy issues.

We have no plans to change the Autism Society of Wisconsin Annual Conference. We hope the conference will remain an excellent opportunity for individuals with autism, parents, family members, educators, professionals and Affiliate leaders to come together to learn, connect, and engage with each other. As always, anyone will be welcome at the conference and any member of an Autism Society affiliate will be eligible for the discounted member rate. Our community is strongest when working together and we know this gathering that brings hundreds from the autism community together each year is powerful.

The Autism Society of Wisconsin looks forward to our future focusing on our new 53 county service area. We’re excited to work with our local affiliates and other local partners to build the capacity in our communities.
AUTISM SOCIETY OF CENTRAL WISCONSIN
Counties: Clark, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Taylor, and Wood autismsocietycw@gmail.com

AUTISM SOCIETY OF CHIPPEWA VALLEY
Counties: Sawyer, Polk, Barron, Rusk, St. Croix, Dunn, Chippewa, Pierce, Pepin, Eau Claire, Buffalo, Trempealeau and Jackson Cvautismsociety@gmail.com

AUTISM SOCIETY OF THE FOX VALLEY
Counties: Outagamie, Winnebago, Calumet, Fond du Lac, and Waupaca info@autismfoxvalley.org

AUTISM SOCIETY OF THE LAKESHORE
Counties: Manitowoc, Sheboygan, Calumet, Kewaunee and Door autismlakeshore@gmail.com

AUTISM SOCIETY OF NORTHEAST WISCONSIN
Counties: Brown, Shawano, Oconto, Florence, Menominee and Marinette administrator@asnew.org
Providing evidence-based educational programming for children on the autism spectrum relies not only on selecting appropriate strategies but also an understanding of neurodevelopment. What we determine as the child’s targeted educational objectives should be as important as how we are providing accommodations. The lecture will begin with a review of the research in social neuroscience and how this helps us understand how children acquire the foundations of social and emotional competence before they are talking, at emerging language stages, and at the conversational level. Participants will learn how neurodevelopmental differences need to be considered when implementing evidence-based practices and how the SCERTS assessment framework can be used to generate educational objectives that are predictive of developmental shifts toward social emotional competence.

This session integrates best practice research for teaching sexuality to individuals with autism spectrum disorder. Teaching strategies (how do I teach?) along with key foundational concepts (what do I teach?) are presented. Examples of resources and ideas for teaching at home, school, or in the community are discussed.

This is an introductory workshop that will focus on providing a deeper understanding of autism and how people with autism experience the world. Presenters will discuss common characteristics of autism, strategies for effectively supporting people on the spectrum, and other autism-related resources. This workshop will be based on recent research, first person accounts from those on the spectrum, and personal experiences from the practice of the presenters. You will leave this session with a greater understanding of how autism may impact how a person learns, interacts with others, and develops relationships.
FRIDAY, APRIL 28, 2017 | KEYNOTE

Temple Grandin– My Experience with Autism
Friday Keynote, April 28

In this special presentation backed by personal experience and evidence-based research, Dr. Temple Grandin will provide a look into her life, including intervention, problems with sensory issues and oversensitivity. She will also discuss the thinking process, the importance of developing strengths, and the importance of learning work skills. Take away practical tips for parenting, teaching and learning from the individuals with autism in your life.

SATURDAY, APRIL 29, 2017 | KEYNOTE

Panel of Experts
Roy Bedward, Judy Endow, & Sara Martin

Saturday's keynote session will be a panel of individuals on the autism spectrum who will each share their experience living life on the autism spectrum. Each panelist will have time to give an introduction and share about how autism affects their day-to-day life. A range of topics will be covered including, but not limited to, visual thinking, self-stimulatory behaviors, and the experiences as an individual with autism who types to communicate. There will be time for audience questions at the end.

BREAKOUT SESSION HIGHLIGHTS

Breakout sessions will take place on Friday and Saturday after the keynote addresses. Below are a few highlights from our program. Please visit our website to view the program in its entirety.

Community Living with Choices: How Out-of-the-Box Thinking Became Neighborhood Living
Amy Masek, Rob Schoner, Maggie Kumbier

The Use of Augmented Reality to Facilitate Self-Management of Supports
Rachel E Wright

The Dating Game: The Unwritten Scripts of Romantic Relationships
Sara Martin, Richard Martin

Critical Components of Co-Teaching
Kay Guberud, Molly Bever

Sensory Overload vs. Behavioral Tantrums: Understanding the Difference and How to Respond
Jennifer Bluske Krull, Danna Hamlett

Transition to Adulthood and ASD: Sexuality, Safety and Advocacy– Using a Family-Centered Approach
Madeline Barger, Monica Nischik

Functional Strategies to Support Executive Functioning in School-Aged Children
Jenny Evrard-Larson
Conference attendees and their families are welcome to join us for a reception on Friday evening of the conference. The reception will include a complimentary pizza buffet, essay contest awards ceremony, talent show, and dance.

Early registration is highly encouraged!

General registration rates are available to those who register by April 10th, 2017.

Onsite registration is available for an additional cost and conference materials are not guaranteed.

Don't forget to book your room at the Kalahari at the discounted room rate by March 27th.

Want to get your business involved? There are NEW opportunities to support the annual conference. Visit our conference webpage to view opportunities for sponsorship, exhibition and advertisement at the conference.

**Questions? Contact Melissa at mvandevelden@asw4autism.org or 920-973-6636.**
# UPCOMING EVENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>February 8, 2017</td>
<td>1–3 pm OR 6–8 pm</td>
<td>Adams Community Center</td>
<td>LISTENING SESSIONS: An opportunity for families and other stakeholders in the Central Wisconsin (45 mile radius around Adams). Come to share about your experiences—your stories will help our work to improve systems of support. Sign up at <a href="http://www.asw4autism.org">www.asw4autism.org</a>.</td>
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<td>February 11, 2017</td>
<td>9:00 am–12:00 pm</td>
<td>Laona School</td>
<td>SIBSHOP</td>
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<td>Laona School District &amp; the Autism Society of Central Wisconsin</td>
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<td><a href="http://www.asw4autism.org/special_events">www.asw4autism.org/special_events</a></td>
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<tr>
<td>March</td>
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<td>March Into Chili’s for Autism! Dine at Chili’s using one of the Autism Society vouchers during the month of March and 15% of your purchase will benefit the Autism Society!</td>
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<tr>
<td>April</td>
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<td>CHANGE FOR AUTISM</td>
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<td>Ask your school to join our Change for Autism campaign! We’ll work with you to raise autism awareness as you collect spare change to benefit the Autism Society throughout the month of April.</td>
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<tr>
<td>April 27–29th, 2017</td>
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<td>Wisconsin Dells, WI</td>
<td>AUTISM SOCIETY OF WISCONSIN ANNUAL CONFERENCE</td>
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<td>More details on pages 4–6</td>
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<td>July 12–15, 2017</td>
<td></td>
<td>Milwaukee, WI</td>
<td>49th ANNUAL AUTISM SOCIETY NATIONAL CONFERENCE</td>
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<td>Quality of Life Conference</td>
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<td><a href="http://www.autism-society.org/get-involved/conference/">www.autism-society.org/get-involved/conference/</a></td>
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**CAMP WITH US!**

Why wait until spring when you can camp now! Our High-Functioning Autism camp weekends are filled with activities designed to promote positive social interactions for 7-21 year olds. We welcome you to take advantage of Easter Seals Wisconsin Camp's 400 beautifully-wooded acres located in Wisconsin Dells. Fun, friends, and new experiences are waiting for you!

**CAMP SESSIONS**

Jan. 27–29 & March 3–5

608.237.1979
EasterSealsWisconsin.com

---

**OAR provides free evidence-based resources to help families and educators address the challenges autism presents**

**SCHOLARSHIP OPPORTUNITIES**

Young adults with autism can apply for $3,000 scholarships for post-secondary education, training, and life skills programs.

**VOLUNTEER WITH US**

OAR seeks graphic designers, writers, youth education leaders, and more! Support your local community today.

Learn more at www.researchautism.org

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www.asw4autism.org
Everyone Belongs: Celebrating Differences

In collaboration with schools across Wisconsin, the Autism Society Affiliates in Wisconsin are hosting the 12th Annual Autism Essay Contest, a program designed to assist all students in gaining a deeper understanding of autism and how their peers with autism experience the world.

This essay contest is a wonderful opportunity to create an open dialogue about autism, how it affects students in your school and why celebrating differences is important. We hope that you will welcome this opportunity to promote understanding and acceptance of differences in your school.

Please encourage participation in this project by sharing this information with classroom teachers or students who may be interested in participating.

Divisions:
Division 1: K–2nd grade
Division 2: 3rd–5th grade
Division 3: 6th–8th grade
Division 4: 9th–12th grade

Prizes:
1st Place Winners in each division will receive a $100 Amazon gift card
2nd Place Winners in each division will receive a $75 Amazon gift card
3rd Place Winners in each division will receive a $50 Amazon gift card

All 1st place winners will be honored at & invited to the Family Reception at the Autism Society of Wisconsin’s 28th Annual Conference in Wisconsin Dells on Friday, April 28, 2017.

Essay Submission: Complete the entry form at http://www.asw4autism.org/essay_contest.html

All essays should be mailed, and postmarked by March 24, 2017, to:
Autism Society of Wisconsin
RE: Annual Essay Contest
PO Box 66
De Pere, WI 54115
Students and/or classrooms K–5:

We highly encourage teachers to go to http://researchautism.org/education/students-corner/kit-for-kids/ and watch the Kits for Kids Program video from the Organization for Autism Research as a class and consider doing all or parts of the Kit for Kids Activity sheets as part of a lesson.

Essay Entries should include:

- 1 – 2 things you learned about autism and how autism might affect your classmate(s)
- To be successful, students need different support at different times. Think about a time you needed extra help in an assignment or activity to be successful. Who helped you and how did it make you feel? How can you help your peers with autism be successful when they need help?
- Written or illustrated examples, using captions for all illustrations

Students grades 6 – 12

Read more about autism here: http://researchautism.org/education/students-corner/hs-get-informed/

Essay Entries should include:

- At least 3 things you learned about autism, describing how autism might affect your classmate(s), using examples
- To be successful, students need different support at different times. Write an essay about what steps you could take to make your classroom or school a more supportive environment for students with autism. Use examples. Consider how you can extend support to community settings.

OR

- Interview a person with autism and find out what makes them unique. What are their strengths and what do they need extra help with? How could others best support them to be successful? What do they wish others knew about them? Write a summary of what you learned.
- Include your own reflections about the interview and how you can take steps to make sure your school is a supportive environment for students with autism.
For a child with an autism spectrum disorder (ASD), the transition to adult life can be very stressful. It need not be, however, if the child's parents are informed and ready to participate in the process. From the very beginning of the child's education, parents of children with ASD should begin to create a road map of what is needed by:

- Attending seminars geared towards the transition process
- Staying up to date on laws in their states regarding adults with ASD
- Joining an organization that will help them create a plan as early as elementary school

First, parents should understand that they are important and valued participants in the process of planning their child's future. While it is not always easy, participating in educational planning requires parents to maintain an honest, realistic view of their child's functioning level and what will be possible for the child as an adult. Every school meeting, beginning with the one that takes place when the child turns 14, is an important one, so parents should do their best to be there. The next section details what generally takes place at each meeting.

**Step By Critical Step**

**Age 14:** The most critical phase of the transition process begins at about age 14, which is also when students are invited to attend their IEP meetings. This enables the student to become an active part of his or her own planning, and encourages self-advocacy. At this meeting, the following will be discussed and possibly decided:

- Identifying the transition services the student may need
- Making the decision on diploma options (standard or special), which must happen when the student is in 8th grade or the year he or she turns 14

At this stage, parents can help by making sure their teenager is actively involved in the daily life of the family by giving him or her consistent chores to do. Those chores not only encourage the teenager to be a contributing member of the family, they also enhance executive functioning and independent skills, which are critical for future employment.

**Age 15–16:** Parents should be making meaningful observations of their child's interests, strengths, and weaknesses, with an eye to what is possible in their child's adult life. For some parents, this is the time when they realize their child may not go to college, which can be a devastating realization. However, it's a useful one, because parents can now work with their child and the child's school to build skills needed for future employment. At this point, parents need to think creatively about how to provide their child with the foundation necessary to live a successful adult life by:

- Ensuring that the transition goals on the IEP are measurable and age-appropriate
- Working with their child, school staff, and others to develop post-secondary goals based on education or training, employment, and independent living (when applicable)
- Determining what options and choices will be available to their child after high school is completed:
  - What is available now at school? Does the school offer vocational training?
• Are there job-training centers in the community?
• Are there friends or family members who may know of possible employment or job training?

**Age 17:** Parents should be notified regarding the transfer of rights when the student turns 18, as well as potential guardianship options. At age 18, despite a child's disability, parents lose their rights as guardians. Taking the time now to ask questions of an attorney and research what local and state laws are in regard to disability and guardianship will ensure that parents are ready when their child's 18th birthday arrives. If parents are divorced, and child support is involved, the parents need to review the divorce decree before the child's 18th birthday to ensure that child support continues throughout the adult child's life due to the ongoing disability. The legal guardian would need to seek legal advice in his or her home state. Without the documentation of continued need of child support, the legal guardian would lose the support once the child turns 18.

**Age 18:** By now, parents should have created a guardianship plan that suits the best interests of their child and allows for their participation and support as needed. Many teenagers on the autism spectrum may require ongoing help with medical, educational, and financial decisions into adulthood. Parents with children who are on track to receive a diploma and graduate at age 18 or 19 with their typically developing peers should explore the range of potential post-secondary options. This includes four-year and two-year colleges, trade and vocational schools, and the growing number of cooperative life skills programs.

**Age 21-22:** For students who will graduate at age 21 or 22 with a certificate, the plan should be clear:

• What college or vocational school will the student be attending?
• If college is the next step, what marketable major will the student choose?
• If college or vocational training is not an option, will the student require Adult Day Training (ADT)?
• If necessary, have parents been in contact with Vocational Rehabilitation?
• Where will the student work?
• Where will the student live?
• Will the student seek sheltered, competitive, or microenterprise employment?

Adults on the autism spectrum require what other adults require to be successful and happy: the opportunity to participate and contribute to the community, whether through a job or some form of supported employment. As other young people do, many will want to be independent and have a job that supports that independence.

To help children realize their goals, parents must take an active role to ensure that their children acquire assistance with self-determination, self-advocacy, and independent skill-building in order to become a contributing member of society. If parents are prepared and well informed early in their child's life, providing that support and guidance will be a constructive and rewarding process rather than a frustrating and frightening one.
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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<td>Other</td>
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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 Board Meeting
January 21, 2017