

Connecting Wisconsin

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A Publication from the Autism Society of Wisconsin

Message from Scott Badesch President/CEO of the Autism Society of America

As you read this, our once every four-year national Presidential election is close to a month away. While the Autism Society of America and each of our affiliates must assure that we are always non-partisan, I do encourage each eligible voter to exercise his or her right, and I believe responsibility, to vote. This November many of us will also have the opportunity to elect other national, state and local officials.

This year, we are hearing more and more that individuals seeking national office are discussing disability issues impacting families and individuals across the country. I encourage each of you to ask questions of these candidates (or read their policy positions) related to autism and other disabilities. Decide for yourself who of the candidates running for office best represents, and will address, the issues of importance to you regarding disability-related services and programs. If you haven't done so yet, educate yourself on the positions candidates take related to these issues. Often, a candidate's position statements are on his or her campaign website.

As I have written about in the past, it is important that we never stop advocating for responsive and supportive help to all impacted by autism and other disabilities, so that each can maximize his or her quality of life. We can't slow down on our advocacy efforts to get every elected official to understand and value the important self-worth and full dignity of each person with autism and any other disability. We can't allow discrimination of any individual with a disability to occur, be it at the local, state and/or national level. And, we have to have responsive national and state efforts that are successful in getting meaningful and living wage employment, community-based housing, and much more for adults with an autism diagnosis, as well as those with other disabilities. Voting, to me, is the best form of advocacy. So, please, no matter who you vote for, just make sure to vote!

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Autism Society of Wisconsin Annual Conference

Kalahari Convention Center, Wisconsin Dells
April 27–29, 2017



Thursday, April 27 | Full Day Pre-Conference:

A Developmental Framework for Evidence-Based Practices for the Autism Spectrum

Presented by Emily Rubin, MS, CCC-SLP

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.

Thursday, April 27 | Half Day Pre-Conferences:

Autism Basics: Understanding the Spectrum

Presented by Sharon Hammer, MS, PC,
Lisa Hoeme, MS, CRC, LPC, Lisa Ladson,
BA,CABA and Kim Schmidt, MS, LPC

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.

Sexuality Education for Individuals with Autism

Presented by Terri Couwenhoven, MS,
AASECT Certified Sexuality Educator

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 shared.

EARLY BIRD REGISTRATION

NOW OPEN!

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.

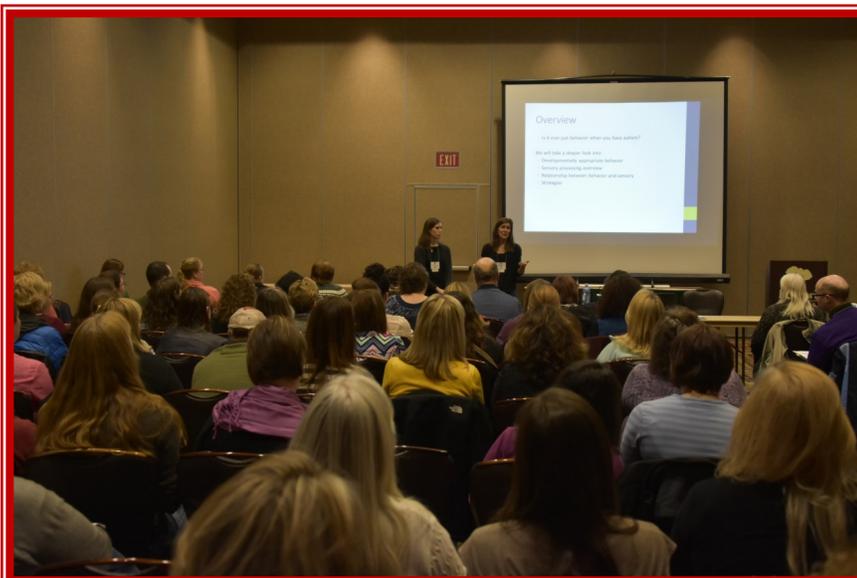


Panel of Experts

Roy Bedward, Judy Endow, & Sara Martin

Saturday Keynote, April 29

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. There will be time for audience questions at the end.



We were able to learn about personal stories, positive outcomes, diet, medications, music therapy, small businesses for individuals on the spectrum, and more. We came home with a few new books, great handouts, info from vendors, great ideas and new hopes for our family's future.

– Conference Attendee



Call for Proposals—Submit to Present a Breakout Session

The purpose of the Autism Society of Wisconsin's Annual Conference is to provide a range of information to those affected by autism. Our goal is to provide relevant information for attendees at all levels, including those who are new to autism and those who have years of experience. Join us by submitting a proposal to present a breakout session!

This year we're looking for a wide variety of topics, addressing issues that affect people with autism across the lifespan, from birth, through school, and into adulthood. Strong preference will be given to proposals that address one or more of the Autism Society Quality of Life Indicators. The Autism Society envisions a world where individuals and families living with autism are able to maximize their quality of life, are treated with the highest level of dignity, and live in a society in which their talents and skills are appreciated and valued. Conference sessions should align with at least one of the Autism Society quality of life indicators for those living with autism.

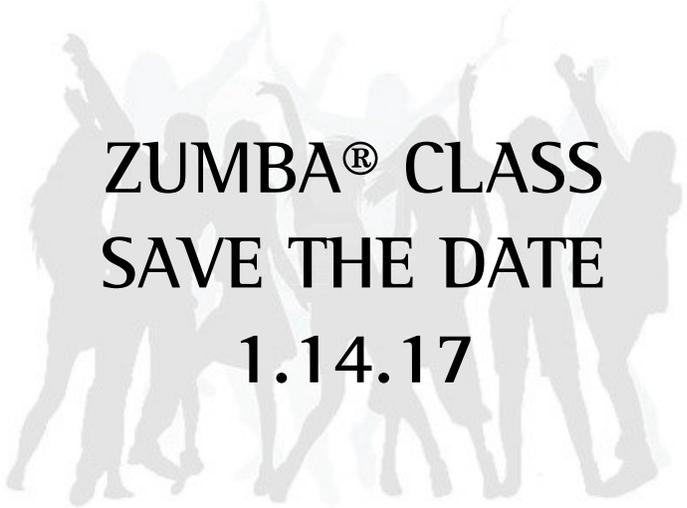


Sponsor - Exhibit - Advertise



We are excited to announce 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.



**ZUMBA® CLASS
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Alzheimer's disease is the sixth leading cause of death in the United States and kills more than prostate cancer and breast cancer combined⁽¹⁾. Currently one in nine people age 65 and older has Alzheimer's disease and, for the most part, there is no difference for individuals with Intellectual or Developmental Disabilities (I/DD)⁽¹⁾. As life expectancy for people with I/DD increases, more people with I/DD are living long enough to develop co-occurring Alzheimer's disease and other dementias.

People with I/DD and dementia have significant care needs. Data captured in 2013 from the functional eligibility screens used in Wisconsin's Medicaid waiver programs showed 89% of people with I/DD and dementia needing help with three or more Activities of Daily Living (ADLs), compared to 53% of those with I/DD without a dementia diagnosis; 99% having behavioral needs; and 100% having communication needs⁽²⁾. Behaviors are exacerbated by dementia and the traditional approaches to behavior management no longer work. Both family and professional caregivers need to be able to recognize the change and adjust their expectations and approaches accordingly.

Many behavioral changes are attributed to a pre-existing disability when the underlying cause could be Alzheimer's or related dementia. The screens that are used to assess for dementia in the general population don't take into account I/DD, making them an inappropriate tool for screening. The recommended tool to use is the NTG- Early Detection Screen for Dementia (NTG-EDSD) which focuses on obtaining a baseline of functioning and comparing over time rather than comparing to a set of standard questions used in the general population.

The WI Board for People with Developmental Disabilities (WBPDD) is working on a 3-year project called "Mind & Memory Matters" supported by the Alzheimer's Disease Initiative - Specialized Supportive Services (ADI-SSS) Grant awarded by the federal organization Administration for Community Living (ACL). The purpose of the project is to:

1. Increase awareness for the connection between Alzheimer's/dementia and those who have been diagnosed with I/DD.
2. Provide outreach, screening, training, and support for professionals, caregivers, families and individuals with I/DD.
3. Disseminate information to help individuals stay in the least restrictive environment for as long as possible.

If you would like more information on early detection, alternative screening instruments, Alzheimer's or related dementia in I/DD or to schedule training opportunities, please contact Mind and Memory Matters' staff.

Brenda Bauer

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608-266-5565

Jeremy Gundlach

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(1) "2016 Facts and Figures" Alz.org, http://www.alz.org/documents_custom/2016-facts2016_infographic.pdf

(2) "Project Narrative" Alzheimer's Disease Initiative-Specialized Supportive Services Grant

Updates from the Department of Public Instruction



With the new school year come transitions at the Department of Public Instruction (DPI). Daniel Parker, who has served as autism consultant at DPI for the last five years, has transitioned into a new role as DPI's Assistant Director of Special Education. Daniel is incredibly excited to bring his experiences working with Wisconsin families, educators, and professionals to support students with autism into his new position. Although he will greatly miss his daily interactions and collaborations in relation to autism support, he plans to continue to be a champion and messenger to assist others in understanding the amazing strengths our students with autism bring to us. In his new role at DPI, Daniel will continue to support the autism consultant at DPI. Currently, Eva Kubinski is assisting Daniel with this transition and will be a contact person at DPI for families and educators. Eva has worked at DPI as a school administration consultant for over ten years, and has an extensive background in assessment and behavioral interventions as a former school psychologist and a trainer of educators. You can reach Eva at [608-266-2899](tel:608-266-2899) or by email at eva.kubinski@dpi.wi.gov.

Both Daniel and Eva will ensure DPI continues to have close partnerships with the Autism Society of Wisconsin and encourage families and educators to seek out the fantastic resources Wisconsin has to offer such as the Wisconsin Community of Practice on ASD/DD. They will also ensure DPI continues to provide information and resources on evidence based practices to supports students with autism through the DPI web site and DPI sponsored autism trainings and presentations. As we begin the process of hiring a new DPI consultant, we highly encourage anyone who may be interested in filling an autism related role in relation to supporting students with sensory, language, social communication, movement, and social-emotional needs to apply when the position is posted on the WI Jobs web site: <http://wisc.jobs/public/index.asp> We will also let everyone know when this posting is available through the DPI autism email updates which you can sign up to by going to the DPI autism web page, <http://dpi.wi.gov/sped/program/autism>. You can also find this year's DPI two day autism training calendar, recorded webinars, videos to prepare students with autism for college, and links to state and national resources to support students with autism.

We hope you have a great school year!

Take care,
Daniel Parker and Eva Kubinski



AUTISM SIBLING SUPPORT PROJECT

As part of our Sibling Support Project, the Autism Society of Wisconsin is pleased to announce the following upcoming Sibshops:

Autism Society of Northeast Wisconsin

When: October 22, 2016
Time: 9:00 am-12:00 pm
Where: Centerpiece LLC,
986 Lakeview Drive Green Bay, WI 54313
Registration is open

Autism Society of Central Wisconsin & Laona School District

When: November 5, 2016
Time: 9:00 am-12:00 pm
Where: Laona School
Registration is open

Autism Society of Chippewa Valley

When: November 12, 2016
Time: 9:00 am-12:00 pm
Where: CESA 10, Chippewa Falls
Registration is open

PATH of Door County

When: January 14, 2017
Time: 9:00 am-12:00 pm
Where: TBD
Registration opens November 23, 2016

Autism Society of Central Wisconsin

When: January 28, 2017
Time: 9:00 am- 12:00 pm
Where: Wausau, WI
Registration will open December 8, 2016

All Sibshops offered in partnership with:



To register for a Sibshop visit http://www.asw4autism.org/special_events.html

WEBINAR SERIES



Autism 101

Thursday, November 3rd

12:00-1:00 PM

Presented by Sharon Hammer, MS, PC

This presentation will give an updated introduction to the autism spectrum. Participants will be provided with an overview of the most up-to-date information on autism spectrum disorders, including causes, and diagnostic information. The training will provide participants with a framework for understanding the unique characteristics of individuals with autism, and how to create supportive and compassionate environments for them.

In Case You Missed It!

What About Me? - A Webinar for Parents

This webinar provides insight into what the SIBLING of your child with autism needs from you...and tips for making it happen. Recorded on September 22, 2016.

Sign up for upcoming webinars or view an archived presentation at: www.asw4autism.org/webinars.html



AUTISM IN WISCONSIN

2016 REPORT

Earlier this year, the Autism Society of Wisconsin conducted a survey with the purpose of collecting and compiling data on the experiences of people affected by autism in Wisconsin to 1) influence Autism Society programming priorities, 2) influence policies and legislation, and 3) document how experiences and attitudes change over time. The survey received 1,010 total responses, of which 780 were complete responses. Of the 780 complete responses, 4% were completed by individuals with autism, 62% were parents of those with autism, and 34% were from professionals who work with those affected by autism.

We'd like to extend a sincere thank you to everyone who participated in the survey. The Autism Society of Wisconsin will publish a full survey report after a complete analysis but we wanted to provide a sampling of your comments that will help shape the future of our organization.

IN YOUR WORDS:

"I found my home in my autism. **Being around others that understand me and are understood by me with no need to use words gives me more person-hood and stability** than any professional treatment I have ever received."

"If the school system lowers the bar, the people with autism, at least our son, will go down to it, **if they raise the bar, he will rise to meet it.** The school system told him he would never be able to work full-time. He not only works full-time, he has worked overtime, he has worked all shifts, and has been promoted at this latest job he has been at for well over a year. They don't get to define these students so they need to stop trying to!"

"Everyone has heard of autism now. **Now we need education about how it affects those without autism** and how to interact appropriately, or understand the social cues."

"There are a lot of Autistic adults who fell between society's cracks because we weren't diagnosed as children-- those of us who grew up in the '80s did not get diagnosed unless we were nonverbal. Many of us are struggling now, can't afford a diagnosis (I got lucky because at one time I had very good insurance through a former partner's job), and have nowhere to turn. **We face a lot of employment discrimination and employers often are unwilling to make reasonable accommodation.**"

"Although individuals on the spectrum continue to develop through 20's, there is a **relative scarcity of meaningful programming for young ASD adults**."

"People outside of our community must know our children are smart. **Just because they don't communicate the way the rest of us do, doesn't mean they don't have something to say.**"



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

A SEVENTEEN YEAR PROGRESSION

By Collin Durkin



It was a very kinetic night at UW-Fox Valley. My teacher, Mrs. Ulman needed an Appleton Career Academy student to present a speech about our projects on antibiotic resistance and I volunteered. I didn't know what I was thinking at the time. I was going to present to a group of superintendents and represent Appleton Career Academy as a whole. I felt incredibly nervous. My body was shaking and I felt a bit clammy. Eventually Mrs. Ulman finished her piece and I stood up behind the podium in front of the crowd. Once I finally mustered up the courage to speak I felt nothing could stop me.

I struggled with autism my whole life. I never really thought much about it until I recovered some old video tapes showing how I acted in the past. I stared at that high-pitched little boy who couldn't sit still for very long, couldn't make eye contact, and always required a rigid behavior system. My parents would often tell me stories of my first grade experience. How they would get a call from my first grade teacher, Mrs. Seitz, each week about my behavior describing things that I was doing but not limited to, throwing shoes at teachers and desks at students. I would often be taken down to my case worker, Mrs. Morrison. Mrs. Morrison was definitely one of the better teachers out there. She would calm me down, as well as try to work with me through my day to day tasks. She was nice, patient, and did everything in her power to assist my emotional troubles which I think is the most honorable thing any teacher can do. My young life was dominated by emotions. If I liked or disliked something in the first few minutes, that attitude would persist. For me, this was a double-edged sword because it opened up my interests in writing but made me disinterested in mathematics. Emotional troubles like these were the tip of the iceberg. My parents grew worried that with problems like these, I may never be able to continue my education.

My memory of the past is vague, but what I always remember is the lessons given to me by my teachers. Back in the first grade, I remember that I was struggling with mathematics. I always got frustrated because math always made me feel incompetent. One of the things Mrs. Morrison did to help me was to work with me on my assignments. It helped make sure I wasn't a distraction to other students but it didn't change my attitude. I'd drudge on with the math problems feeling more and more alienated. Eventually I'd shut down and tell her I didn't want to do it because it was too hard. She would tell me I had to do it and I'd ask why. Her response was that sometimes you can't get what you want, and that sometimes you have to do things you don't want to do. We do these things because that's part of growing up. I'd then calm down and we'd try again. Old lessons and new lessons alike, Mrs. Morrison was not the only teacher to help me with my autism.

I view life as a long process of continual learning. Whether 6 years old or 16 years old, you can always learn something that will impact your life. Mrs. Moder is definitely a teacher I didn't think would teach me such a lesson. She's not an autistic teacher at all. In fact, her field of teaching encompasses the scientific aspects of

I view life as a long process of continual learning. Whether 6 years old or 16 years old, you can always learn something that will impact your life.

life. When I took her environmental seminar in the Appleton Career Academy, I was exasperated about the projects. While some of my autistic problems improved over the years, other problems like my anxiety, did not. I always wanted a 2 week project done on the day it was issued. It would anger me how I would constantly search high and low for decent research articles and find nothing. Mrs. Moder sensed I had concerns about this. One of the lessons I learned and took to heart was about controlled diligence. Mrs. Moder told me that I shouldn't expect short-term responses to long term development. She

commended my excellent work ethic but reminded me that hard work is not in vain even when the rewards don't come immediately. In short, I learned a slow and steady work plan is key to working at a sizable task.

The night I gave my speech held great importance in my life. It was a symbol of how far I've come. I went from the boy who couldn't look people in the eye to the young man who gave an incredible speech. I understand that people often have varying abilities with various weaknesses, yet I learned that with hard work and amazing teachers, you can overcome any obstacle. Mrs. Morrison and Mrs. Moder were not just amazing teachers, rather they were friends who gave me great advice on how to move forward in life. Do I feel afraid of moving forward to college? Yes, but my parents were afraid that I wouldn't survive high school, yet I thrived even with all the challenges. Once I muster the courage, nothing can stop me.

MY STORY

By Jaiden

I am in sixth grade at Independence Middle School. I need extra support from my family, teachers and classmates. I want to tell my classmates who will read my essay that each one is special like me. Their friendships are very important to me. I greet my classmates every morning. I sit at my desk with my class together we learn science, physical education, music, art and second step. Art is my favorite class. Classmates talk to me, sit with me, eat and play with me. Classmates let me touch their long hair. I like pony tails. I come to school every day. I am happy here. I have many friends. I like to learn. My classmates are learning about autism as they write their stories about people who need extra support. Thank you for letting me tell my story.

AUTISM SOCIETY

AFFILIATES

FOR UPCOMING EVENTS VISIT YOUR AFFILIATE'S WEBSITE

AUTISM SOCIETY OF CENTRAL WI

autismsocietycw@gmail.com
715-370-0987

AUTISM SOCIETY OF CHIPPEWA VALLEY

www.cuasw.org
info@cuas.org
715-450-3158

AUTISM SOCIETY OF THE FOX VALLEY

www.autismfoxvalley.org
asfu4kids@gmail.com
920-968-6829

AUTISM SOCIETY OF THE LAKESHORE

www.autismlakeshore.org
autismlakeshore@att.net
920-652-0964

AUTISM SOCIETY OF NORTHEAST WI

www.asnew.org
administrator@asnew.org
920-264-8067

AUTISM SOCIETY OF SOUTH CENTRAL WI

www.autismsouthcentral.org
autismsouthcentral@gmail.com
608-630-9147

AUTISM SOCIETY OF SOUTHEASTERN WI

www.asew.org
info@asew.org
414-988-1260

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 of Wisconsin
1-888-4-AUTISM (WI only)
1477 Kenwood Drive
Menasha, WI 54952

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Donations may be sent to:
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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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January 21, 2017