

## The ARMS Global Autism Conference – Presenters (in alphabetical order) and their Presentations

Presenters	Abstract of presentation	About the presenter
<p><b>Alach,</b> Tasha</p>	<p>Unable to attend due to unforeseen circumstances. Alternate speaker to be advised.</p>	
<p><b>Attwood,</b> Tony PhD, <b>Garnett,</b> Michelle</p>  <p><b>&amp; Harper-Hill,</b> Keely</p>	<p><b>Professor Attwood's keynote address: "Managing Challenging Behaviour in Children with Autism"</b></p> <p>The presentation focuses on children with classic autism and provides an explanation and strategies with regard to repetitive behaviour, emotion management and the development of effective communication systems for emotions.</p> <p>The application of cognitive behaviour therapy to children with severe autism is discussed and how it can be applied to such individuals. The presentation will include strategies to help with self-injurious behaviour and the improvement of social understanding and coping with <i>change</i>.</p> <p><b>Concurrent session title: Developments from Minds &amp; Hearts: A Specialist Clinic for Autism and Asperger's Syndrome</b></p> <p>Topics: (1) Diagnosing and understanding autism spectrum disorders; (2) Communication, and social skills for people with autism spectrum disorders</p> <p>Our presentation will address two broad topics. The first half of the presentation will cover recent developments in understanding autism spectrum disorders, with a focus on recent findings from research conducted by Michelle and Tony on the new Australian Scale for Asperger's Syndrome – Revised (ASAS-R). We are grateful to over 400 families, mainly from the Brisbane area, who contributed to this research. The study represents one of the largest ever on Asperger's syndrome and we are excited to present the results. During the second part of the presentation an overview of ideas and strategies found to be successful for teaching social communication to people on the autism spectrum will be presented. Ideas will reflect current best practice standards including new developments from the Minds &amp; Hearts clinic.</p>	<p>Tony Attwood is a clinical psychologist. He acquired his original qualifications in England, and achieved a PhD from the University of London. He has specialised in autism spectrum disorders, especially Asperger's syndrome and currently works in private practice. Tony is an adjunct professor at Griffith University, Queensland. His book <i>Asperger's Syndrome: A Guide for Parents and Professionals</i> has become one of the primary texts on Asperger's Syndrome and has been translated into twenty languages. His current clinical interests are developing diagnostic procedures and Cognitive Behaviour Therapy for emotion management for children and adults with Asperger's Syndrome.</p> <p>Michelle Garnett is a clinical psychologist and Director of 'Minds &amp; Hearts', a specialist clinic for Autism and Asperger's syndrome in Brisbane. Michelle created the original Australian Scale for Asperger's Syndrome (ASAS) and is currently researching her new version of the ASAS as part of her PhD. Michelle has specialised in Asperger's Syndrome for 14 years.</p> <p>Keely Harper-Hill began working with young people with autism in the mid-1990s. While working in a multidisciplinary assessment team she became interested in the role of interventions within an educational context. Initially she worked in school and family settings, primarily involved in establishing social communication programmes as part of a broader curriculum. In 2000, Keely became involved in the development of Connective Education, a pedagogy designed to help teachers meet the complex needs of "high-functioning" pupils with autism. In March 2006 Keely became part of the team at Minds and Hearts as speech pathologist.</p>
<p><b>Bhargava,</b> Dolly</p>	<p><b>Concurrent session title: Challenging Behaviour or Challenging Communication</b></p> <p>Challenging behaviour is used to describe those behaviours that are considered to be atypical because they occur to such intensity, frequency or duration that deviate from a relative expected social or cultural norm (Emerson et. al, 1987). All behaviour serves a function and one way to determine its function is to conduct a Functional Behavioural Analysis (FBA). A FBA looks at the interactions and relationships between the environment, communication partner and individual that results in the challenging behaviour. Based on the FBA the function or purpose the challenging behaviour serves the individual</p>	<p>Dolly Bhargava is a speech language pathologist and an augmentative communication consultant. She has completed her Masters in Special Education (Sensory Disability) through Renwick College at Newcastle University. She is currently working with Ylana Bloom in her own business called 'Innovative Communication Programming'. She is also working as a project speech pathologist at the Autism</p>

	<p>can be determined. For example, challenging behaviours could be occurring due to communication difficulties, physiological, psychological or biological factors related to the individual.</p> <p>This workshop will focus on the communication difficulties that are associated with autism that result in the individual feeling confused, frustrated and anxious, resulting in individual using extreme ways to get their message across (Dodd, 2005). Participants will learn about a range of Augmentative and Alternative Communication (AAC) strategies that can be used to minimise or eliminate the occurrence of challenging behaviour through Positive Behaviour Support (PBS). PBS is a systematic approach to that involves altering the deficient environmental conditions and/or deficient behaviour repertoires via person centred planning. Central to PBS is a commitment to O'Brien's five essential valued life outcomes for person centred planning for improving overall quality of life:</p> <ul style="list-style-type: none"> <li>• Presence and participation in community life</li> <li>• Developing and maintaining relationships with friends and family</li> <li>• Making choices and expressing preferences</li> <li>• Gaining personal dignity and being afforded respect</li> <li>• Developing and exercising personal competence.</li> </ul> <p>(Kincaid in Koegel, Koegel &amp; Dunlap, 1996).</p> <p>Practical ideas will be provided on how AAC can be used to achieve these five essential life outcomes and create responsive environments where the individual with Autism feels comfortable, safe, secure and understood.</p>	<p>Association of Western Australia and involved in the development of a range of resources. She has worked with children and adults with intellectual and/or multiple disabilities in a variety of settings, including the 'Royal Institute for Deaf and Blind Children', Department of Ageing Disability and Home Care, variety of schools, group homes, family homes, day care centres and vocational programs. She has co-authored a number of manuals with Ylana Bloom on a range of topics related to developing communication and literacy skills for children and adults, including, <i>Let's Read Together - Using commercially available books for children to promote literacy</i>."</p>
<p><b>Blackman,</b> Lucy M.A (Literary Studies) &amp; <b>Blackman.</b> Mary Jane B.A., Higher Cert Lib. (U. Cape Town) Dip.Ed.</p>	<p><b>Concurrent session title: Strategies to Teach Improved Behaviours to a Non-Speaking Adolescent and Adult Who Had Not Received Formal Early Intervention</b></p> <p>People with severe autism of all ages, are usually taught through a range of techniques such as behaviour management or modification, cueing, direction, schedules, etc. Rehearsal and social stories may be used if the student's level of expressive language permits this.</p> <p>As a child Lucy was taught through these strategies but overall gains were limited. At 14 Lucy started to use a keyboard to generate complex written language. However pragmatics remained a problem. In spite of this she was able to explain her responses to her own environment. She also indicated that she understood the need to modify her behaviour as much as possible if she were to demonstrate her underlying abilities and achieve her ambition of studying a mainstream curriculum. This ambition provided an effective system of intrinsic rewards.</p> <p>Partly through Lucy's words and video, this presentation examines how Lucy applied her understanding of the difference between herself and typical people and offered strategies to manage her behaviour or to try to prevent difficulties. Strategies accessed by "Lucy and friends" include:</p> <ul style="list-style-type: none"> <li>• Skills analysis by Lucy herself</li> <li>• Observation and discussion by all concerned</li> <li>• Regular opportunity for interaction between people working with Lucy</li> <li>• Formal and informal recording of antecedents</li> <li>• Examination of movement and sensory differences</li> <li>• Realistic understanding of what was possible at any one point in time</li> <li>• Frequent use of typed expression by Lucy with the person</li> <li>• Monitoring her in each environment</li> <li>• Behaviour management and modification</li> <li>• Auditory, visual and dietary therapy as requested by Lucy</li> <li>• A common understanding about which of Lucy's goals were achievable</li> <li>• Recognising this was management of ASD in an adult, not treatment</li> </ul> <p>Through these means Lucy not only accessed mainstream academic curricula but as an adult, also became more competent.</p>	<p>Lucy Blackman is a person with autism and limited speech. Lucy was educated in Victoria at Irabina, Ashwood Special School, Glen Waverley Secondary College and Deakin University. She is the author if Lucy's Story: Autism and Other Adventures (Brisbane 1999, London 2001) and is a contributor to Autism and the Myth of the Person Alone, ed. D. Biklen (New York 2005).</p> <p>Mary Jane was employed in Victorian High Schools as a teacher librarian and classroom teacher for seventeen years. She has been a committee member of AFSA and VACAA (now Autism Victoria) and now travels widely retailing books relating to ASD all over Australia.</p> <p>Lucy and Mary Jane have visited and spoken with people involved in various programmes in the US, Canada, the UK and many parts of Australia where variations on Lucy's communication strategy are utilised. They are also in contact with many other members of the ASD community and recognise the many points we all have in common.</p>
<p><b>Brown,</b> Katrina E., BA, JD</p>	<p><b>Concurrent session title: Protecting Your Children – The Estate Planning Linchpin</b></p>	<p>Katrina Brown, a lawyer licensed in both the United States and Australia, has worked in the areas of estate planning,</p>

	<p>Employing the proper educational, therapeutic and nutritional protocols for children on the ASD Spectrum are immensely important. However, equally important is planning for your children should you become severely disabled or die.</p> <p>Estate Planning is not a luxury for the rich– it is a necessity for all parents. We, as parents, cannot pretend emergencies, unexpected injuries and death will not happen to us. They can – and they do. Estate planning is more than death planning – it is life planning. Through the use of enduring powers of attorneys, guardian appointments, living wills and similar documents – we can spell out how our children are to be protected in case of emergencies – not just death.</p> <p>The best intentions for your children may fail if the proper legal instruments are not in place to protect the continuity of care and availability of assets for them. Through a few simple steps, you can ensure your children will be protected.</p> <p>This seminar will take you step-by-step through the process and documents which will protect you and your family. Each of the attendees will complete their own enduring power of attorney during the seminar – the first step towards protecting one’s family.</p>	<p>disability and elder law since 1999.</p> <p>Katrina moved to Australia in 2002 and with the guidance of Fiona Carter has actively pursued biomedical intervention for her ASD children. In a further bid to educate herself and to improve the neurological, physical, and emotional health of her children, Katrina attended the 2005 DAN! Conference in California and the 2006 MINDD Conference in Sydney. Katrina studies and advocates for the employment of the DAN! and Pfeiffer biomedical interventions. Her sons are an example of what can be achieved with dedicated biomedical intervention.</p> <p>Katrina is a member of SPEQTRA, Queensland's alliance for the advancement of the Asperger-Autism community and a solicitor with Johansen Lawyers in Benowa Waters.</p>
<p><b>Carter,</b> Fiona B.App.Sci. (Biotechnology), B.App.Sci. (Biochemistry) <i>Hons.</i> Grad. dip.(clin nut).</p>	<p><b>Concurrent session title: Smart Cookies – How Improving Digestion, Detoxification and Diet Can Improve Your Child’s Life</b></p> <p>Many parents do not know where to start when it comes to biomedical and dietary intervention. Giving children supplements and medications to address detoxification and behavioural problems may seem like an easier option than changing the diet of a fussy eater. Diet can have a dramatic impact on your child’s behaviour, attention and response to behavioural and other interventions – it may also reduce the risk of autistic and behavioural disorders developing in younger siblings. As well as investigating diet, it is important to consider the health of the digestive tract as infections can alter the balance of brain chemistry, contribute to detoxification problems, reduce digestion and trigger autoantibodies that damage brain tissue. Environmental toxins may mask improvements of dietary intervention and also need to be considered. The role of diet, intestinal dysbiosis, immune and detoxification problems is discussed in this presentation and a step by step protocol outlined explaining the necessary pathology tests, diet modifications, medications and supplements to start an intervention program. Case studies will be presented to give a realistic view of the difficulties associated with intervention, what to expect when improvements begin to occur, and how to judge the best time to investigate other intervention techniques approved by DAN or the Pfeiffer institute.</p> <p>Changing the diet of autistic children without understanding why can lead to increased food allergies, seizures, hyperactivity, worsening of gut infections or abandoning the idea due to lack of improvement. This presentation will expand the knowledge of those attempting dietary intervention and will motivate parents contemplating following the biomedical and dietary intervention path.</p>	<p>Fiona Carter observed the link between food, mood and behaviour at a young age. On completing a degree in Biotechnology from RMIT University, Melbourne, majoring in microbiology, biochemistry and toxicology, obtained an honours degree in Biochemistry focusing on liver toxicity. Deferring from a PhD to study nutrition and work with real people effected by liver disease, autoimmune diseases, schizophrenia and chronic fatigue enforced the important role gut flora, digestion and food/chemical allergies/sensitivities played in these conditions. A high incidence of autism and behavioural disorders in offspring of these individuals lead to developing comprehensive programs to address health issues of entire families.</p> <p>Fiona has developed a 9-week biomedical and dietary intervention program for families with a particular focus on the autistic family member. The program involves improving gut flora, digestion, detoxification and nutritional status and includes daily tracking of progress, education, pathology assessments, shopping lists and delicious recipes to make changing the diet easy and tempting for even the fussiest kids.</p> <p>Fiona has at times been a lecturer, Journalist/editor and is actively involved in the development of allergy friendly food for various Australian companies.</p>
<p><b>Darling,</b> Mark</p>	<p><b>Concurrent session title: EEG and HEG neurofeedback: Brainwave and cerebral blood flow training for the treatment of Autistic Spectrum Disorders in the school setting</b></p> <p>In an Australian first, Sunshine Coast psychologist, Mark Darling, has developed an innovative, award-winning, school-based neurofeedback program which uses cutting edge computer technology to improve brain</p>	<p>Mark Darling is psychologist in private practice on Queensland’s Sunshine Coast. He also works for Family Challenge, a charity that provides mental health services in Queensland schools and trauma rehabilitation services in third-world African nations. Mark has a</p>

	<p>function in children with Autistic Spectrum Disorder. In an initial six month pilot study at Hervey Bay Special School, each of the children involved demonstrated a significant lasting reduction in autistic behaviour at home and in the classroom following neurofeedback training, and marked improvements in the areas of communication, social skills, sensory/cognitive awareness, and health and physical behaviours. Students' cognitive skills and readiness to learn were also enhanced. Moreover, two students in the program who suffered from epilepsy both stopped having seizures (a known benefit) and two non-verbal students began initiating speech (a remarkable breakthrough).</p> <p>In a further innovation, all assessments and intervention took place within the school setting, with school staff being trained to run the neurofeedback sessions, and professional supervisory monitoring of neurofeedback sessions occurring via the internet. The obvious benefit of this method was that families, school staff and students were not disrupted by having to leave the school to attend a medical or psychology clinic. This breakthrough allows schools located in regional/rural areas to gain access to professional mental health services that otherwise would not be available. The program won a Commonwealth Award for Outstanding National Achievement in School Improvement (announced in February 2005 by Federal Minister for Education, Science and Training, Dr Brendan Nelson) and was also a regional winner of the 2004 Showcase Award for Excellence in Innovation.</p> <p>This presentation will include an overview of the school-based neurofeedback program, an explanation of neurofeedback, and review of the latest research into the effects of electroencephalographic (EEG) and haemoencephalographic (HEG) neurofeedback on the autistic spectrum of disorders. While both forms of neurofeedback invoke the principals of operant conditioning to train the brain to improve its performance, EEG training targets the brain's electrical activity (brainwaves), while HEG targets improved improving blood flow in the brain.</p>	<p>background in the disability field, having worked for Disability Services Queensland and Queensland Health.</p> <p>He has been using neurofeedback to treat autistic spectrum disorders for the past seven years and has developed an award-winning school-based neurofeedback program for use in Queensland schools. Being the father of a child with Angelman Syndrome and autistic behaviour, Mark has had first hand experience with a number of interventions, including intensive home-based therapy programs, Auditory Integration Training, Facilitated Communication, behavioural optometry, Irlen lenses, biomedical and dietary interventions. As a parent/practitioner, he is able to offer a unique perspective on the effectiveness of a variety of interventions, including neurofeedback.</p>
<p><b>Ellis, Libby, PhD &amp; Roberts, Timothy K, PhD</b> (Libby will be the presenter)</p>	<p><b>Concurrent session title: Metabolic Profiling of Urine of Autistic children</b></p> <p>Our research group is investigating underlying biochemical and microbiological anomalies in autism. The premise behind our approach is that all disease has a molecular basis. We thus take a homogeneous population of individuals exhibiting one disease or symptom set and analyse the metabolism of each individual by measuring a myriad of cellular metabolites using gas chromatography in, for example, the blood, urine and faeces. When correlation analysis is used to compare the complex metabolic profile of affected individuals with controls we are able to pinpoint the areas of metabolism that are changed. We consistently find that there is a distinct profile obtained that correlates with a particular symptom set. These data then can be used to propose treatment options to the clinician that are often aimed at normalising the metabolism of the individual, and further lines of investigation directed at isolating underlying infectious agents.</p> <p>Our studies initially began with Chronic Fatigue Syndrome patients. We have since studied patients with rheumatoid arthritis, fibromyalgia, temporomandibular joint dysfunction and autism.</p> <p>We found that the metabolic profiles of urine of untreated autistic children were significantly altered in comparison to control children and also the treated autistic children.</p> <p>TK Roberts, RH Dunstan, C Evans, E B Ellis, T Rothkirch, KL Reichelt**, R Cosford, &amp; G Deed School of Environmental and Life Sciences, The University of Newcastle, Callaghan, NSW 2287, Australia</p> <p>**Institute of Paediatric Research, University of Oslo, Rikshospitalet, N-0027 Oslo, Norway</p>	<p>Dr Libby Ellis is a nutritionist with a PhD in Nutritional Biochemistry. She completed her PhD at the University of Newcastle earlier this year for which she investigated biochemical, immunological, microbiological and nutritional factors in autism. Libby is also a clinical nutritionist and has run her own private practice, work which entailed much travel giving seminars about both nutrition in general as well as information specific to ASD. She also worked with clients on an individual basis. Libby began and ran Newcastle's first organic café where her passion for cooking was put to good use. She is currently working as the Program and Nutrition Manager at Gwinganna Lifestyle Retreat, in the Hinterland behind the Gold Coast in Queensland.</p> <p>Associate Professor Roberts is Deputy Executive Dean in the Faculty of Science and Information Technology at the University of Newcastle, Australia. He is active in research in collaboration with Associate Professor Hugh Dunstan also of the University of Newcastle and has published some 100 papers. Originally from South Australia, he has traveled extensively since completing his B Sc at the University of Adelaide and his PhD at Flinders University, coming to the University of Newcastle in 1974. Tim Roberts is an acknowledged expert in the area of chronic pain and fatigue and autism. His group has made</p>

		<p>significant progress in leading to the understanding that these conditions have a common underlying biochemical pathology which relates to the metabolism of the sufferer being in a chronic catabolic state. These findings have reoriented the field to now focus on chronic infection as the primary underlying cause of chronic pain and fatigue. This catabolic state being the host response to this chronic infection. In a study of free-ranging dogs associated with an outback community in the Northern Territory, his group has found that the first incidence of Ehrlichia infection (<i>Anaplasma platys</i>) in Australia. His laboratory has recently identified a new disease-causing intracellular bacterium <i>Rickettsia marmioni</i> which causes spotted fever in humans and is transmitted by ticks. His laboratory has continuing projects on the biochemistry of autism in collaboration with Professor Tiny Reichelt of University of Oslo, Norway.</p>
<p><b>Grovenor, Lee-Anne Remington -Gurney</b> Jane MA. LCST</p>	<p><b>Concurrent session title: A Melting Pot of Communication Strategies for Your Child</b></p> <p>This paper provides a host of ideas and core strategies to help parents, teachers and therapists develop a child's spoken and non-spoken communication. The information originates from the most tried and successful tools used by Options Communication Therapy Centre. We have grouped information in the following 10 areas:</p> <ul style="list-style-type: none"> <li>• Learning to Listen</li> <li>• Songs to Learn By</li> <li>• Development of Sounds</li> <li>• Development of Grammar</li> <li>• Useful communication boards</li> <li>• Developing natural gesture</li> <li>• Learn to read and write</li> <li>• Play Scripts</li> <li>• Converse-don't interrogate</li> <li>• My tool-box is very heavy!</li> </ul> <p>Video illustration of the 10 useful strategies will be provided.</p>	<p>Lee-Anne &amp; Jane are experienced speech pathologists from the Options Communication Therapy Centre, a private practice in Brisbane. The web address for Options is <a href="http://www.optionsctc.com">www.optionsctc.com</a> Clinics are located at: Shop 5, Petrie Village Shopping Centre &amp; Autism Queensland Private Clinic, Sunnybank Hills</p>
<p><b>Hartmann, Amanda</b></p>	<p><b>Concurrent session title: Developing Visual Communication Tools for People with Autism</b></p> <p>Visual communication tools are a useful and effective strategy to use with many people with Autism. Visual tools provide the necessary visual support to help them comprehend spoken information and routines. Visual tools can be used effectively to help develop expressive communication skills. Often the use of visual communication tools can help reduce the impact and incidence of challenging and difficult behaviours.</p> <p>Visual tools are so effective because many people with Autism learn best through what they see, and using visual communication tools builds on this strength.</p> <p>This presentation will demonstrate some example visual communication tools that can:</p> <ul style="list-style-type: none"> <li>• Support understanding and comprehension of spoken information and routines</li> <li>• Help develop expressive language skills</li> <li>• Help manage challenging and difficult behaviours</li> </ul>	<p>Amanda Hartmann</p> <ul style="list-style-type: none"> <li>• Speech-Language Pathologist</li> <li>• Augmentative and Alternative Communication Specialist</li> <li>• Spectronics inclusive Learning Technologies</li> </ul>

	<p>Practical activities will be modeled.</p> <p>In addition, this presentation will demonstrate the latest technology for developing your own visual communication tools. The following software applications will be discussed and briefly demonstrated:</p> <ul style="list-style-type: none"> <li>• Boardmaker Plus</li> <li>• Writing with Symbols 3</li> <li>• Communicate: In Print 2</li> </ul> <p>You will see the new functions of each of these software programs and how you can use them to develop slick and impressive visual communication tools!</p>	
<p><b>Horan, Sharon, Horan, Matthew, Remington-Gurney, Jane, MA. LCST &amp; Daunt, Anne</b></p>	<p><b>Concurrent session title: Matthew's Journey</b></p> <p>If there is an active mind that is keen to learn and defeat the unwanted behaviours of autism – what do you do? What do you do as a therapist? What do you do as a teacher-aide? What do you do as a mother? What do you do if it's you? Matthew is 8 years old and has autism and a severe communication impairment. This paper presents some of the strategies that have been compiled to help everyone reach their little goals and keep the big goals in sight.</p>	<p>Sharon Horan is the mother of Matthew, an 8 year old boy with autism.</p> <p>Ann Daunt is a School Officer at Our Lady of the Way Petrie. Ann has worked with Matthew for four years supporting him at home, two preschools through to year 4. Share the struggles and success at school and home. Ann uses strategies such as ABA, social stories, comic strips, brag books, thermometers, CBT, FC, handle, speech and sensory diet.</p> <p>Jane Remington-Gurney is an experienced speech pathologist from the Options Communication Therapy Centre, a private practice in Brisbane.</p>
<p><b>Lau, Winnie and Fox, Julie</b></p>	<p><b>Concurrent session title: Ways to work: Employment and Asperger's Syndrome</b></p> <p>Asperger's Syndrome is a condition that brings talents as well as challenges. People with Asperger's Syndrome are known for their average or superior intelligence and when able to find their niche in the workforce, are often committed and outstanding employees. Unfortunately, only a relatively small proportion of adults with Asperger's Syndrome attain long-term employment commensurate to their abilities.</p> <p>The purpose of this presentation is to provide practical and useful information to assist people with Asperger's Syndrome to find suitable employment. The speakers will discuss the unique profile of abilities of a person with Asperger's Syndrome, address their strengths and difficulties related to employment issues, and describe strategies to assist with obtaining and retaining employment.</p>	<p>Julie is a psychologist with almost ten years experience in the area of clinical psychology. After completing post-graduate studies in psychology, Julie completed a Master of Public Health at Griffith University. Prior to the opening of Minds and Hearts, Julie worked in Michelle Garnett's private practice after completing advanced training in both Michelle and Tony Attwood's private clinics.</p> <p>Before deciding to specialize in Autism Spectrum Disorders, Julie had previously worked as the Clinical Manager of the Gold Coast Drug Council, Senior Human Services Officer for the Queensland Police Service and lecturer at Bond University.</p> <p>Winnie Lau is a psychologist highly trained in the area of autism spectrum disorders and Asperger's Syndrome. She can assist with the problems that frequently co-exist with Asperger's Syndrome or autism, for e.g. depression, anxiety, behavioural problems, and OCD. Winnie is skilled in emotional, behavioural and educational assessments, and in a variety of different therapies. Winnie can provide these services in Mandarin and Cantonese; and has implemented programs for clients from a variety of backgrounds and cultures. Prior to her employment at Minds and Hearts, Winnie worked at the Ministry of Education in New Zealand, and had a successful track record in</p>

		working with people with complex needs
<p><b>Lawson, Wendy</b> (Bss. Bsw (Hons) GDip (Psych Stud) GDip (Psych))</p>	<p><b>Keynote address: Life and Learning With Autism Spectrum Disorder (ASD)</b> Aided by current research and the support of personal experience this presentation illustrates issues faced by many of us with an ASD. These are everyday events concerned with literalness, change, social misunderstanding and their subsequent outcomes. How we each process our life experiences and the concept that we are 'wired up differently' according to whether or not we are 'typical' beings or 'on the spectrum' is explored in association with how individuals use 'attention'.</p> <p>For example, in ASD we tend to:</p> <ul style="list-style-type: none"> <li>• Be Monotropic or singly channeled (serial concepts)</li> <li>• Use Literalness</li> <li>• Think in Closed Concepts</li> <li>• Have social non-priorities</li> <li>• Function differently to acquire a 'Theory of mind'</li> <li>• Use non-generalized learning</li> <li>• Have certain concepts about time and motion</li> <li>• Tend not to forward think outside of our interests</li> </ul> <p>The above will be demonstrated through examples of autistic thinking and expression, personal to the presenter's own experience and encompassing the relevant literature.</p> <p>The aim of the presentation is to portray, from the inside out, just how autistic thinking impacts upon the individual with ASD and also upon others around them. The presenter believes that 'if autistic thinking and autistic expression can be better understood, then a bridge for improved communication can be established and the worlds for both people with ASD and their families can be less distressing.</p> <p>The presentation includes both poetry and prose to facilitate and engage corporate understanding. The presenter, who at one time was seen to be 'incapable of doing as she is told', 'educationally subnormal' with out much hope for a positive future, is now an adult educator with University qualifications in Psychology and Social Work.</p> <p><b>Concurrent session title: Developing Self-Help Skills in People with Autistic Spectrum Disorders: How Parents/Carers and Professionals Can Help Those With Autism and Aspergers Learn to Help Themselves</b></p> <p>Some useful self-help skills:</p> <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• appropriate body space</li> <li>• sensitivity to others</li> <li>• appropriate small talk</li> <li>• sharing interests and friendship skills</li> <li>• appreciating facial expressions and body language</li> <li>• using facial expressions and body language</li> <li>• learning conversational techniques</li> <li>• being appropriate in discussion and behaviour</li> <li>• using table manners</li> <li>• noting and using rules for single and group activities eg. using public transport, going to a movie, stranger danger etc.</li> <li>• understanding dating and sexual etiquette</li> <li>• appreciating personal hygiene</li> <li>• interacting appropriately with authority figures</li> <li>• appreciating appropriate behavior, dress, and manners in social situations</li> <li>• developing and using self-calming skills</li> </ul> <p>All though social stories are a positive means to helping to discover and implement all of the above, they do not work for all individuals. Autism is a spectrum diffability. If we are to be successful in assisting with self-help skills we need to understand individual learning styles (visual, kinesthetic, auditory)</p>	<p>Wendy Lawson (Bss. Bsw(Hons) GDip(PsychStud) GDip(Psych)) is an adult with an autism spectrum disorder. Wendy prefers the word 'diffability' to disorder and her research seeks to explore what being differently abled means in the world of neuro-diversity. Currently Wendy is working towards her PhD in Psychology with Deakin University, Victoria, Australia. Wendy's work explores the influence of neurological development in individuals with autism with reference to impact upon learning styles.</p> <p>As a writer, poet and adult educator, Wendy is well known both in the Northern and Southern hemispheres. . Becoming a psychologist and sharing her knowledge, understanding and experience of autistic spectrum disorders has been Wendy's occupation over the past 12 years To find out more about Wendy, her work, poetry and/or life, visit her web page: <a href="http://www.mugsy.org/wendy">www.mugsy.org/wendy</a></p>


	<p>personality differences and accommodate individual interest. This workshop aims to explore these facets of individual behaviour as relevant and important. In so doing it will demonstrate how IT is applicable as an appropriate teaching aid.</p> <p><b>Concurrent session title: Workshop for Teachers and Childcare workers – Strategies Wendy Finds Helpful for Children with ASD</b></p> <p>This workshop will illustrate via Wendy's school experience, the strategies Wendy found useful during her school life. It uses poetry, practical examples and helpful hints for those working with children with ASD.</p>	
Love, Cathy	<p><b>Concurrent session title: "A team approach to sensory processing issues for children with Autism".</b></p> <p>This presentation will explain the role of sensory integration as part of an entire information processing model. Sensory modulation issues common to children with Autism Spectrum Disorder are presented in practical and helpful terms. The various assessment tools are presented along with their relative merits and usefulness in accurate diagnosis and programme panning. The team approach to evaluation and report writing is discussed and solutions to this challenge are made. Goal setting and collaborative consultation are vital for the delivery of effective Occupational Therapy services. Practical strategies to enhance the child's participation in life and learning are included, the include use of a sensory diet and modifications the environment.</p>	<p>Cathy Love is a Paediatric Occupational Therapist with twenty years experience working with children of all ages and stages. Her particular areas of interest include how children process information and how they use it for learning. A great deal of experience has been gained working alongside families and teachers blending the use of assessment tools and clinical observation to provide a true team approach. Cathy now has a dynamic provate practice, Kids Therapy Network in Melbourne with a team of therapists working in schools alongside students parents and teachers. Her website has lots of information and also the comprehensive ecommerce site with educational products.</p>
McCulloch, Penny	<p><b>Concurrent session title: Making Meaningful Computer-Based Learning Activities for School and Home</b></p> <p>For students with Autism, core skills critical to learning provide an important starting point for educational intervention. These skills may include social, language, attentional, organizational, transitioning, and auditory processing. Computer based learning activities are useful tools in the classroom and at home, not only to support curriculum goals but to develop such core skills. This presentation will give you a closer look at SwitchIt Maker 2 and ChooseItMaker 2, two software programs that anyone can use to create meaningful, structured and motivating activities. These can be customized to suit user interests and learning needs. Parents, teachers and students themselves can turn text, images, movies and sounds into easily-accessible stories, slide shows, onscreen choicemaking activities and classroom quizzes. Make talking books starring your students, or a slide show of a recent trip. Create social stories to help students make sense of various social situations.</p> <p>The possibilities are endless. The activities you create are whiteboard friendly and can also be used with other access tools including a touch monitor, IntelliiKeys overlay keyboard, keyboard, mouse or mouse device or switches. You will learn about how easy it is to share your activities with others. Export the activities you make in SwitchIt! Maker2 or ChooseIt! Maker 2 for use on other computers at home or school. This ensures that learning activities can be reinforced and repeated at school and home.</p>	<p>Penny is part of the Spectronics professional support and training team. She has over 20 years classroom experience as a Special Education teacher and Regular Ed classroom teacher in schools across Australia and the UK. She also worked for eight years as an educational advisor with Education Queensland's assistive technology advisory service providing services and support to teachers across Queensland. Penny is an enthusiastic advocate for using inclusive learning technologies and her experiences ensure she has a thorough understanding of the practical issues facing classroom teachers when they start implementing technology in their classroom.</p>
McDowell, Michael Dr	<p>Unable to present at the conference due to unforeseen circumstances.</p>	
McEachin, John, PhD	<p><b>Keynote address: Helping Children With Autism Fit Into the World</b></p> <p>Many approaches designed to help individuals with Autistic Spectrum Disorder (ASD) are based on modifying the world to enable them to operate successfully in everyday life. We will argue that we should first be helping our students and clients change the way they operate and teaching them necessary skills so that they can fit into the world as it is. This conclusion is based on: 1) evidence that such skill development and behavioural change is possible; 2) the belief that informed choice can only occur when one fully understands one's options; 3) the belief that one is more likely to choose to be</p>	<p>John McEachin is a clinical psychologist who has been providing behavioral intervention to children with autism as well as adolescents and adults with a wide range of developmental disabilities for more than 25 years. He received his graduate training under Professor Ivar Lovaas at UCLA on the Young Autism Project.</p>



	<p>interactive with others and participate in mainstream leisure activities when one has had sufficient exposure and the opportunity to develop competence; 4) the observed propensity toward repetitive and stereotypic sensory activities is not evidence of a need for specific sensory input, but rather a preference; 5) the finding that it is not detrimental to discourage uninformed autistic preferences and that such guidance aids in promoting the development of important skills and interests; 6) the evidence that a directive approach to teaching can speed up the learning process and actually promote rather than stifle originality and creativity.</p> <p>As parents and teachers we set limits and make decisions about what our neurotypical children and students can do and not do. We recognize that they are capable of learning to tolerate good hygiene and that they will be better off if they eat a reasonably balanced diet, do not play outside in the rain, do not spend the entire day playing video games, etc. We owe the same to our children and students with autism, recognizing their capability and taking all reasonable measures to ensure that they develop their potential and allow themselves to discover all that the world has to offer.</p> <p><b>Concurrent session title: Behavioural Intervention Strategies for Children with Autism</b></p> <p>Disruptive and detrimental behaviours often interfere with educational progress and development of social, communication and leisure skills. Effective behaviour change requires understanding the function of behavior. Identifying relevant antecedent variables as well as consequences that maintain problematic behaviour points the way to developing treatment strategies. Possible payoffs for challenging behaviours include tangible reinforcement, attention, sensory reinforcement, escape from low preference activities and tension reduction. Additionally it is essential to assess a person's overall repertoire of adaptive skills to highlight important skill deficits as well as possible replacement behaviours. Guidelines will be provided for identifying potential reinforcers to motivate behavior change as well as means of establishing new reinforcers and utilizing reinforcement for maximum effectiveness. Practical examples will be provided along with video illustration.</p>	<p>During his 11 years at UCLA, Dr. McEachin served in various roles including Clinic Supervisor, Research and Teaching Assistant, Visiting Professor and Acting Director. His research has included the long-term follow-up study of young autistic children who received intensive behavioral treatment, which was published in 1993. Since receiving his Ph.D. in Clinical Psychology in 1987 his work has included serving as Clinical Director of Developmental Disabilities Services, a division of Straight Talk in Signal Hill, California.</p> <p>Dr. McEachin has lectured throughout the world and consulted to numerous families and agencies, assisting in the development of treatment programs and providing training to parents, group home staff, and classroom personnel. In 1994 he joined with Ron Leaf in forming Autism Partnership, which they co-direct. They have co-authored a book on behavioral intervention for persons with autism, titled, "A Work in Progress".</p>
<p><b>Reed,</b> Amanda BAppSc (Speech Pathology), MA (Applied Linguistics)</p>	<p><b>Concurrent session title: You've Heard About PECS, But Do You Know What It Really Is? The Myths and Misconceptions Surrounding the Picture Exchange Communication System (PECS®)</b></p> <p>Dr. Andy Bondy (PhD) and Ms. Lori Frost (MS, CCC/SLP) developed the Picture Exchange Communication System (PECS®) in 1985 as a unique augmentative/alternative communication training package that teaches individuals with autism to spontaneously initiate communication. PECS has received worldwide recognition for focusing on the initiation component of communication and has been used successfully with children, adolescents and adults.</p> <p>Over the past ten years or so, PECS has become an acronym that is well recognised in the field of autism intervention. In a 2005 teacher survey completed in the USA, PECS was identified as the most common intervention being used with individuals with autism. However, while many people have heard of PECS and believe that they are using it, there are numerous myths and misconceptions regarding what the Picture Communication System really is and how it is implemented.</p> <p>This paper will begin with a review of the history, underlying theory and development of the Picture Exchange Communication System. The most common myths and misconceptions surrounding PECS, its implementation, and its outcomes will then be outlined. Myths that will be discussed include: PECS is only for young children; PECS is only for people who don't speak at all; PECS only teaches individuals to request; if a person uses PECS s/he will not speak; and if we're using pictures, we're using PECS. Finally, the research supporting PECS will be summarised.</p>	<p>Amanda Reed has worked as a speech pathologist in Australia for over 20 years. Amanda's first job was at a specialist school for children with autism. She then went on to work in a range of special education schools for individuals aged between 4 and 21 years, where her role was to develop and implement communication programs for the students.</p> <p>In 1999, Amanda attended a two-day PECS workshop in Melbourne, presented by Andy Bondy and Lori Frost. She then went on to complete her PECS Implementer Certification and additional training with the parent company in the United States. In 2002, Amanda established Pyramid Educational Consultants of Australia Pty. Ltd, where she is the Managing Director. She has implemented PECS in her clinical work with numerous individuals with autism, has presented papers on PECS at conferences around Australia and New Zealand, and has presented PECS training workshops in the US, Australia, New Zealand, India, Singapore, Hong Kong and Malaysia.</p>

<p><b>Santomauro</b> Josie &amp; Carter, Margaret Anne (Dr)</p>	<p><b>Concurrent session title: How to be a smarter gardener in the autism nursery.</b></p> <p>Using the analogy of the garden, the presenters will explore classroom diversities and the importance of accepting and nurturing these diversities in respectful and contemporary ways. It is often easier to strive for conformity but the presenters will invite you to consider your garden through a different lens. After all ... how boring the nursery would be if every plant in the garden were identical? The key to fostering diversity is not to impose change and demand uniformity, but rather be open to accepting uniqueness and opinions that may be different from your own. This involves accepting each flower for who they are just as we the adults want to be accepted – so simple and yet so incredibly challenging. In this session you will have the opportunity to explore essential ‘gardening tools’ that will enable you to tend your ‘garden’ and thrive in its uniqueness.</p>	<p>Margaret and Josie met whilst working together on the same team, Margaret as a guidance officer and Josie as a parent of a child with Asperger Syndrome. They have known each other now for nine years, and have collaborated on various projects including resources on social understanding.</p> <p>Margaret has worked within the education system for over twenty years both as a special education consultant and a guidance counselor. She is currently working in private practice as a Behavior Change Specialist.</p> <p>Josie is a full-time author and writes and presents under two genres. She is a children’s/young adult fiction author, writing and presenting creative writing under the pseudonym of Josie Montano and also is an international presenter and is published in the field of Asperger Syndrome.</p>
<p><b>Scherrer,</b> Libby</p>	<p><b>Concurrent session title: Relationship Development Intervention® (RDI®)</b></p> <p>RDI® Program is about improving quality of life for every person with autism spectrum disorders. The RDI® program was developed by Dr. Steven Gutstein and Dr. Rachelle Sheely in Houston, Texas, USA. Drs Gutstein and Sheely are co-directors of the Connections Center where the program continues to evolve, driven by research into autism and child development.</p> <p>This presentation will cover an overview of the core deficits of autism and how they pertain to remediation through the RDI® Program. We will briefly look at research and three generations of autism treatment programs. The audience will learn how people with autism spectrum disorders can learn to think flexibly and creatively, make friends and expand their world rather than be fearful. The audience will participate in exercises in joint attention and communication as well as view videos of RDI in action with children and their families. They will learn how to communicate with people with autism spectrum disorders more effectively and will learn how treating the core deficits can remediate autism.</p>	<p>Libby Scherrer is the Director of Attune Relate Connect. Libby received Certification to deliver RDI services to families in September 2004. Libby is the first RDI® Program Certified Consultant outside of North America and has brought the RDI program to Australia with her own resources. Libby holds a post graduate degree in Special Education and undergraduate degrees in Psychology and Early Childhood Education. She has provided private consultancy for ASD since 1995 and has worked with families with children with disabilities since her teenage years.</p> <p>Attune Relate Connect is a privately run organisation offering Relationship Development Intervention® or RDI® to families and individuals who are affected by autism spectrum disorders (ASD). RDI is a program about improving quality of life for every person with ASD. The RDI program was developed by Dr. Steven Gutstein and Dr. Rachelle Sheely in Houston, Texas, USA. Drs Gutstein and Sheely are co-directors of the Connections Center where the program continues to evolve, driven by research into autism and child development.</p>
<p><b>Scott,</b> James Dr</p>	<p><b>Concurrent session title: Pharmacological aspects of treatment of the ASD condition.</b></p> <p>The use of medication (pharmacotherapy) for managing emotional and behavioural disturbances in children polarises the community. Understandably parents, relatives, teachers and health professionals hold strong and often conflictual views on the appropriateness of pharmacotherapy such as stimulants, anti-depressants, mood stabilisers and anti-psychotics in children. However, many children with autistic spectrum disorder (ASD) have an improved quality of life with the aid of these medications. This presentation will describe the evidence for the role of medications in the</p>	<p>Dr James Scott is the Director of Inpatient Services for the Mater Children’s Hospital Mental Health Service. He is a child and adolescent psychiatrist who has a clinical interest in the management of children with developmental disorders. He utilises a combination of individual and family therapy, school liaison and medication where indicated for assisting children with developmental disorders. His other</p>

	management of children with ASD. In an attempt to reduce unrealistic expectations and to alleviate excessive anxiety about pharmacotherapy, this presentation will provide an overview of the current knowledge of the risks and benefits of pharmacotherapy in ASD.	clinical and research interests include child abuse, psychosis in adolescents and behavioural management for reducing aggression in children.
<b>Shore, Stephen</b>	<p><b>Keynote address: Success with Autism: Using Our Strengths for Achieving a Fulfilling and Productive Life - Just Like Everyone Else.</b></p> <p>Considering autism as an expression of the diversity of the human gene pool rather than a life limiting disorder, let's look at how people with this condition can best prepare to act as their own primary causal agent in building fulfilling and productive lives.</p> <p>Four significant variables 1) Acceptance as a whole person with challenges, 2) Early intervention, 3) Setting the stage for self-determination, and, 4) Family and community support, shall be discussed as a foundation for enabling people with autism to become fully contributing members of society.</p> <p>A four-step method the author has developed for disclosing to a person that they have autism will be examined. The steps are 1) Examining strengths and challenges, 2) Lining up these characteristics and seeing where strengths can be used to overcome challenges, 3) Non-judgmentally comparing characteristics with other potential role models, and, 4) Presentation and discussion of the label of Autism Spectrum and what it means to that person.</p> <p>Drawing from the author's own experiences as an autistic person as well as others on the autism spectrum, practical solutions in the areas of education, relationships, employment, self-advocacy, and disclosure shall also be examined for maximizing the potential of people both on and off the autism spectrum.</p> <p><b>Concurrent session title: Examining Promising Approaches for Working with Children on the Autism Spectrum</b></p> <p>Expanding from my dissertation research involving interviews with key developers of several promising methodologies for working with children on the autism spectrum, several approaches compared and contrasted. Methodologies to be explored include Applied Behavioral Analysis, TEACCH, Daily Life Therapy, Miller Method, Floortime, Relationship Development Intervention, and SCERTS. The goal of this endeavor is to determine where each methodology is especially efficacious and to jumpstart the research towards best matching approaches to each child's needs.</p>	<p>Diagnosed with "Atypical Development with strong autistic tendencies" Stephen Shore was viewed as "too sick" to be treated on an outpatient basis and recommended for institutionalization. Nonverbal until four, and with much help from his parents, teachers, and others, Stephen Shore completed his doctoral degree in special education at Boston University with a focus on helping people on the autism spectrum develop their capacities to the fullest extent possible.</p> <p>In addition to working with children and talking about life on the autism spectrum, Stephen presents and consults internationally on adult issues pertinent to education, relationships, employment, advocacy, and disclosure as discussed in his book <i>Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome</i>, <i>Ask and Tell: Self-advocacy and Disclosure for People on the Autism Spectrum</i>, the recently release <i>Understanding Autism for Dummies</i>, and numerous other writings.</p> <p>A board member of the Autism Society of America, and president emeritus of the Asperger's Association of New England, Stephen serves on the Board of Directors for Unlocking Autism, the Autism Services Association of Massachusetts, MAAP, and the College Internship Program.</p>
<b>Sondergeld, Leanne</b>	<p><b>Concurrent session title: Life Skills Across the Spectrum</b></p> <p>Twenty children with Autistic Spectrum Disorder from a State School Special Education Unit participated in a twenty week programme of assessment and therapy. Sessions were conducted by final year Occupational Therapy Students as part of their field work experience with the University of Queensland's Life Skills Clinic which is in the Division of Occupational Therapy. Parents and teachers were contacted to identify specific concerns. A broad range of skills were addressed singly or in small groups including Relationship Skills, Personal Independence, Gross Motor Skills, Fine Motor Skills, Visual Perception Skills, Communication, Self Organization, Literacy, Frustration Tolerance.</p> <p>Activities were selected that built on the children's interests but lead to greater social interactions. Strategies used encompassed: Relationship Development Intervention, Occupational Performance, Photography and Social Stories. At the conclusion of the programme, the children were given a personalized Life Skills Book documenting their activities, social stories and moments of personal triumph. Parents and teachers attended a presentation and were given a comprehensive report with practical strategies. This presentation would like to convey some of the children's personal triumphs and insights gleaned into Autistic Spectrum Disorder.</p>	<p>Leanne Sondergeld, is an Accredited Occupational Therapist with over twenty years experience. She is working as a Clinical Educator in the University of Queensland's Life Skills Clinic which is part of the Division of Occupational Therapy. The clinic provides a comprehensive service including assessment, home programmes, individual therapy, group therapy, school visits and school based programmes. Children with difficulties in any aspect of life are welcome. Disabilities typically seen include Learning Difficulties, Attention Deficit/Hyperactivity Disorder, Autistic Spectrum Disorder, Developmental Coordination Disorder.</p> <p>Leanne also has a child with an Intellectual Disability and Autistic Spectrum Disorder.</p>

<p><b>Sundberg, Mark, PhD BCBA</b></p> 	<p><b>Keynote address: A Behavioral Approach to Language Assessment and Intervention for Children with Autism.</b></p> <p>The branch of psychology known as Behavior Analysis (<a href="http://www.abainternational.org">www.abainternational.org</a>) has provided several significant advances for the treatment of children with autism. Perhaps best known are the teaching methodologies identified as “discrete trial training” (Lovaas, 2003) and “applied behavior analysis” (e.g., Maurice, Green, &amp; Luce, 1996). The US Surgeon General has identified these methodologies as the most effective treatment strategies available for working with children with autism (Rosenwasser &amp; Axelrod, 2001). Language training is usually the most important aspect of an intervention program. However, there are many different theories as to what constitutes language, and currently a variety of cognitive theories underlie most assessment and intervention programs designed for children with autism. B. F. Skinner (1957) provides a behavioral analysis of language that is an empirically sound and comprehensible conception of human language, and it lends itself well to a practical and databased assessment and curriculum. Skinner’s analysis of verbal behavior is based on the same principles of behavior and basic research that underlie the teaching procedures of discrete trial training and applied behavior analysis. Together, these two components of behavior analysis constitute a solid foundation for a day-to-day language intervention program. This presentation will describe the basic aspects of Skinner’s analysis of verbal behavior, and explain how it can provide a functional framework for language assessment and intervention for children with autism.</p> <p><b>Concurrent session title 1: What Typical Language Development Can Teach Us About Language Training for Children with Autism</b></p> <p>The current presentation will describe how the language acquisition of typical children can serve as a guide for the sequencing of the language curriculum for children with autism. The errors that typical children make at certain ages and language levels can be used as a guide for adjusting the language program for children with autism. Examples of typical children will be presented with a look at their acquisition of intraverbal (conversational) behavior, as well as the verbal errors they make when answering questions. A comparison will be made to a group of autistic children’s answers to the same questions. This study suggests that designing a more developmentally appropriate language curriculum, with close attention to verbal stimulus control, could result in the development of a more effective intraverbal repertoire for children with autism.</p> <p><b>Concurrent session title 2: The Importance of Mand Training for Children with Autism</b></p> <p>Designing and monitoring an appropriate language curriculum for an individual child with autism is perhaps the most significant part of an intervention program. However, it is common to employ “cookbook” language training programs that often neglect important language skills such as manding (requesting). The ability to request (mand) for reinforcers and the removal of aversive events is perhaps one of the most important language skills acquired by typical children. B. F. Skinner (1957) provides a detailed behavioral analysis of the mand and how it is different from other types of language. Skinner’s analysis can be used as a powerful guide for language assessment and intervention for children with autism. The current presentation will describe both the importance of the mand and how a weak or defective mand repertoire is often related to behavior problems. In addition, several procedures for teaching an effective mand repertoire to children with autism will be presented.</p>	<p>Dr. Sundberg received his Doctorate Degree in Applied Behavior Analysis from Western Michigan University (1980), under the direction of Dr. Jack Michael. Dr. Sundberg is a Licensed Psychologist and Board Certified Behavior Analyst who has been conducting language research with children with autism for over 30 years. He is the founder and past editor of the journal, “The Analysis of Verbal Behavior”, and is the co-author (with James W. Partington) of the books “Teaching Language to Children with Autism or Other Developmental Disabilities, The Assessment of Basic Language and Learning Skills: The ABLLS”, and (with Jack Michael) A Collection of Reprints on Verbal Behavior.</p> <p>He has published over 40 professional papers, given over 400 conference presentations and workshops, and taught 80 college courses on behavior analysis, verbal behavior, sign language, and child development.</p> <p>Dr. Sundberg received a number of awards including the 2001 “Distinguished Psychology Department Alumnus Award” from Western Michigan University.</p>
<p><b>Walsh, William J. Ph.D.</b></p>	<p><b>Keynote address: Oxidative Stress and Autism: A Roadmap for Effective Treatment</b></p> <p>Recent research has shown that oxidative stress is a dominant factor in autism-spectrum disorders (ASD). There are many different genetic defects that can predispose a child to ASD by weakened protection against oxidative stress, rendering the brain vulnerable to toxic metals, viruses and other environmental insults. The net result can be destruction of brain cells, incomplete maturation of the brain, and onset of autism. The harmful effects of oxidative stress on brain development, methylation, sulfur chemistry, the G.I. tract, protein digestion, and immune function will be discussed.</p>	<p>Dr. Bill Walsh is founder and Director of Research of the Pfeiffer Treatment Center in Warrenville, IL. He received his Ph.D. from Iowa State University in chemical engineering, and has authored more than 120 journal articles and scientific reports and has been granted 6 patents. He has presented his research at NIMH, the American Psychiatric Association, the Society for Neuroscience, the Surgeon General’s</p>

In year 2000, the Pfeiffer Treatment Center (PTC) discovered that diminished metallothionein protein (MT) activity is a distinctive feature of autism. This abnormality is associated with severe oxidative stress, impaired brain development, and extreme sensitivity to toxic metals and other environmental substances. PTC has developed a MT-Promotion therapy that is used in conjunction with special diets and other biochemical treatments. Our best clinical outcomes have been achieved using a two-phase protocol: (1) preloading with Zn and augmenting nutrients, followed by (2) cautious, gradual introduction of MT promotion formulations.

New research findings at PTC include (a) increased oxidative damage to vascular tissue, (b) depressed metallothionein in red blood cells, and (c) abnormal hormone chemistry. In collaboration with Argonne National Laboratory and the University of Maryland, we have obtained the world's first direct measurements of Hg, Cu, Pb, Se, and 10 other elements in brain tissues from autistics and controls. The results provide strong evidence of abnormal metal metabolism in autism. Advanced therapies for eliminating toxic metals, healing the blood/brain and intestinal barriers, and enhancing development of new brain cells and synapses will be presented, along with an oxidative stress model of autism.

### **Concurrent session: The Biochemistry of Autism Spectrum Disorders**

The mystery of autism is gradually yielding to scientific study, and the etiology of this terrible disorder is coming into clear view. There is little doubt that there is a powerful genetic component to autism spectrum disorders (ASD) since the concordance for identical twins is between 60-80%. However, the fact that concordance is not 100% for monozygotic twins implies that environment must also be decisive in ASD disorders. Due to the dramatic increase in autism incidence throughout the world, many persons have asked, "How can there be an epidemic of a genetic condition? The answer seems quite clear: There must have been a worsening in one or more environmental insults that predispose to autism.

The Pfeiffer Treatment Center has amassed an autism database of more than 600,000 assays of biochemical factors, that involve more than 5,000 ASD subjects. This appears to be the World's largest chemistry database for ASD, and it has yielded important insights into the nature of this condition. In 1999, we reported that a great majority of ASD patients exhibited undermethylation. Subsequent studies have shown that many ASD patients have a severe metal-metabolism disorder, depressed levels of metallothionein, glutathione, and selenium, a pyrrole disorder, and overload of mercury, lead, cadmium, and other toxics. These biochemical conditions appear to be the cause of (a) intolerance to gluten and casein, (b) yeast overgrowth, (c) incompetent intestinal and brain barriers, (d) weak immune function, etc. Many novel treatments have been developed over the past 20 years to cope with these abnormalities, and there are many thousands of ASD children have received great benefits. This presentation will summarize the benefits and limitations of chelation therapies.

The common deficits in cognition, speech, and socialization appear to involve incomplete brain maturation, and a new focus is developing with respect to treatments that promote development of new brain cells and synaptic connections. In addition there are disturbing reports that indicate that autism may be neurodegenerative in nature, and that untreated oxidative stresses can result in gradual loss of brain cells and mental retardation. In addition, two recent studies have indicated that male autism and female autism may be completely different disorders with different genetic origins and separate brain biochemistry. This implies that the ideal therapies for male & female ASD patients may be quite different. A summary of recent research advances will be presented.

Office, and the U.S. Senate. His autism research has included the discovery of high incidence of undermethylation in 1999, the finding of disturbed Cu/Zn metabolism in 2000, the discovery of low metallothionein activity in 2001, and the development of Metallothionein-Promotion therapy in 2002. He is presently engaged in seven separate autism studies including measurement of mercury, lead, and copper levels in autism brain tissues, abnormalities in hormone chemistry, and several controlled studies of oxidative damage and oxidative stress in autism.

<p><b>Wolfberg, Pamela, Ph.D.</b></p> 	<p><b>Keynote address: Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination</b></p> <p>This session focuses on understanding and addressing the unique challenges children on the autism spectrum experience in peer relations, play and imagination. Drawing on current research and practice, the conceptual foundation for the <i>Integrated Play Groups</i> (IPG) model will be presented. Based on award-winning research, the IPG model is designed to support children on the autism spectrum (novice players) in natural play experiences with typical peers/siblings (expert players) within home, school, community and therapy settings. Drawing on current research and practice, the following topics will be highlighted: (1) Nature of peer play and the autism spectrum focusing on patterns of social and imaginary activity with typical peers; (2) Play's prominent role in childhood focusing on developmental, socio-cultural and human rights perspectives; (3) Enhancing social interaction, communication, play and imagination through <i>guided participation</i> in the culture of play with peers. Case vignettes will be used to illustrate how children on the autism spectrum representing diverse ages and abilities acquired capacities for social reciprocity and symbolic representation within the context of Integrated Play Groups.</p> <p><b>Concurrent session title: Guiding Children on the Autism Spectrum in Peer Play: Integrated Play Groups Model</b></p> <p>This session introduces practices to guide children on the autism spectrum in peer play via the <i>Integrated Play Groups</i> (IPG) model. Based on award-winning research, the IPG model is designed to support children on the autism spectrum (novice players) in natural play experiences with typical peers/siblings (expert players) within home, school, community and therapy settings. The session will feature methods to maximize children's developmental potential as well as intrinsic desire to play, socialize and form meaningful relationships with peers. Another major focus will be on teaching peers to be more accepting, responsive and inclusive of children who relate and play in different ways. Topics to be highlighted include: (1) Key features of the IPG model; (2) Setting the stage for play - environmental and program design; (3) Observing children at play –assessment techniques; (4) Guided participation in play – intervention techniques.</p>	<p>Pamela Wolfberg, Ph.D. is a special education professor at San Francisco State University and co-founder of the Autism Institute on Peer Relations and Play. As creator of the Integrated Play Groups model, she leads international efforts to develop inclusive peer play programs. She is widely published and the recipient of several distinguished scholarship and research awards. She co-edited a special issue on play for Autism: The International Journal of Research and Practice (2003) and is the author of Play and Imagination in Children with Autism (1999) and Peer Play and the Autism Spectrum: The Art of Guiding Children's Socialization and Imagination (2003).</p>
<p><b>Wray, John Dr</b></p>	<p><b>Concurrent session title: Pieces of the Jigsaw: Review of the Biology of the Autism Spectrum Disorders"</b></p> <p>This presentation will summarise the biological findings that have been made in the autism spectrum disorders and explore the explanations and theories that have arisen from these findings. The shortcomings of the findings will be highlighted. Recent relevant literature will be emphasised and data from the Western Australian Autism and Biological Markers study and Digestive Enzymes study will be presented. Biological abnormalities in multiple body systems have been found in individuals with autism. Abnormalities have been found in neurological, immunological, gastro-intestinal, metabolic and genetic studies.</p> <p>Yet, the findings are often not replicated, and the specificity, prognosis and true meaning of the findings have not been established. Usually, the longitudinal validity of the findings has not been established. The Autism spectrum disorders have multiple aetiologies, and it is not possible to condense all of these findings to one explanation of the biology of the autistic disorders. However, it is possible that some of the findings are linked, and may assist in further understanding of the Autistic Disorders. The paper will also present strategies for the further study of the biological observations.</p>	<p>Dr John Wray is a Western Australian trained paediatrician who undertook a Fellowship in Neurodevelopmental Paediatrics at the Children's Hospital of Philadelphia in the United States of America. John is the Head of the Department of Community and Developmental Paediatrics of Princess Margaret Hospital for Children and has a small private practice. John sees a wide range of children with developmental concerns but his main research interest is in the biological basis and treatment of children with autism. He is particularly interested in the controlled investigation of complementary and alternative therapies, and in longitudinal studies of the biology of the Autism Spectrum disorders. Other professional interests for John include developmental disorder prevention and enhancement programs. He is active in a number of community organisations and is current Chair of the Child Development and Behaviour Special Interest Group of the Division of Paediatrics.</p>

<p><b>Wright, Simon</b></p>	<p><b>Concurrent Session Title: Autism Early Intervention within a Centre Based Format</b></p> <p>Autism Early Intervention Outcomes Unit, is an Early Intervention Centre providing an inclusive program for children diagnosed with Autism between the ages of 2 ½ and 5 ½ .</p> <p>The program is based on theories from Occupational Therapy intervention, Speech/Language Pathology intervention, Positive Behaviour Support and Relationship Development Intervention. This multidisciplinary team provides structure and direction for the individual program for each student. The individual goals for each student are formulated in consultation with the team and parents.</p> <p>The daily program for the children utilises 1:1 intervention, small groups (2&amp;3) and larger groups, (up to 14). Emphasis is placed on following group instructions and group based directions. The children undertake a daily program which focuses on 5 Key Learning areas. These are: Communication, Cognition, Motor skills, Play Skills and Art and Craft. These focus areas are highlighted in 15 minute rotations each day in groups of two or three with one to two staff.</p> <p>The children have the opportunity during the day to generalise the skills they learn in those small groups. This occurs in a supported environment during large group activities and unstructured play times. Emphasis is placed on turn taking and sharing during these times, and practicing communication strategies in a group environment. Children are also taught self awareness and awareness of others during these times.</p> <p>As a child progresses through the program and is ready to transition to a more suitable setting, our staff will provide support for the student and family as they transition. This includes centre visits, and staff support.</p> <p>The talk for the conference will outline the specifics of this program and how the centre based program will benefit our students.</p>	<p>Simon Wright is the Occupational Therapist and Co-Program Coordinator at AEIOU. A graduate of the University of Queensland, Simon has been involved with children challenged with Autism and their families for 7 years. Simon formed part of the organisational team that began AEIOU and has been an employee since it's inception in 2005.</p> <p>Simon has special interests in Sensory Integration, Facilitated Communication, and Early Intervention.</p>
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