

# The Spectrum

Newsletter of the Autism Society of Greater Madison  
"ASGM: the local voice of autism"

## President's Message April 2006

Dear Members and Friends,

This month, I've been thinking a lot about schools and advocacy for our children. At least once or twice a week, ASGM gets a request from someone who is either moving to the area or is unhappy with their child's current school. The question they all ask is, "What school (district) is best for a child with autism?" As a parent of an elementary school age child on the spectrum, my personal experiences with public schools have been very mixed. Like many other families, we have seriously considered moving to improve the situation. But is the grass really greener in a new school district? Are the costs (financial, emotional and more) worth it? What about other family members and their needs?

So how to answer the question about which school is best? Anecdotally we hear about schools that may understand how to support

your experiences with others so they may learn from them, too. And if you are not already a member of ASGM, consider joining today!

If you ultimately decide to change schools for your child, you have some options: change schools within the same district, apply for a transfer to a new school district during open-enrollment (typically in February for the following school year), move, or consider homeschooling. Donna Glick shares her homeschooling success on page 8.

***And if you are not already a member of ASGM consider joining today!***

You'll find other stories on new resources to help us support our family members and friends on the autism spectrum in this issue.

Read about Judy Endow's book, *Making Lemonade, Tips for Autism's Helpers*, on page 7.

Find out about *RelateNow*, a new internet-based tool for parents and teachers developed by Kelly Gatzke and Bret Shaw. Parents of a child on the spectrum and professionals in health communications, Kelly and Bret have dedicated their time, expertise, and energy into creating a innovative program using the latest technology. Being parents to a child with ASD is full of challenges, but Kelly and Bret's contribution, "Parenting a Child with ASD: a Source of Personal Growth," on page 5 reminds us of the unexpected rewards.

During April, Autism Awareness Month, ASGM is involved with many activities to increase autism awareness. On April 18, Judy Endow presents her workshop, "How to Stop a Runaway Train." On April 27-29, ASGM will be at the Autism Society of Wisconsin annual conference. Stop by our booth and say hello!

Sincerely,

Molly Immendorf, ASGM President

### Mark your calendar!

Autism Society of Wisconsin Annual Conference  
April 27-29, 2006  
Milwaukee  
(Details page 10)

ASGM Family Get-Together PumpItUp  
Madison, Saturday, May 13, 2006.  
(Details page 3)

### ***But is the grass really greener in a new school or district?***

kids on the spectrum better than some others. Inevitably, when recommendations are made publicly and one school/school district becomes widely known as autism-friendly the resources become scarcer as more families move to that school.

What should we do? First of all, we need to recognize that we parents know our children and their needs best. We need to be advocates for our children, and we need to help school staff understand and support our children. Ideally, parents and school personnel work as a team to help our children have the best possible school experience.

To become a better advocate for your child, attend conferences, workshops, and family support group meetings to gain new insights and learn new ways to help your child. Share

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## About the Autism Society of Greater Madison (ASGM)

### Autism Society of Greater Madison (ASGM)

*The local voice of autism*

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**The Autism Society of Greater Madison (ASGM)** has been supporting families affected by autism and the professionals who assist them since 1969.

**Our mission** is to promote lifelong opportunities for persons on the autism spectrum and their families. We are dedicated to helping individuals with autism to be fully included, participating members of their communities through information and referral, advocacy, public awareness, education, and support. Our services include:

**Information and referral:** ASGM provides free information packets to parents, professionals, and educators. To request a packet, email: [autismmadison@gmail.com](mailto:autismmadison@gmail.com), or call **(608) 213-8519**.

**Meetings:** we offer family support group meetings with free child care on the third Tuesday of every other month: January, March, May, July, September, November.

**Free Workshops:** on the third Tuesday of alternate months, we offer free workshops that are open to the public with free child care available: February, April, June, August, October.

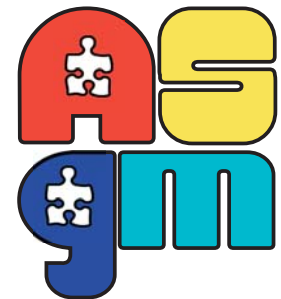
**Social Group: the AUsome Social Group** meets monthly for an outing or social activity. Activities have included a video game night, bowling, swimming, and a juggling show. Visit [www.autismmadison.org](http://www.autismmadison.org) to check out the Ausome Social Group newsletter and Web site.

**Newsletter:** *The Spectrum* is published four times a year, offering information on meetings, local events, education, and advocacy issues. We welcome submissions from our readers. Send to the editor at [maureenfitzgerald@tds.net](mailto:maureenfitzgerald@tds.net).

**Directory of Resources for People with Autism:** where can you find an autism consultant? Information on the new Children's Long-Term Services Waiver? Find everything you need for your family member with autism in this booklet, now available at [www.autismmadison.org](http://www.autismmadison.org). We update listings annually.

**Web site:** you can visit the ASGM Web site at [www.autismmadison.org](http://www.autismmadison.org). You'll find the most recent newsletter, a calendar of events, the resource directory, and the AUsome Social Group Web site.

**To receive the ASGM newsletter and announcements via email, complete the sign-up form on [www.autismmadison.org](http://www.autismmadison.org)**



## ASGM Welcomes New Board Members

Please join me in welcoming three new board members who have been appointed to fill vacancies in the last few months. Christine, Jennifer, and Sue each bring energy, talents, and skills to an already vibrant board of directors. We've included short introductions below. Since we are an all-volunteer organization, we depend on our volunteer board members and additional volunteers to help us carry out our mission. We are fortunate to have such wonderful, dedicated volunteers. If you are interested in volunteering with ASGM, please let us know. We have fun and rewarding opportunities, both large and small.

\_\_\_\_\_ *Molly Immendorf, ASGM president*

**Christine Breunig, M.S.**, is the Project Coordinator for the National Medical Home Autism Initiative, based at the Waisman Center. Before joining the NMHAI, Christine worked closely with families as an Elementary Principal and Community Education Director. Through these relationships Christine recognized the need for coordinating services between systems (medical, education, and child care), especially for children with special needs. Christine is passionate about the potential the medical home autism initiative has to assist families and medical providers in the development of coordinated services for their children.

**Jennifer Opperman, M.S.**, brings extensive experience in marketing, public relations, organizational management, event coordination, and financial management, in both the public and the private sectors. Currently a counselor for adult education programs at Edgewood College in Madison, Jennifer has a special interest in strategic planning and organizational development and is eager to help ASGM grow. Jennifer has a Master's degree in Business and Organizational Leadership and an undergraduate degree in Communication Technologies with an emphasis in public relations.

**Sue Volz Nett, M.S.**, has been employed by the Madison Metropolitan School District since 1989. As special education teacher at LaFollette High School from 1989 to 1995, Sue coordinated the Work Experience Program for students with Learning Disabilities. She also facilitated student transitions to adult life (post-secondary education, employment, adult services, and independent living). Sue has been working with and supporting individuals with autism, their families, and teachers since 1995, when she was appointed a program support teacher for the district. She also currently serves on the Madison Area Technical College's School-To-Work Consortium Council.

## ASGM Family Get-Together May 13, 2006

**Join us at Pump It Up Inflatable Party Zone for an autism-friendly get-together!** Kids of all ages will love bouncing, sliding, climbing and tumbling on Pump It Up's giant inflatable play areas!

### Pump It Up

2911 Marketplace Dr. (in Fitchburg, near Breakaway Soccer and Pinnacle Health Club)

Saturday morning, May 13, 2006

Check In (sign waiver, pay admission): 8:45–9:00

Video introduction: 9:00–9:15

Play and network: 9:15–11:15

Light refreshments will be available.

ASGM Members: \$5 per child (parents/adult support person can play for free); Non-Members: \$10 per child (parents/adult support person can play for free) **Space is limited.** Pre-registration required: call (608) 213-8519 or email [autismmadison@gmail.com](mailto:autismmadison@gmail.com)

**\*Important Note\*** Childcare will not be available at this event. A parent/guardian/adult support person must attend this party with your child(ren). A parent/guardian must sign a Pump It Up Waiver form for each child. Waiver forms are available at: <http://www.pumpitupparty.com/waivermadison.pdf>

## ASGM Visuals Night: a big success!

SunWha Lee (r) gives ASGM president Molly Immendorf a "V" for "Visuals" sign at ASGM's first Visuals Night on Feb. 21, 2006. SunWha's son Daniel, age 4, is very visual and does not have much



language at this time. "I got ideas on how to use a picture board to communicate with my son," says SunWha. At Visuals Night, she created a visual schedule for Daniel.

**Special thanks to Friends of Autism for their generous grant and to our volunteers who helped make Visuals Night a fun and productive evening:** Connie Kirchner (Lodi Schools), Sharon Hammer (ICC), Jeanne Ruegsegger (WEAP), Chris Wilkins (WEAP), Sue Volz Nett (MMSD), Glenis Benson, Judy Endow, and Nancy Alar. *Our next Visuals Night is scheduled for Fall 2006. Details will be available soon.*



## New internet-based program helps families and professionals

When her son Parker was three years old, Kelly Gatzke had his hearing tested. “The pre school teacher thought he had a hearing problem because he didn’t respond when he was spoken to,” says Kelly. But more than one hearing test showed that Parker’s hearing was normal. Even though Parker’s pediatrician assured Kelly and her husband Bret Shaw that nothing was amiss, they requested a referral to a psycho neurologist for an assessment. “Parker was five when he received a diagnosis of an autism spectrum disorder,” says Kelly.

***While we were doing our homework, we wanted to be able to do something immediately...***

“People recommended books for us to read—but we quickly learned that there was so much to know and different approaches and theories for treating autism. While we were doing our homework, we wanted to be able to do something immediately,” explains Kelly. “We felt that we’d already lost time waiting for Parker’s diagnosis, and we wanted to know what to do while we were waiting for services to begin. We wanted to know what strategies could help, according to experts, and also learn what role we could play in implementing them.”

Kelly and Bret have a unique perspective. Both are employed at the University of Wisconsin–Madison as health communications professionals for the Comprehensive Health Enhancement Support System (CHESS), a computer-based health resource designed to educate and equip people facing a health-care crisis. Kelly, a graphic designer, and Bret, a researcher and content developer, have worked together on



creating and implementing a variety of CHESS “modules,” which include programs to help people living with breast cancer, heart disease, pediatric asthma, and other illnesses.

“The first thing we looked for after Parker’s diagnosis was something like CHESS focusing on autism,” says Bret. Yet among the myriad of resources for autism on the Internet, Bret and Kelly could not locate a tool that offered the kind of information and support they were seeking. That’s when it occurred to them to develop a tool for parents, teachers, and other autism professionals based on the CHESS models, and the idea for RelateNOW was born.

After more than a year of work, Kelly and Bret plan to launch RelateNow in summer 2006.

Kelly and Bret surveyed parents, teachers, and professionals to assess the most pressing needs faced by people who support children on the spectrum. Kelly describes RelateNow as a “comprehensive therapeutic solution that is cost-efficient and easy to use.”

Some of the key features of RelateNow include:

- Parent training materials
- Advice from nationally-recognized experts
- A home page tailored to each child

Through an online assessment tool, RelateNOW creates a unique page for a child, custom-tailored to that child’s strengths and weaknesses. “The RelateNOW database matches

individual children with intervention strategies that have proven successful for other children with similar traits,” explains Kelly. Each child’s home page will allow parents and therapy team members to exchange email messages, maintain a calendar, and monitor and approve therapy time sheets.

Parents and professionals who use RelateNow will be able to set goals and follow a child’s progress. The system gives parents, teachers, and professionals the ability to collaborate through a calendaring system—to schedule appointments and therapy sessions among multiple professionals. “This feature will allow everyone who is supporting a child to communicate effectively and pursue common goals,” says Kelly.

The site offers a variety of resources, including Frequently Asked Questions along with a service where users will be able to read about other families’ experiences through their practical tips and stories.

Response to RelateNow has been very positive, and several providers plan to offer it to the families they serve.

Families will also be able to subscribe to RelateNow for an affordable monthly fee.

Developing RelateNow has been a labor of love, add Kelly and Bret. “We’re very excited about the potential for RelateNOW to help children like Parker, their families, and the professionals who support them.”

***Learn more about RelateNOW at the 2006 ASW Annual Conference, Friday, April 28, 1:00-2:15***

## Parenting Children with ASD: a Source of Personal Growth

*Bret Shaw and Kelly Gatzke, Founders, RelateNow.com*

**M**any parents would agree that parenting a child with autism is challenging. While not highlighted as often, it is also true that the experience of parenting a child with special needs can be a source of gratification, personal growth, and positive transformation. In our hectic everyday lives, it can be easy to overlook the ways that the experience has made us stronger, wiser, and more compassionate. To better understand how parents are affected by having a child with special needs, *RelateNow* ran a survey. One of the questions we asked was what types of personal growth parents had experienced through caring for a child with ASD.

***“I think I am a much better parent than I would have ever been if I had not had a special needs child...”***

A number of parents responded with inspirational, eye-opening accounts of how they had personally grown as a result of their experiences. Below we share some of their thoughtful descriptions of the unexpected gifts that accompany the responsibility of parenting a child with ASD.

*Increased Self Confidence and Leadership Skills*

A frequent response from parents of was that parenting a child with ASD gave them increased self-confidence. One mother of a 6-year old boy with ASD wrote “I think I am a much better parent than I would have ever been if I had not had a special needs child... I have gained self-confidence, which I never had. Because I had to learn how to advocate for my son, not to mention all the other things that I have had to master, and I have done it.”

For some, increased self confidence related to a feeling that they had become legitimate experts through years of learning and working with professionals to obtain the services their children needed.

***“I am better able to accept other people...”***

The mother of a 12-year old son with Aspergers wrote: “I have had to really step up and become an advocate for my son. Before I would follow along with what people, like teachers, would say is best for my son. But after all the homework I’ve done on Aspergers (books, conferences, etc.), I realized that the parents are the only ones who know what’s best for their children. You have to follow your gut instinct.”

*More Compassion and Less Judgment of Others*

Another frequent response was that having a child with ASD helped parents become less judgmental and more accepting in how they interact with others. The mother of a 4-year old boy with PDD-NOS explained that she felt more understanding of the difficult behaviors of other children when she wrote “I have learned to not be as judgmental when I see or witness other children. I find myself saying things like ‘we don’t know the situation’ and even wanted to reach out to the parents when we see them struggling with their children.”

And being less judgmental wasn’t just about being more understanding about disruptive behaviors, but also about being more accepting of peoples’ overall differences. For example, the mother of a 6-year old son with ASD wrote: “I think I better understand other people, and sometimes myself. I don’t think that the kid in the grocery store is being a brat. I don’t think that the clerk at the hardware store is odd or quirky. I am better able to accept other people for the way they are, be-

cause I know the way they react to the world around them is unique. And so is my son’s. This is a neurological reaction, something completely out of the hands of the person experiencing it. I think everyone has an element of autism. Something about them that is different.”

*Greater Appreciation for Life*

Some of the most inspirational accounts from parents related to a feeling that autism had helped them become more appreciative of their lives and influenced them to focus on what was working well rather than dwelling on what was not.

For example, the mother of a 4-year old son with PDD-NOS wrote:

“I feel that I have learned to love with such deep emotion that little things in life seem like huge things. I have learned to embrace his disability and treat it as a blessing instead of a curse.”

Another mother of a 5-year old son with ASD echoes this sentiment when she explains “I have realized that life is too short to sweat the small things. The little things don’t matter. Everyone pictures themselves having this perfect child that doesn’t have any problems. My son has changed my life. I have learned to appreciate the things that I have and to realize that even though my son has a disability, I am still fortunate. My son’s condition is not life-threatening, there are many parents that cannot say the same thing. I have a son who loves me, even though he might not say it, he loves to hug and kiss me and that makes every minute of therapy worth it.”

***Results of the parent surveys helped Kelly Gatzke and Bret Shaw design RelateNow.***

## Ask Judy

## A picture is worth a thousand words

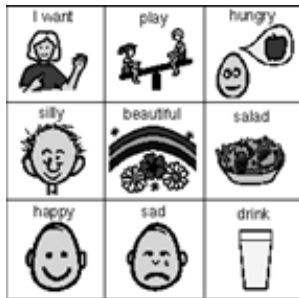
Dear Judy,

When dealing with children on the spectrum it seems that they are sometimes *purposefully disobedient*. An example of this is when the rule is “Don’t kick.” The child looks right at me, sometimes even repeating “Don’t kick,” and then kicks me! I find this kind of behavior inexcusable and would like some ideas on how to deal with it.

No Name Please, Madison

Dear Madison Resident,

While I cannot answer why a specific child exhibits a particular behavior, I can make a pretty good guess about this one! The style of thinking for most of us on the spectrum is very literal and concrete and we tend to think in pictures. Our behaviors are often a result of our style of visual thinking.



Thinking in pictures means that our brains automatically turn the words we hear into pictures that we can see in our minds. When we hear words that have *no visual representation* it is easy to disregard them, not processing them at all.

For example, no mental picture pops up automatically for the word “don’t.” However, a picture pops up for immediately for “kick.” When the picture that pops up is an action picture, people on the spectrum tend to engage in the action, sometimes automatically! This especially tends to happen with younger children as they have not had enough years of life experience to figure this out for themselves.

I recently worked with an echolalic youngster who exhibited this response. She was given a verbal choice to “stay on the playground” or “go back into the school.” Her echolalic response meant that she said the last word she heard, which was “school.” As soon as she repeated the word, her body went into action. She jumped off the swing and went into the school. When she got to the door of her classroom she had a meltdown. Those around her believed the meltdown came from out of the blue. What had happened was that the little girl’s true choice was not “school,” but that was her echolalic response. Once she uttered the word her body betrayed her, being propelled into action by the word she had echoed.

Once her body completed the action, she was able to protest and quite promptly did so with her meltdown! When picture choices replaced verbal choices the little girl had less meltdown behavior.

I use this example to illustrate the fact that when some of us say or hear action words our bodies respond automatically by engaging in the action. As an adult, I am able to inhibit my body’s response and not engage in the action. However, my body always automatically shifts into gear when I hear action words. This causes me to be in a constant state of alert when I am in public.

There are a few things you might consider. The first is to tell your student what behavior you want from him rather than what you don’t want. “Still feet” rather than “no kicking” may work much better in achieving the desired behavior. But because many rules include the word “no” or “don’t,” you can help a child on the spectrum by providing a visual support.

Start with the universal “no” symbol—the red circle with the slash through it. Many places display “No Smoking” signs, so that could be a familiar place to start. Show the No Smoking sign as is and then show the picture without the red universal no sign on it. Make a two layered picture using transparency films: smoking cigarette is one layer and the red universal no symbol is another layer. This allows the student to see how this symbol is put onto the picture.



Once your student understands the concept, you can play some fun games. Make transparency pictures of other activities. Let the student use the symbol to choose activities he/she does not want to do. With practice, your student will internalize the symbol. When the student hears the word “no” or “don’t,” the universal “NO” symbol with its meaning can pop up and be put over the picture, thus allowing your student’s body to respond in congruence with the request more easily.

I hope my explanation helps you understand students on the spectrum better. For the most part, they behave the best that they can given their styles of thinking and life experience thus far. You can help your students by giving them visual supports for abstract concepts. For students on the spectrum, a picture is truly worth a thousand words!

Sincerely, Judy Endow

### Book Review: *Making Lemonade*, by Judy Endow, MSW

Reviewed by Molly Immendorf

It is hard for me to believe that it was only a little more than a year ago that I met Judy Endow for the first time. Since then, she has become my dear friend and wise counselor to many in the Madison area (and beyond). *Making Lemonade* is Judy's first published work. It is written in poetic form with elegantly simple illustrations by Ben Avrill.

Written for "autism's helpers," there are many practical solutions for supporting and understanding people on the spectrum. For neuro-typical "world people," this book takes us inside autism, helping us understand the logical reasoning of seemingly odd behavior. For example, Judy explains why someone on the spectrum may clap when an ambulance goes by:

she hated            loud sounds  
and had learned    from watching            at the parade

that            when loud noises come            and  
people clap  
                  the loud noises            will stop or go away

so            a few days later  
                  when a loud            ambulance siren  
                  was on the street            by her school

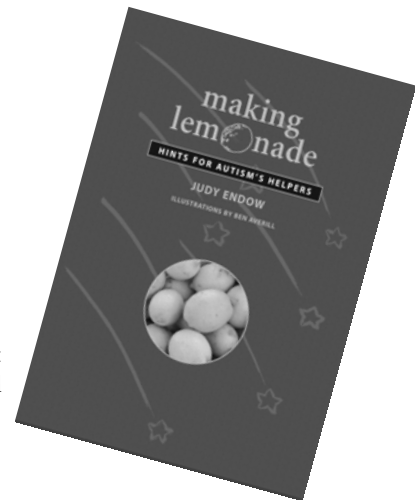
                  she clapped            in order to            make  
it stop  
                  and it did            even though  
                  she had to clap a long time

This book is drawn from Judy's own life experiences as a person on the spectrum, parent of a child on the spectrum, and from years of experience as a school consultant specializing in supporting children on the autism spectrum. She has a unique way of conveying the challenges of autism from both the perspective of someone on the spectrum and as a person who supports and loves individuals with ASD.

*Making Lemonade* is filled with explanations of typical spectrum behaviors including processing delays, sensory differences, the need for deep pressure (squishing), visual thinking, rule creation, literal thinking, and explosive behavior.

Through understanding why people on the spectrum behave in certain ways, we can adjust our judgments and expectations. This is the book to help us all do just that. This book is a "must read" for parents, teachers, relatives, and anyone else who is an "autism helper."

Judy will be presenting at the Autism Society of Wisconsin Annual Conference April 27–29, 2006. Published by Cambridge Review Press, *Making Lemonade* will be available for sale at the conference and online at



<http://makinglemonadestore.com>

## Yes, You Can Homeschool!

by **Donna Glick**

My son Daniel is 8 years old and he was diagnosed at 5 with Pervasive Development Disorder (PDD).



### *Donna and Daniel*

I chose to home school because I felt like it was a better choice for us. It was something that I considered even before we learned of Daniel's diagnosis. I like being able to offer Daniel one-on-one education and also a religious education. I can also build more occupational, speech, and physical therapy into Daniel's daily education.

A wonderful team of speech, occupational, and physical therapists help me meet the challenge of home schooling.

I learned a lot about parenting a child with special needs from my own parents, and I am grateful to them for the example they set. My sister Jane has a learning disability, so I grew up with an awareness of her special needs and those of children like her.

### *Sensory integration activities*

Our daily routine starts by working on Daniel's sensory issues. If we don't work on sensory integration first,

Daniel is like a light bulb that is turned off—literally, in the dark.

To meet his sensory needs, we use a therapy ball, trampoline, deep pressure activities, texture activities, puzzles, theraputty, blowing bubbles, and silly foam.

### *Strategies for learning to write letters and numbers*

With Daniel, I've found it useful to teach writing letters and numbers by connecting dots. This helps him to form the letter or number and build up his "muscle memory."

I will ask Daniel to trace the figure with his eyes closed so he builds up a mental image of the letter or number along with his muscle memory.

As recommended by one of Daniel's occupational therapists, we started with upper case letters first, which were easier for Daniel to learn. Then we tackled the lower case letters. Daniel

***I use all of Temple Grandin's videos and have learned a lot from her.***

has now mastered all of the letters and numbers.

### *Visual supports*

Like many children on the spectrum, Daniel is a visual learner. I use all of Temple Grandin's videos and have learned a lot from her. I have used visual tools to teach receptive and expressive language skills. One tool that has worked for us is BINGO, to learn to ask and answer questions. I've used autism and PDD picture stories and language activities by Patricia Snair Koski, a speech pathologist.

### *Other effective strategies*

I use visual learning materials to teach colors, the alphabet, math concepts, addition and subtraction, reading, counting, identifying numbers in and

out of sequence, and how to identify letters sounds.

Stencils, stencil paint brushes, and easel chart paper are great tools for creating visual art learning fun for Daniel. Using visual art tools, you can teach months of the year, days of the week, and number words. I've used stencils to teach Daniel addition and subtraction as well as calendar concepts.

### *Phonics and language skills*

Right now I'm using ABEKA readers and videos to teach reading and phonemic awareness. Like a lot of kids on the spectrum, Daniel has trouble with pronouns. We've been using occupational pictures to help Daniel master his pronouns.

### *Daniel's progress*

I was originally told that Daniel would never read or write. But with the focused attention I have been able to give him at home, he has made tremendous progress. Not only is he reading and writing—he's also learning fractions!

I've learned to never underestimate my child's learning abilities. By focusing on his ability, rather than his disability, I've been able to target our home schooling to his interests.

I am proud of my son. Watching him learn more everyday, I am also proud of myself. I was not trained as an educator, but I am teaching him effectively.

I would be glad to share more information with any other parents who are interested in homeschooling. This is my love and my passion.

***Contact Donna Glick at (920) 296-9308 to learn more about her homeschooling strategies.***

## Information on home schooling in Wisconsin

***If you would like to find out more about home schooling, go to:***

***<http://dpi.wi.gov/sms/homeb.html>***

***Following is selected information from the site:***

### ***What is home-based private education?***

Under Wisconsin Statute 118.15(4), a parent or guardian has the right to select a home-based private educational program (HBPEP) for her or his child or children, in order to comply with the compulsory school attendance law. This option is commonly referred to as homeschooling. If the HBPEP option is chosen, the parent or guardian is required to complete form PI-1206 and submit it to the Department of Public Instruction (DPI). The statutes contain no express authority for any agency or school district to monitor homebased private educational programs or to verify hours of instruction of sequential curriculum.

### ***How would a person wishing to provide a home-based private educational program obtain the registration form?***

Anyone wishing to provide a home-based private educational program should request the registration form PI-1206 from the Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841 or call (608) 266-5761 or 1-888-245-2732, ext. 1 and leave a message stating the name and address where you wish to have the form sent.

### ***Other resources for information on home schooling:***

The Wisconsin Parents Association, P.O. Box 2502, Madison, WI 53701-2502, voice mail (608) 283-3131, or on the Internet at

[www.homeschooling-wpa.org/](http://www.homeschooling-wpa.org/);

and Wisconsin Christian Home Educators Association, 2307 Carmel Avenue, Racine, WI 53405, voice mail (262) 637-5127, or on the Internet at [www.wisconsinchea.com](http://www.wisconsinchea.com).



### ***To find out more about homeschooling in the United States:***

<http://nces.ed.gov/pubs2006/homeschool/parentsreasons.asp>

A report prepared by The Institute of Educational Sciences, U.S. Department of Education, National Center for Education Statistics.



### ***A few books that Donna Glick has found especially helpful in creating Daniel's home schooling program include:***

- *Raising a Sensory Smart Child: The Definitive Handbook for Helping Your Child with Sensory Integration Issues* by Lindsey Biel and Nancy Peske
  - *1001 Great Ideas for Teaching and Raising Children with Autism Spectrum Disorders* by Veronica Zysk and Ellen Notbohm
  - *Building Bridges through Sensory Integration*, by Ellen Yack, Shirley Sutton, and Paul Aquilla
  - *Ready to Use Fine Motor Skills & Handwriting Activities for Young Children*, by Joanne M. Landy, Keith R. Burridge, and Joanne M. Landy
  - *Fine Motor Skills and Handwriting Activities for Young Children* by Joan M. Landry.
- Other products Donna has used include:
- *Say and Do Grammar Game Boards Fun Sheets*
  - *50 Quick Play Grammar Games*
  - *Mastering Auditory Sequencing*
  - *Autism and PDD Basic Questions, Say and Do game boards*
  - *Gram Cracker* (a grammar game)
  - *Jack Jungles* (a concept game)

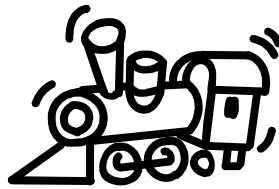
## Spring workshops and special events

**“How to Stop a Runaway Train”  
and Annual ASGM Board Meeting/  
Elections April 18, 7–9 p.m.**

**Midvale Community Lutheran  
Church, 4329 Tokay Boulevard,  
Madison Free child care.**

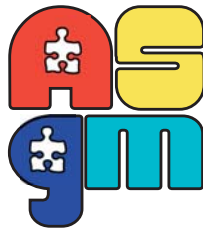
Judy Endow, MSW, has a unique insight and great ability to communicate information about what works in dealing with autism issues.

This presentation uses the visual concept of linking train cars to describe effective strategies for derailing meltdowns. Judy will also discuss things that speed up the runaway train and make meltdowns worse.



In addition to the presentation, you are welcome to attend the annual board meeting. The meeting and presentation are free and open for anyone to attend. ASGM members are eligible to vote for Board officers and members at this meeting.

**Discovering Autism Spectrum Disorders: a Class for Parents of Newly Diagnosed Children (Autism 101), Sunday, May 21, 1-4 p.m. Midvale Community Lutheran Church, first floor library, 4329 Tokay Boulevard, Madison Free child care.** Dr. Glenis Benson will present an overview of ASD. Molly Immendorf, ASGM president, and Judy Endow, ASGM board member, will also be present to discuss parenting issues and ASGM. For information, call (608) 213-8519.



**Autism Society of Wisconsin  
2006 Annual Conference  
April 27–29, 2006  
Four Points Sheraton,  
Milwaukee Airport**



Again this year ASW offers an exciting annual conference program and inspiring keynote speakers:

**Jerry Newport**, author of *Your Life is Not a Label: A Guide to Living Fully with Autism and Asperger's Syndrome*

**Brenda Smith-Myles**, author of *Asperger Syndrome and Adolescence: Practical Solutions for School Success*, which won the Autism Society of America's award for Outstanding Literary Work.

**James Williams**, a 17-year old on the autism spectrum and co-author of *The Self-Help Guide for Special Kids and Their Parents* and *Out to Get Jack*.

**Liane Willey**, a professor of education who also has Asperger Syndrome, is a frequent speaker on “Aspie” issues.

ASGM Board Members **Christine Breunig, Judy Endow, and Tina Iyama** will also be presenting breakout sessions at the conference.

**For more information on the  
ASW 2006 conference,  
visit:**

**<http://www.asw4autism.org/>**

## Calendar of events April–June

### April

**11 Identifying Aspergers and High-functioning Autism,** Glenis Benson, PhD, Doyle Administration Building, Room 100A, 545 W. Dayton St., Madison, 4–6 p.m.

Madison Metropolitan School District’s Department of Educational Services is pleased to present a new series on autism. The series will explore the lives and educational experiences of students and adults with autism from five unique perspectives. Presentations are open to school staff as well as community members. Participants may attend the entire series or individual sessions. Register at: [www.madison.k12.wi.us/educserv/autism](http://www.madison.k12.wi.us/educserv/autism)

**18 ASGM How to Stop a Runaway Train & Annual Board Meeting/Elections. Madison. (Details p.10)**

**19 Connecting to Children through HipHop Music**  
Lisa Hoeme, Director of Educational Partnerships, Integrated Development Services, and Nan Negri, PhD, LaFollette High School, Staff Lounge, 4–6 p.m.  
Register at: [www.madison.k12.wi.us/educserv/autism](http://www.madison.k12.wi.us/educserv/autism)

**27–29 Autism Society of Wisconsin Annual Conference, Milwaukee (Details p.10)**

### MAY

**4-5 Circles of Life Conference, Stevens Point Country Springs Hotel (formerly Holiday Inn), Stevens Point, WI. Wisconsin’s Annual Conference for Families of Children with Disabilities and the Professionals Who Support Them.** For information, call (608) 266-8276 or visit [www.wfv.org/circle](http://www.wfv.org/circle)

**13 ASGM Family Get-together, PumpItUp, Madison, 2911 Marketplace Dr. (in Fitchburg, near Breakaway Soccer and Pinnacle Health Club), Sat. May 13, 2006; 8:45 –11:15 ASGM Members: \$5 per child (parents/adult support person can play for free); Non-Members: \$10 per child (parents/adult support person can play for free). Space is limited. Pre-registration required: call (608) 213-8519 or email [autismmadison@gmail.com](mailto:autismmadison@gmail.com) (See details on page 3.)**

**16 ASGM Parent Support Group meets from 7-9 p.m.** in the first floor library of the Midvale Community Lutheran Church, 4329 Tokay Blvd., (corner of Midvale and Tokay), Madison. Free child care. For information, call (608) 213-8519.

**21 ASGM Discovering Autism Spectrum Disorders: a Class for Parents of Newly Diagnosed Children (Autism 101), 1-4 p.m.,** first floor library at Midvale Community Lutheran Church, corner of Midvale and Tokay, Madison. Free child care. Presentation by Dr. Glenis Benson, PhD.

### June

**20 ASGM Transitions Workshop, 7:00–9:00 p.m.,** details available soon. Midvale Community Lutheran Church, 4329 Tokay Blvd., (corner of Midvale and Tokay), Madison. Free child care. For information, call (608) 213-8519.

*For a more complete list of events, visit [www.autismmadison.org](http://www.autismmadison.org)*

### April 2006

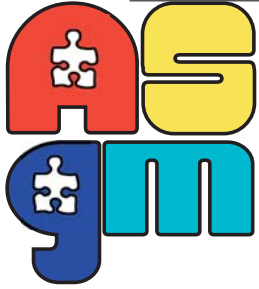
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### June 2006

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*The local voice of autism*  
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## ASGM Chapter Membership Form: Join or Renew Today!

Use this form to join, renew your membership, make a donation, or tell us of an address change.

Send this form and your check made out to Autism Society of Greater Madison, 2935 S. Fish Hatchery Rd., #101, Madison, WI 53711. For information on membership and meetings, call (608) 213-8519.

Name: \_\_\_\_\_

Street/City/State/Zip: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Member Categories (check all that apply): \_\_\_New \_\_\_Renewal \_\_\_Address Change

Membership type:  Individual  Family  Student

\_\_\_ Individual \$42/year (includes local, state, national)

\_\_\_ Family \$55/year (includes local, state, national)

\_\_\_ Student \$27.50/year (includes local, state, national)

\_\_\_ \$12.00 ASW and Madison Chapter Dues (for those who've already paid ASA dues only!)

\_\_\_ Tax Deductible Contribution \$\_\_\_\_\_ Thank you!

\_\_\_ \$5.00 to help defray the cost of the ASGM quarterly newsletter.

\$\_\_\_\_\_ Total Enclosed