

Fall/Winter 2006

Volume 11,  
Issue 2



# MONARCH INCLUSION CORNER



## Organizational Skills and ASD

Students with ASD face many challenges in inclusive classrooms over the years spent in our schools. One of the areas that increase in difficulty as the student ages through school is their ability to organize their daily assignments and materials to the satisfaction of the teachers and parents. In elementary schools, teachers recognize that the small child needs numerous reminders and prompts to take their books home, pack up their belongings, check that they have the note to take home to mom and dad for the field trip on next Thursday, to remember to put their un-eaten snacks back in their lunch sacks to go home, etc. But as the student grows older and enters middle school, they are now expected to remember all of these details themselves, and they are told that they can only blame themselves if they receive failing grades because their memory lagged. By high school, students are provided with few to no extra reminders of what to take home, to bring extra pencils to class, to have notepaper to write on, and to know that their assignments are due no later than a week from today and that they were to research a topic on the Internet for tomorrow's discussion. Also, by high school, the sheer number of everyday details that must be remembered and acted upon has magnified in number and is extremely daunting for all students. Tolerance levels for mis-steps in the area of organizational skills in the upper grades and consequences for failure to perform well in these areas can be severe and inflexible.

Enter into this mix, the student with ASD. Inherent in this disability is a need for instruction in organizational skills. This need is recognized across the broad spectrum of ASD – from those with the most severe profile, to those who have mild characteristics, and across the age-span – from elementary school to high school. Many to most with this disorder do not understand, nor do they have the ability to remember without help, all the finer details of school life which mean so much to others, and so little to them. This problem area goes to the heart of executive functioning and processing of information that is received from a variety of sources – from past experiences (the knowledge of the school routines and what rules govern them), present circumstances (sitting in class and being told what assignments the students need to do), and the future (what they need to take home at the end of the day, what assignments to do that evening or over the course of the week, and when to hand the assignment in). Students with ASD process information differently, through different portions of their brain, mixing the

### Contributors to this issue

- Sheila Wagner
- Katie Rogers
- Alison McKay
- Kristi Kelley

### INSIDE THIS ISSUE:

Organizational Skills and ASD	1-2
Ask an Aspie	3
How to help with ...Higher Order Thinking Skills	4-5
Research Around the World	6-7
Book Reviews	8
Website Review: The Google Literacy Project	9
Can We Help? Advertisements	10-11

(continued from previous page...)

past, present and future together, but often coming up with very different results or putting the wrong information together entirely. Thus, we have students with this disorder struggling to select what they judge is the right mix of information to come up with the results that the teacher wants. Whether they understand why the teacher needs it this way or not, is up for question.

Teachers can become quite confused and frustrated when they are presented with a student that appears – from test results at least, to have a very high potential, and yet they fail to turn in papers, don't understand why they needed to take certain papers home, never complete homework and offer no real excuse for why they failed to perform to the class standards. They watch the student ball up papers and shove them in their backpacks, knowing that the parent will very likely, never see it at all. So what is to be done for this student?

First and foremost, teachers need to understand that this problem with organizational skills is very real – the student is NOT just being lazy, but that the methods of his or her information problem solving does not attribute importance to the same



areas that neurotypicals do. They will need those reminders, check-lists and prompts to make sure they have what they need for the upcoming assignments, grades and events. This is not a 'fake' disability, but a real

challenge to the learning process for these students. Lack of organizational skills is one area that poses great frustration for the teacher and leads to quick decisions that this student is "just being bad or manipulative". Negative opinions form regarding the student over these issues which are unwarranted and unfair. Teachers need

to remember that this is an area for *instruction*, not *blame*. Issues regarding poor organizational skills can quickly escalate to crisis levels, forcing student grades to fall and parents to become upset and angry at school systems and procedural decisions. It is hoped that teachers will have a better understanding of this disorder through training and resources, to target instructional methods to help the student through the myriad avenues of organizing their materials and assignments in school. Ways to help them can be:

- Incentive plans to help remember tasks
- Color coding folders for each class
- Use of stamps that highlight what should be taken home
- Self-monitoring systems to rate their performance
- Flexible dates for completion (where possible)
- Use of rubrics for grading of organizational skills
- Check lists
- Emailing assignments home
- Peer helpers to assure the correct materials and assignments are gathered
- Teacher signatures when tasks handed in
- Instructing the student as to *why* it is important to have materials ready
- Social stories to clarify understanding

These are just a few methods that can actually teach the student to perform at a higher level in regards to organizational skills. Students with ASD *can* learn to follow the classroom routines and turn in their accomplished work on time, when this area is viewed as a part of the disability – and not as a question of laziness or manipulation.

~SW



# Ask an Aspie...

**H**i! My name is Katie Rogers. I have been working with the Monarch Program here at the Emory Autism Center since October 2003. Part of my enjoyment from working here is seeing the different ways to help a person with autism. This is interesting to me since I have Asperger's Syndrome. I received my diagnosis seven years ago. Since then, I have been trying to find out as much information as possible about Asperger's Syndrome. With the knowledge that I have attained, I will be presenting a small advice column to the Inclusion Corner. Answering one or two questions to the best of my ability, I hope to present information to readers helping them understand how a person with Autism/Asperger's deals with daily life issues.

If you would like to submit a question for the "Ask an Aspie" Column, please send an email to Kristi Kelley at [klkelle@emory.edu](mailto:klkelle@emory.edu). Questions will be reviewed by the Monarch Program staff and 2-3 questions selected for the column for each issue of the newsletter.

I look forward to hearing from you!

## "What strategies did the teachers use to help you better understand abstract concepts?"

Abstract Concepts were one of the most difficult areas of my academic life. I especially had difficulties with word problems and memorizations of formulas in math classes. When it came to basic addition, subtraction, multiplication tables, and division, I did well. Then you throw in tricky wording to go along with these basic skills, and that is where I would get lost in the classroom. I found over time that teachers would use different methods for explanations to help me succeed in dealing with this.

In Elementary school, math word problems were troublesome to me. I tend to learn visually, and I would read these word problems and take them literally. (Sometimes, wording would be changed around to throw me off.) Back then, I found that teachers would take time and exert patience multiple times to explain word problems. I also had teachers who would use pictures or actual classroom items in explanations. This helped me to be comfortable with doing this work.

High School was another story. With one exception, the majority of my teachers were not good explainers and seemed to exhibit little patience for students (like myself) who did not understand concepts right away. I was lucky in my Algebra II class to have a teacher who was not only patient, but a very good explainer. The environment in the classroom was very pleasant and she used an interesting method to help understand and comprehend difficult problems and formulas. She created song lyric sheets to help in understanding formulas. (These would be based from basic nursery rhymes.) To this day, I can still remember some of the lyrics.

For a student with Autism/Asperger's who struggles with abstract concepts (for example, Math), there are a few things that can aid in improvement. Make sure that the student has a comfortable classroom environment. The teacher should have patience for multiple explanations and flexibility for adjustments to work with a child's learning style. Also, please keep in my mind that all school-age children who have Autism/Asperger's are not the same, and learning strategies should be kept flexible to deal with changes.

## "How did you prevent bullying in Middle School?"

Personally, I feel that bullying is not 100% preventable. So much change goes on in this time of a child's life. Change is not something that a child with autism usually deals with well. I tended to deal with some "emotional" bullying. I would get picked on by kids for a variety of reasons. Some causes for me being bullied include not being comfortable in my own skin and uncertainty with navigating through the world of social cliques.

At age 12, I experienced a big growth spurt (where I grew six inches in height in about two months time). Being taller than most of my classmates was enough fodder for teasing from shorter kids. (Who seemed to pick up on me not being comfortable with these changes). Middle school aged children also seem to have restricted interests (materialistic items, popular culture, and dating). My interests slightly differed. Even though I was interested in popular culture, I also enjoyed keeping up with current events and anything to do with travel (TV shows, books, etc.). Cliques were the number one thing that bothered me at this time of my life. I felt that it was wrong for people to form groups and purposely exclude others. My solution for dealing with cliques was to keep to myself and be friends with people from different cliques.

I feel that it is important for teachers to be cognizant of their environment in order to recognize who is being bullied and who is doing it. This is the #1 way to aid in prevention of bullying. Autistic children in middle school would benefit too from preparation/explanation in dealing with this environment. Preparation could come from fellow students or a child's family with going over potential situations that they may face.

These people should also take the time to explain why certain events have certain outcomes (in order to prevent a repeat occurrence). Most important is for an autistic child in middle school to have an environment in school that is comfortable for them to participate and not experience a form of bullying.

~ KR

# How to Help With... Higher Order Thinking Skills

In today's increasingly complex and competitive world, it is becoming more and more crucial for individuals to use higher order thinking skills (i.e. to see the relationships between information, to solve problems, to predict outcomes, and to be creative). Benjamin Bloom created a method for categorizing higher order thinking skills. There are 6 main categories including:

- Knowledge: the recall of previously learned material. "I know..."
- Comprehension: the ability to grasp meaning. "I understand..."
- Application: The application of knowledge to a situation. "I can use \_\_\_ to..."
- Analysis: The breaking down of information into component parts. "I can see the relationship between..."
- Synthesis: The ability to formulate a new idea. "I can create..."
- Evaluation: The ability to assess the value of something. "I can judge..."



Analysis, synthesis, and evaluation are considered to be Higher-Order Thinking Skills.

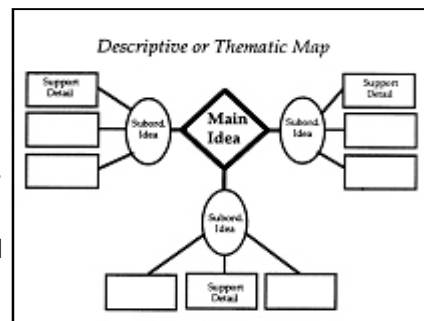
Research has shown that instruction in thinking skills can make a positive difference in achievement levels of students. This is especially important in working with students with Autism Spectrum Disorders (ASD) as they often have difficulty with these skills.

There are a number of strategies, curricula, and programs available for expanding higher order thinking skills. Following are a few favorites along with some practical applications.

**Skill: Study skills such as paraphrasing, outlining, developing cognitive maps and using organizers.**

Strategies/practical uses:

- Use graphic organizers to teach students how to organize and categorize information.
- Use note cards to help students rearrange and sort information and ideas.
- Color code information that is related to provide a visual cue for organization.
- Place a notes page next to the text. Then have students paraphrase each paragraph, section or chapter using this formatted page. Students may need to be taught initially how to identify the key information in a sentence, paragraph, or section. This can even be used with fictional works to summarize paragraphs, pages, or chapters. A space can also be provided to allow students to make prediction about what might happen next.



**Skill: Creative thinking such as generating many ideas, shifting perspectives easily, conceiving of something new, and building on other ideas.**

Strategies/practical uses:

- Allow opportunities for creation and building by using hands-on manipulatives such as clay, blocks, legos, construction paper, etc.
- Comic Strip Conversations (Carol Grey) can be helpful in teaching perspective taking.



(continued on next page...)

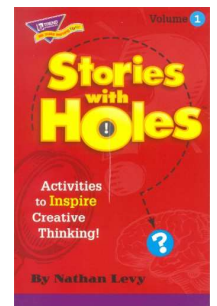
(continued from previous page...)

- Use group brain-storming sessions for students to share ideas and build on others' ideas. A story expansion exercise can be helpful in training early skills of creative thinking. Each student would begin a story by writing 2 sentences identifying one part of the story such as the scene or the main characters. Then everyone passes their story to the next person who reads the first two lines and adds two more lines. The story would continue to be passed along with each person adding a particular component such as state a action that the character did, state the effect of the action on others or the situation, etc. until you reach the conclusion of the story.
- Another activity that can be more elementary is to create a character. A piece of paper is folded into three parts. The first person draws the top of the head of the character, the next person would draw the body or torso and the last person the legs and feet. The three students can then collectively name the character and develop a story for the character.

**Skill: Critical thinking such as determining the accuracy of something, seeking reasons and alternatives, and logical and analytical thinking.**

Strategies/practical uses:

- Do experiments and activities that have multiple steps. Use flow-charts to visually display steps or the progression of changes in the experiment. For example, if you add a certain ingredient at one point you get one out come. If you add the same ingredient at another point you get a different outcome.
- Games like "Guess Who" and "Clue" teach the use of elimination to draw reasonable conclusions. You can also use current events to examine information and have students come up with a theory that they can support with evidence.
- Choose your own adventure stories can also teach children how different choices can lead to different outcomes.
- Nathan Levy's "Stories with Holes" can be used to help students practice problem-solving and analysis.



These are just a few ideas and examples of strategies for expanding students Higher-Order Thinking Skills. Please check out some of the web resources listed below for more information. ~AM

Web Resources:

<http://www.selu.edu/Academics/Education/TEC/think.htm> - Applications for the Classroom

[http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session\\_Stamp=&LPID=50082](http://www.glc.k12.ga.us/BuilderV03/lptools/lpshared/lpdisplay.asp?Session_Stamp=&LPID=50082) – Higher Order Thinking Example Exercise for Math

<http://www.stedwards.edu/cte/resources/bwheel.htm> - Task-Oriented Question Construction Wheel Based on Bloom's Taxonomy

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> - Brief Summary of Bloom's Taxonomy

<http://www.nwlink.com/~donclark/hrd/bloom.html> - More In Depth Explanation of Bloom's Taxonomy

<http://www.glc.k12.ga.us/pandp/critthink/homepg.htm> - GA Critical Thinking Skills Program

<http://www.nwrel.org/scpd/sirs/6/cu11.html> - Article: "Teaching Thinking Skills"

<http://www.sasked.gov.sk.ca/docs/policy/cels/el4.html> - Article: "Critical and Creative Thinking"

<http://eduscapes.com/tap/topic69.htm> - Lots of Links to helpful info

<http://www.hope.edu/academic/education/cherup/225/docs/Blooms.ppt#256,1,Bloom's Taxonomy> - Powerpoint Presentation for Bloom's Taxonomy



# Around

## AUTISTIC SPECTRUM DISORDERS AND PRIMARY-SECONDARY TRANSITION

# Research

*Transitioning from Elementary to Secondary school is a topic of concern for many in the field of Autism Spectrum Disorders (ASD). Transitions can be difficult for any child, but given the characteristics of ASD, transition can be even more challenging for this population of students, as well as parents and professionals who provide support for them. The following article summary discusses a unique perspective on this topic from research out of Scotland. While most research in the past has focused on the perspective of professionals, this research was centered on the perspectives of children with ASD experiencing a transition phase, and their parents. The research presented offers great insight into the positive and negative aspects of transition, and provides suggestions for ways to improve the experience for everyone involved. These observations and suggestions could easily be applied to transition processes in the United States as well. I hope you enjoy the segment. ~ KK*

**T**ransition from elementary to secondary school is often a time of concern for educators, parents, and students as well. Ensuring that students are continuing to progress in different settings, and with different curricular and social demands, can be challenging for everyone involved in the transition process. These challenges often become more complex for children with ASD, and regularly require additional supports to be in place.

According to previous research out of Scotland, there is evidence of a decline in performance by some children with special needs after they transition from elementary to secondary school. Some children were achieving less after the end of their first year in secondary school than they were at the end of their last year in elementary school. Furthermore, some special needs children who had been making considerable gains in certain skills in elementary school showed losses in those same skills when the students transitioned into secondary school. In addition to a deficit in their academic performance, some students also reported viewing themselves more negatively once

transitioning, and expressed an increased need for friendship. While this is the case in several research findings, a number of studies also showed that some students perceived transitioning as an exciting time, awaiting the change with positive anticipation.

Contributing to the issues surrounding student transitions are the widely varying practices involved in the transition process from one system to another. One group of researchers found a variation in the methodology of the transition process that resulted in a lack of communication among necessary school personnel, repeated paperwork and contacting, and ultimately a failure in meeting certain specific needs of the special needs children undergoing the transition process. Due to the variation of methodology, the needs of the students were not being met, there was a break down in the communication between schools, and school personnel, parents, and students all faced unnecessary frustration. These findings and others reveal a great need for a systematic approach to the transition process, and show the negative affects of the current practices in the transition process for students, parents, and professionals alike.

In reviewing literature for this study, the researchers noted a gap in information pertaining to students with ASD. Therefore, the researchers sought to narrow the focus of "special needs students" and emphasize the perspectives of children with ASD and their parents for a more comprehensive study concerning the transition process for individuals with this particular disability. This study analyzed the perspective of five 12-13 year old male students with a diagnosis of ASD as they transitioned from elementary school into secondary school. Along with the perspective of the students, the children's parents and school professionals are also interviewed and their responses evaluated as well. The core content of the interview was derived from key issues identified in previous literature, as well as current research questions. The material was adapted to create a differentiated interview schedule for each type of subject being interviewed (student, parent, and professional), containing both closed and open

# the World

response elements. Responses were analyzed and recurring themes identified across all subjects.

## Students' Perspectives

The students' perspectives of their new schools were generally very positive. Each of the students, with the exception of one, had visited their new school at least once. A distinct theme among the student responses was that the students valued opportunities for practical participation in school activities during their visits. Concerns expressed by the students included the size of the new school (being bigger than their elementary school) and the new rules to learn. When asked how adults could help them in their transition to a new school, the majority of the students mentioned help to make them feel prepared. One student said he needed help making new friends.

## Perceptions of Parents and School Professionals

The evaluation of the transition process by parents was considerably lower than the evaluation of the secondary school teachers. Similarly, the school psychologists rated the transition process to be only slightly higher than the ratings of the parents. (Parent mean=2.75; Teacher mean=6.25, School Psychologist=3.40) Through the evaluation of the parent and professional responses, a number of problems were identified:

- Delay in placement decisions
- Exclusion from school created further problems
- Full range of provision and explained/understood
- Lack of communication between professionals
- Lack of consistency between local health provider agencies and education department priorities
- Insufficient provision for particular combinations of needs
- Lack of places in appropriate provision
- Lack of professional resource/time for supporting transition
- Case transfer between professionals at transition time

Of the reported results, one of the most highly reported problems with the transition process was the delay in the placement decision process. Factors identified as contributing to the placement delay all stemmed from the inconsistent processes involved in transitioning students between varying institutions. A lack of communication between professionals and between professionals and parents contributed to the delay as well. Based on these

findings, the idea of streamlining transition processes between schools was solidified. Both parents and school professionals agreed that a consistent, systematic transition procedure would be beneficial for everyone involved in the transition process, and that better use of currently available resources could also be beneficial as well.

Parents also consistently noted a problem with their children being excluded in the classroom after their transition period due to inadequate support for the child in his new setting. Some parents noted the increased emphasis placed on their child's academic skills and less or no emphasis placed on his social skills in the secondary school setting. This resulted in the child being excluded in the classroom because he did not have appropriate support to aid him in making social connections with his peers in the classroom. A suggestion for this problem was to allow for more collaboration between school professionals and teachers between the elementary and secondary schools. More in-depth collaboration could serve to make the student's new placement more beneficial for both the student and the teacher.

Finally, parents also consistently reported confusion concerning the services available and placement options available for their children. Parents requested more clearly defined options and the opportunity to openly communicate with school personnel concerning these options well in advance of the transition process.

Other suggestions for improved transition services are as follows:

- Elimination of delay in placement decisions
- Elimination of exclusions from classroom activities
- Timely, planned, long-term strategic decision-making concerning placement
- Better, faster, less formal, more realistic, reciprocal communication between all individuals involved in the transition process
- A full range of provision, with available vacancies, explained/understood by all individuals involved in the transition process, catering for combinations of needs rather than singular needs
- Professional resource/time available for supporting transitions effectively

Reviewed Article:

Jindal-Snape, D., Douglas, W., Topping, K., Kerr, C., & E. Smith. (2006). Autistic Spectrum Disorders and primary-secondary transition. *International Journal of Special Education*, 21 (2), 18-31.

# Book Reviews

We are excited to share with you two books that have been great resources to us at the Emory Autism Center. We hope you enjoy them and find them to be as helpful as we have.

## Ready-to-Use SOCIAL SKILLS LESSONS & ACTIVITIES for Grades 7-12

RUTH WELTMANN BEGUN, Editor  
The Society for Prevention of Violence

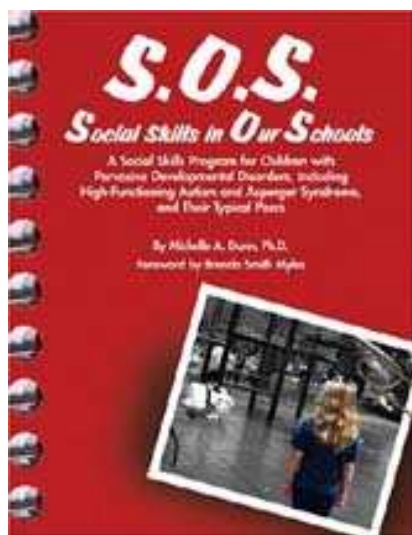


A ready-to-use curriculum based on real-life situations to help you build children's self-esteem, self-control, respect for the rights of others, and a sense of responsibility for one's own actions.

SOCIAL SKILLS CURRICULUM ACTIVITIES LIBRARY

Begun, Ruth Weltmann. (1996). Ready-to-use: Social Skills Lessons and Activities for Grades 7-12. San Francisco: Jose-Bass.

This book is the fourth in a series called "Social Skills Curriculum Activities Library". It is geared towards Middle to High School aged kids. At this age, many who are autistic have trouble grasping proper social etiquette. Not having this skill can lead to possible embarrassing situations and behavioral issues in classrooms and elsewhere. Over 50 lessons with related activities and worksheets are in this book. Lessons are broken down into basic skills: Listening, Conversing, Using Persuasion, Dealing with Feelings, Using Self-Rewards, Helping Others, Solving Conflicts with Peace, Self-Control, Keeping one's composure, Peer Pressure, Dealing with Failure, Accusations & Group Pressures, Problem-Solving, Setting Goals & Priorities, Gathering Information, Getting & Maintaining a Job, and Making Decisions. Worksheets in here consist of crossword puzzles, word finds, and short essays. Being able to communicate through written word might come easier for those who struggle using spoken word. -KR



Dunn, Michelle A., Ph. D. (2006). S.O.S.: Social Skills in our Schools. Shawnee Mission, Kansas: Autism/Asperger Publishing Company.

This book is specifically for children who are in Elementary School with PDD, High-Functioning Autism, or Asperger's Syndrome. Where the other book (above) gave worksheets and broke down specific areas to cover, this book slightly differs. Here, the author lists plans for teachers to follow and a gives a time line in which to follow. Handouts here are organizational tools. A "Personal Story Organizer" at a chapter's end is where a teacher can fill in a child's name, what event took place, the outcome, and improvements for the future. Topics covered here include: Social Skills Intervention Model for Schools, Implementation of a S.O.S. program, Classroom Curriculum, Pull-Out Lessons, Peer-Mentoring & Training, and Parent Training. The first book reviewed covers more material for an older audience. **S.O.S.** is more limited in material for a younger audience. However, both books are useful for their audiences. -KR

# Website Review: GLP

## Google Literacy Project

Google recently released a new website dedicated to literacy, pulling together its book, video, mapping and blogging services to

help teachers and educational organizations share reading resources. The site is complete with a book search, an extension of Google scholar, video features, an organization location service, a literacy specific blogger, and various discussion groups. While the primary target of this service is literacy as a whole, there are several valuable sources available on this site pertaining to reading instruction for individuals with special needs, specifically autism. On the book search page one can search for books related to a variety of literacy topics. Through the extension of Google Scholar, searches can be completed on literacy topics yielding results from peer-reviewed papers, theses, books, abstracts and articles, academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. The video site provides video segments from literacy groups, teachers and other educational programs around the world that explain and demonstrate their successful teaching approaches. One of the first video segments to be posted was a same-language subtitle project from India that uses Bollywood films to teach reading. In addition to this service, the Google Literacy Project also uses Google's mapping technology to help connect literacy groups to one another and provides a location service for those seeking reading resources. The Google Literacy Project truly seeks to create an online global community where literacy resources can be shared and services enhanced to provide a powerful source to combat global illiteracy. "We hope this site will serve as a bridge to even greater communication and access to important information about literacy problems – and solutions," said Nikesh Arora, vice president of Google's European operations. We recommend spending some time exploring this wonderful new resource! To visit the website, go to <http://www.google.com/literacy/>.

The Literacy Project [Deutsch | English](#)

Book Search

Scholar

Video

Maps

Blogger

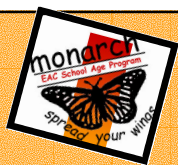
Groups

A resource for teachers, literacy organisations and anyone interested in reading and education, created in collaboration with LitCam, Google, and UNESCO's Institute for Lifelong Learning.

Find books, articles and videos about literacy, or start your own literacy or reading group!

Google LITCAM UNESCO United Nations Educational, Scientific, and Cultural Organisation UNESCO Institute for Lifelong Learning Institut de l'UNESCO pour l'apprentissage tout au long de la vie ©2006 Google

# Can We Help??



**MONARCH School Age Program**

## **ACADEMIC CLINIC**

**Grades K-12**



The MONARCH Program, a component of the Emory Autism Center at Emory University, is proud to offer an **Academic Clinic** that provides individualized instruction for students with ASD. Our clinic focuses on the following areas:



- **Math**
- **Written Expression**
- **Reading**
- **And More!!**



### **SESSIONS:**

The Academic Clinic provides individualized tutorial sessions conducted by MONARCH Program staff using proven strategies for educating students with Autism Spectrum Disorders. Sessions consist of one hour of one-on-one instructional time followed by an additional ten to fifteen minutes of parent consultation.



For more information, please contact the Academic Clinic at 404-727-8350.



## **Monarch**

**EAC School Age Program**

We offer a variety of helpful services:

- **Inclusion Project**
- **School Consultation Services:** onsite, individual student consultations
- **In-Clinic Services**
  - Goal Planning Meetings:** IEP Preparation
  - Student Assessment Meetings:** Social Skills and Adaptive Skills Assessments
- **Training:** Packages available for Teachers, Administrators and all other school personnel
- **Academic Clinic**

**One-on-one Tutoring**

**School Visits**

For More Information on services, please call the Monarch Program at **404-727-8350**.

The Monarch Program is:

Sheila Wagner, M.Ed. ~ Program Manager

Alison McKay, M. Ed.

Kristi Kelley

Katie Rogers



## **BRIDGES Family Program**



With an ABA Incidental Teaching approach, families identify goals and objectives for their children and then look at “natural” family routines and activities as optimal teaching times. The **BRIDGES** Family Program supports families in this quest by providing a broad array of options designed to coach families in learning ABA procedures through hands-on training. Areas addressed revolve around the teaching of language and communication, social skills, self-care skills, and leisure/play skills. Proactive behavioral support systems form the basis for all plans developed. The **BRIDGES** Family Program offers 1-week and 1-day intensive training, weekly in-clinic family training, “as needed” hands-on training or goal planning meetings, home/community based training, workshops, and support groups.

For further information please feel free to visit our website <http://www.psychiatry.emory.edu/PROGRAMS/autism/Family.html> or contact Charlie Coleman at 404-727-8350. We look forward to hearing from you.



### Volunteers Needed for a Neuroimaging Study

Adolescent and Young Adult volunteers are needed to participate in a study examining language in individuals with Autism.

To be eligible for study you must:

- Have a diagnosis of autism
- Be 10 to 21 years old
- Speaks using 2-word phrases

#### Description of study

Volunteers will be asked to:

- Participate in a brief language assessment
- Complete a brain scan while engaged in language tasks

Parents will also be interviewed

#### Time required

Approximately three hours

Monetary compensation will be provided (\$40-\$50)

For more information, please contact Dr. Sang Hee Kim, skim5@emory.edu 404-727-8350 at the Emory Autism Center.

This study is supervised by Dr. Opal Ousley, Ph. D. in the Department of Psychiatry and Behavioral Sciences, Emory University School of Medicine, 101 Woodruff Circle, Pierce Drive, Suite 4000, Georgia 30322

# Mark Your Calendar...

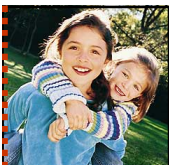


- Autism Spectrum Community Efforts and New Directions with Sean Barron Cumming, GA**  
 January 6, 2007  
 For more information visit [www.ascend-er.com](http://www.ascend-er.com)
- “Asperger’s and Autism- An Update on Understanding and Intervention”**  
 Dr. Ami Klin  
 Charlotte, NC  
 February 9, 2007  
 For more information please visit <http://www.neel.org>
- Toddler Time Workshop**  
 Emory Autism Center Bridges Family Program  
 Atlanta, GA—Emory Autism Center  
 February 16, 2007  
 For more information contact Amy Corbin @ 404-727-8350  
<http://www.psychiatry.emory.edu/PROGRAMS/autism/pdf-files/Toddler%20brochure2a.pdf>
- Home-School Collaboration Workshops**  
 Emory Autism Center Bridges Family Program  
 Atlanta, GA—Emory Autism Center  
 March 16, 2007  
 For more information contact Amy Corbin @ 404-727-8350  
<http://www.psychiatry.emory.edu/PROGRAMS/autism/pdf-files/Home%20School%20Collaboration%202006-7a.pdf>

## EAC Family Support

The Bridges Family Program offers several groups to address the unique concerns, needs, and unanswered questions to those who have a family member with an autism spectrum disorder.

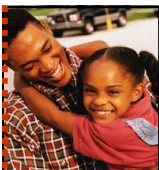
All groups meet the first Sunday of the month (2nd Sunday of the month if the first Sunday falls on a holiday weekend). For Dad’s Only also meets one evening each month. To RSVP or for more information call (404)727-8350.



### Sibling Support Groups

A support group series is available for siblings of individuals with an autism spectrum disorder.

- I am Special Too*—ages 6-12 years
- Afternoon at Emory*—ages 13-17 years



### For Dads Only

An additional support group series is available specifically for fathers of children with ASD. (For fathers of children 15 months—12 years of age)



### Grandparents Group

Finally, a support group series is offered specifically for grandparents of individuals with ASD.