



www.learninglinks.org.au

Information Sheet 27

Asperger's Syndrome

Educational Placements for Children with Asperger's Syndrome

by Professor Tony Attwood*

A child with Asperger's Syndrome does not have the behavioural and learning profile of a child with classic autism and schools or units for such children may not be an appropriate option.

First and foremost, the family and teacher need access to expertise in this area, as well as resources and programs for specific areas of concern.

A review of the research and range of resources available for people with autism has shown that the education of children requires expertise above anything else. The same is probably true for Asperger's Syndrome.

Individual members of relevant professional groups need to develop specialist knowledge in this area. For example, Education Departments can enable designated staff to acquire training and skills so that teachers can contact them for advice.

Queensland has advisory visiting teachers for children with Asperger's Syndrome. A designated specialist teacher can visit a classroom to observe the child and provide explanations, strategies, resources and in service training. Should distance be a problem then modern technology can be of assistance using video recordings and telephone conferences.

Parents can also help by providing information for the teacher from the Internet and specialist book publishers such as Future Horizons in the USA and Jessica Kingsley Publications in the United Kingdom.

It should also be recognised that although parents are not professional experts in Asperger's Syndrome, they are experts on their child, especially their developmental history, personality and the success or failure of previous strategies. This is invaluable information when planning and monitoring school programs.

Once a particular school gains experience and a reputation for successful programs, there is likely to be an increase in enrolments for similar children. Parents and professionals have an informal 'good school guide'.

Many of the remedial programs for children with Asperger's Syndrome require opportunities for one-to-one tuition and small group activities. These may require the services of a teacher's assistant allocated to a particular child.

Their role is crucial and complex but their main responsibilities are to:

- encourage the child to be sociable, flexible and cooperative when playing or working with other children;
- help the child to recognise social cues and learn the codes of social conduct;
- provide personal tuition on understanding and managing emotions – affective education;

- teach and practice friendship and team work skills;
- help the child to develop special interests as a means of improving motivation, talent and knowledge;
- implement a program to improve gross and fine motor skills;
- encourage understanding of the perspectives and thoughts of others using strategies designed to improve Theory of Mind skills;
- encourage conversation skills;
- provide remedial tuition for specific learning problems; and
- enable the child to cope with their auditory or sensory sensitivity.

The teacher's assistant applies a program designed by the teacher, parents and relevant therapists and specialists that addresses behavioural, emotional, cognitive, social, linguistic, motor and sensory abilities.

Education Departments often have limited budgets for a teacher's assistant and parents have in the past supplemented their hours by fundraising. It is also important that the assistant receives training in aspects of Asperger's Syndrome and access to knowledge and professional expertise.

A child with Asperger's Syndrome is most likely to be enrolled at a conventional rather than special school.

Learning Links is a non-profit charity assisting children who have difficulty learning and their families.

We raise funds to help children from birth to 18 years by offering a range of services including the following.

Early Childhood Services for children from birth to six years.

- Early childhood intervention and support for very young children.
- An inclusive preschool for children with and without special needs.
- An assessment and consultancy service for families who are concerned about their young child's development.
- Specialist early childhood teaching and therapy.

School Age Services for children from Kindergarten to Year 12 who have low support needs.

- Comprehensive assessments.
- Small group tuition and therapy.
- Occupational and speech therapy programs combining specialist education services and therapy.
- Outreach programs.
- The Ronald McDonald Learning Program for seriously ill children and the Reading for Life Program for children falling behind in their reading.

Family Services helping and supporting families and health professionals.

- Centre and home-based family counselling.
- Parenting Programs and groups for families.
- Case Management Services.

Professional Development for teachers and health professionals.

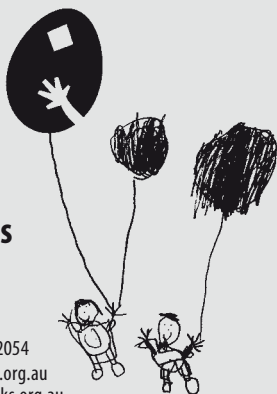
Presentations, workshops and advice on identifying and helping children with learning difficulties, learning disabilities and developmental delays.

Learning Links has branches in six Sydney locations at Peakhurst, Penshurst, Fairfield, Miller, Dee Why and Randwick. We also offer some services to children in country NSW, the ACT, Victoria and New Zealand. A complete list of branch locations and contact numbers is on the back cover.

Learning Links

Head Office

12-14 Pindari Road
Peakhurst NSW 2210
Tel: 9534 1710 Fax: 9584 2054
Email: mail@learninglinks.org.au
Website: www.learninglinks.org.au



Enquiries regarding this Information Sheet should be directed to Robyn Collins
Tel: (02) 9534 1710 Fax: (02) 9584 2054 Email: rcollins@learninglinks.org.au

© Learning Links 2006. The material in this publication cannot be reproduced without the written permission of Learning Links.

Inclusion is important as it gives them a peer group who demonstrate appropriate social behaviour and have the intellectual and social ability and motivation to learn how to relate to the child and personally contribute to the development of their social skills.

What are the attributes of a good school?

The most important attributes are the personality and ability of the class teacher and their access to support and resources.

A child with Asperger's Syndrome is quite a challenge. Teachers need to have a calm disposition, be predictable in their emotional reactions, flexible with their curriculum and style of teaching to accommodate a child with Asperger's Syndrome and recognise their positive aspects.

It is essential to be able to see the world from the perspective of a child with Asperger's syndrome. A keen sense of humour will also help. At times the child is likely to enchant them and a moment later, totally confuse them.

An interesting feature of Asperger's Syndrome is the variability in expression of the signs from day to day. On a good day a child concentrates, conforms, socialises and learns reasonably well, but on other days they seem to be self-absorbed and lack confidence and ability.

It is as if the signs come in waves or a 'tide' that has a cycle internal to a child. On such days it is best to concentrate on revision of well-practised and successful activities, and be patient until the tide recedes and the child can progress once more. Should this become an issue, then parents and teachers can chart the cycle and examine the internal or external factors that may influence the cycle.

It is not essential that the teacher has experience of similar children as each child with Asperger's Syndrome is unique and a teacher uses different strategies for each individual.

Learning how to understand and relate to each other may take several months, so one must not use how a child responds and learns in the first few weeks as an indication of how they will be throughout the year.

The child is also likely to take some time to settle in to the school routine after an absence or vacation. They are also likely to be anxious if their usual teacher is temporarily replaced by a new teacher.

It does not matter how old the teacher is, how big the school or whether it is a government or private school. What is important is the size of the classroom. Open plan and noisy classrooms are best avoided.

The children respond well to a quiet, well-ordered class with an atmosphere of encouragement rather than criticism. Parents find that with some teachers a child thrives while with others, the year was a disaster for both parties.

If the teacher and child are compatible, then this will be reflected in the attitude of other children in the class. If the teacher is supportive then the other children will amplify this approach. If they are critical and would prefer the child were excluded, other children will adopt this attitude.

Children with Asperger's Syndrome tend to promote either the maternal or predatory instincts in other children. The teacher will need to monitor and guide the child's interactions to ensure they avoid the 'predators'.

It is also important that the teacher has emotional and practical support from colleagues and the school administration. The teacher and school will have to make some special allowances.

For example, if a child finds school assembly a challenge with its noise and having to wait, then it may be prudent to suggest the child waits quietly in the classroom during assembly.

Special allowances may have to be made for school tests and examinations when a child's performance is affected by anxiety or depression.

Once parents have located a school that provides the necessary resources, then it is important to maintain consistency. Going to a new school means changing friends and the school not being aware of the child's abilities and history of successful and unsuccessful strategies.

It is inevitable that a child will have to move to high school, but this can be made easier if they transfer with friends they have known for several years, and teachers and support staff from both schools meet to discuss how to facilitate the transition.

Several features of the transition have proved to be very important, namely allowing a child to visit the school several times before the new term to ensure they know the geography of the campus and routes to classes. It is also advisable to have a teacher who is allocated specific responsibility to monitor a child's adjustment to the new school and identify children who can become a "buddy" to support a child when teachers are not present.

Attending high school can present new problems.

In primary school, the teacher and child are together for a year and have the time to understand each other. The atmosphere also has a supportive or maternal quality from staff and children that can more readily accommodate and tolerate a child with Asperger's Syndrome.

At high school, the teachers do not have the time to devote to one child and have a more rigid curriculum. Teenagers can also be far less tolerant of a child who does not associate with the distinct social groups usually identified by clothing styles and interests.

The diagnostic signs may also be minimal at this age and some high school teachers have no concept of this type of disability. The child is considered defiant, wilfully disobedient or emotionally disturbed and conventional discipline assumed to be effective.

To prevent potential confrontation and despair for all parties, it would help if there can be a brief in-service program on Asperger's Syndrome for the high school, clarifying the problems faced by the child, their means of coping with frustration, change and criticism, and emphasising the qualities they can exhibit in special areas.

Once they are understood and their point of view explained, teachers can accommodate their unusual behaviour in class.

Unfortunately some teenagers with Asperger's syndrome can develop clear signs of an anxiety disorder such as panic attacks, obsessive compulsive disorder, depression with thoughts of suicide or intense anger with episodes of aggression that may lead to expulsion from school.

This only occurs in a minority of children and is more likely when they are having major adjustment problems to the social aspects at school.

As a matter of expediency, the teenager may require medication and psychological services. For some, the situation can become so serious that the option of home schooling is considered. There has been considerable success with this option.

The circumstances for each application for home schooling must be examined carefully, ensuring adequate access to trained teachers and preventing complete isolation from other children. However, this approach can be a constructive alternative to strong medication and an admission to an adolescent psychiatric unit.

Parents can be concerned as to how well conventional schools can adjust and help a child with Asperger's Syndrome, and consider whether the child would be better placed in a class, unit or school exclusively for such children.

A residential school operates in the United Kingdom for children and adolescents with Asperger's Syndrome. Classes have a ratio of six pupils to two staff and a curriculum designed for the children. A day school has operated in San Francisco since September 2000 and some large high schools in Queensland have designated units for such children.

Finally, I would like to stress that appropriate educational placement must also be based on a comprehensive assessment of the child's abilities, in particular their social reasoning skills and subsequently the careful selection of an appropriate educational setting, access to expertise, information, individual support and the development of a team approach.

With this combination we have the opportunity to significantly improve the abilities of children with Asperger's Syndrome.

*January 2000. Reprinted with permission from Professor Tony Attwood's website (www.tonyattwood.com.au) with some minor changes for the NSW school system. Professor Tony Attwood has run a diagnostic and treatment clinic in Brisbane for children and adults with Asperger's Syndrome with Dr Brian Ross, Child Psychiatrist since 1992. He has an Honours degree in Psychology from the University of Hull, a Masters degree in Clinical Psychology from the University of Surrey and Ph.D. from the University of London. Professor Attwood has presented workshops and papers at national and international conferences and supervises post-graduate clinical students for their clinical experience and research in the area of developmental disorders.

Websites for Asperger's Syndrome

Professor Tony Attwood's home page www.tonyattwood.com.au

O.A.S.I.S. – Online Asperger Syndrome Information & Support
www.aspergersyndrome.org

Wendy Lawson's home page www.mugsy.org/wendy/

Wendy Lawson has an Autism Spectrum Disorder. She is now a mum of four children and has five university degrees and is a qualified Social Worker and Adult Educator who now operates her own business. She currently works as a trainee psychologist.

Autism Association of NSW www.autismnsw.com.au

Aspergernauts – Animated Site www.gareth25.supanet.com/flash.htm

Ben Carozza Asperger <http://aspergerteens.com>

Aspergia www.ASPERGIA.COM

Diana's Personal Asperger Page in English and German
www.people.freenet.de/anaid

Linus Moke's Webpage – a journal-oriented website
www.linusmoke.com/siteindex/psych

George Handley's Webpage www.webspawner.com/users/asperger

The Mind Within www.within.autistics.org <http://within.autistics.org/>

Liane Holliday-Willey www.ASPIE.com

David C. Miedzianik www.freespace.virgin.net/david.mied/index

Oops ... Wrong Planet Syndrome www.isn.net/~jypsy

Autism Society of America www.autism-society.org

Families for Early Autism Treatment – www.feat.org



What is Asperger's Syndrome?

By Professor Tony Attwood

Dr Hans Asperger, an Austrian paediatrician, originally described Asperger's Syndrome in 1944. The syndrome has more recently been classified as an autistic spectrum disorder.

Children and adults with Asperger's Syndrome have an intellectual capacity within the normal range, but have a distinct profile of abilities that has been apparent since early childhood.

The profile of abilities includes the following characteristics.

1. An impairment in social interaction characterised by:
 - failure to develop friendships that are appropriate to the child's developmental level,
 - impaired use of non-verbal behaviour such as eye gaze, facial expression and body language to regulate a social interaction,
 - lack of social and emotional reciprocity and empathy, and
 - impaired ability to identify social cues and conventions.
2. An impairment in subtle communication skills – fluent speech but difficulties with conversation skills and a tendency to be pedantic and interpret things literally.
3. Restrictive Interests – the development of special interests that are unusual in their intensity and focus and a preference for routine and consistency.

The disorder can also include motor clumsiness and problems with handwriting and being hypersensitive to specific auditory and tactile experiences. There can also be problems with organisational and time management skills and explaining thoughts and ideas using speech.

The exact prevalence rate has yet to be determined, but research suggests that it may be as common as one in 250. It is probably caused by factors that affect brain development and not emotional deprivation or other environmental factors.

The characteristics of Asperger's Syndrome described above are based on the diagnostic criteria and current research and have also been modified as a result of my extensive clinical experience.

I would like to provide a personalised description of Asperger's Syndrome that also incorporates the person's qualities as well as their difficulties.

From my clinical experience I consider that children and adults with Asperger's Syndrome have a different, not defective, way of thinking.

The person with Asperger's Syndrome usually has a strong desire to seek knowledge, truth and perfection with a different set of priorities than would be expected with other people. There is also a different perception of situations and sensory experiences.

The overriding priority may be to solve a problem rather than satisfy the social or emotional needs of others. The person values being creative rather than cooperative.

The person with Asperger's Syndrome may also perceive errors that are not apparent to others, giving considerable attention to detail, rather than noticing the 'big picture'. The person is usually renowned for being direct, speaking their mind and being honest and determined and having a strong sense of social justice.

The person may actively seek and enjoy solitude, be a loyal friend and have a distinct sense of humour.

However, the person with Asperger's Syndrome can have difficulty with the management and expression of emotions. Children and adults with Asperger's Syndrome may have levels of anxiety, sadness or anger that indicate a secondary mood disorder.

There may also be problems expressing the degree of love and affection expected by others. Fortunately, we now have successful psychological treatment programs to help manage and express emotions.

"They told me I would have friends but the playground was a nightmare of noise and fighting, lying, and cheating and people going fast, all knowing what to do but me. It was like a flock of birds, wheeling, surging, changing direction at a whim, all knowing what to do, and all in unison except for one at the back. Me. I had to watch and anticipate and follow so I was never quite in harmony. Sometimes I got left behind and there are hawks out there. I didn't know how to tell who was a friend."

A description of the school playground by Geraldine Robertson, who has Asperger's Syndrome and lives in Tasmania.

Source: www.tonyattwood.com.au

Asperger's Syndrome and promoting a healthy self-esteem

By Wendy Lawson*

Asperger's Syndrome (AS) and high functioning Autism probably have very similar characteristics.

Many researchers today consider Asperger's Syndrome to be part of the Autism continuum with all the same fundamental difficulties associated with Autism Spectrum Disorders (ASD). According to the DSM1V (1994), Asperger's Syndrome is diagnosed when all the typical signs of Autism are present, but the individual has normal language development.

Being diagnosed with an ASD (specifically Asperger's Syndrome) in August 1994, I would suggest that I experience the same kinds of difficulties as others diagnosed with ASD.

For example, I dislike change (prefer routine), I tend to be obsessive, I become anxious very easily and I tend to take what is said to me literally. (For example, "hop up on the couch for a minute while I talk to mum" say's the doctor. After hopping up and down on the couch for exactly one minute ... I tell the doctor that his minute is up!)

Before I received a diagnosis, I thought that my difficulties in every day life were because I was not as intelligent as other people. The only way that I could cope with my daily confusion and frustration was by living according to my rules, rituals and routines.

If someone projected into my thinking or conversation I felt almost violated!

"How dare they interrupt my space and distract me from my course. Didn't they understand that now I would have to start over again, recapture my thoughts or plans and schedule it all again!"

Well, actually Wendy ... no, they did not.

People talk to each other quite often. They don't need to put their thoughts on hold to do this, or even take time to go back to the beginning of their sequence of events after the conversation finishes. They can move from one thing to the other most of the time.

What is my name?

*You call my name.
"Come play a game."
"We want you here with us."
I hear you not, in Time's forgot.
"Leave Wendy out. She's lost the plot."
You laugh at me, you run away,
I'm so glad you didn't stay.
But angry or discomfort now,
could mean for me the biggest row!*

To have a sense of 'good self-esteem' means to have a positive image of one's self, of one's identity. The word esteem, itself, means 'to hold in high value of'.

If a child grows and develops over time with the knowledge that they seem to upset people frequently, misunderstand the world around them often and constantly be in trouble for one thing or another, what is this going to do to their sense of being a valuable and positive contribution?

I know that for me I felt a constant pull between being angry with others for failing to see my viewpoint, and despair at my inability to get things right.

*I want to be like Superman.
The answer to all things is 'he can'.
His name gives hope.
He don't smoke dope.
He doesn't sit around and mope!
Why can't I be like him?
Why do I not fit in?
I'm not the same,
can't play your game.
What, I wonder, is in my name?*

Each of us has a script that is both contributed to by our own evaluation of self and the judgements made of us by others. What is written in your script? What is written in mine? Does it say positive things about you or about me?

I believe that the internalised script that I live my life from can either promote a healthy sense of self, or, a very unhealthy one. If I feel valued and welcome, then the image I have of my worth and of myself should also be one of value.

*You called my name,
your tone was soft.
I looked at you with questioning eyes.
"It's OK", you said, "I will not scoff."
You noticed my fear and my surprise.
"Am I really welcome here?"
"You'll soon get fed up with me."
"Well, if I do I'll just tell you so,
we'll work it out, so have no fear".
"But I so often get it wrong."
"We all do that my friend."
"But what if I hurt you?"
"You will, I'll mend."
So, how can I know if I should go,
when to be fast, or to be slow?
When to speak or silence show,
It's your turn now, you have a go?
We'll learn together, explore this land,
but you must allow me to hold
your hand.
It won't be easy, but we'll stand our
ground, and come out triumphant,
our friendship sound.*

Since receiving a diagnosis of ASD I have been able to come to terms with both who I am and what I can do.

For example, I avoid social gatherings because they are very confusing and scary. I find it difficult to know how to maintain a conversation unless it's about a favoured topic of mine.

I also get over loaded with all the sensory information that comes from people in a social situation, such as conversational noise, movement of people, clothing, doors and so on.

The only time I enjoy social occasions is when they occur on my terms with friends that I know and trust. I can plan these times, enter and exit when I want to and I can be myself.

I know that I will never be neuro-typical. I will always have Asperger's Syndrome.

If I am to have a sense of pride and dignity, of high self-esteem, then I need to accept me as being who I am, value my sense of difference and work with my talents, attributes and disposition. I also need others to do the same!

Difference is always uncomfortable. We all like to be amongst that which is familiar, predictable and comfy.

Imagine how uncomfortable it would be if you took words and people literally?

You would so often feel let down, disappointed, lied to and so on. How could you ever depend on someone? However, when folk take the time to reassure me (I need this many times a day) and clarify both my needs and their's, then I cope much better.

I am very unevenly skilled.

I have huge problems with being disorganised, getting lost, using public transport, understanding others and the practical interactions of social situations.

If my sense of value came from being good at every thing, being an achiever at school, work and home, being able to get into other's minds and be in tune with them all of the time, my self-esteem would be zilch. However, when my self-esteem is high, rated on the fact that because I am, I am of value and any extras that I might possess are a bonus, then I can begin to build a positive picture of me!

Some Practical Tips

1. Focus on the successes, not the failures, mistakes or 'could be improved's'.
2. Discuss with your child/spouse how they view their own achievements and/or progress.
3. If they think they are 'the best' ask them to explore their reasoning with you.
4. If they think they are 'the worst' ask them to explore their reasoning with you. Be careful not to use 'why' questions and always frame or structure your question so that they have a framework to respond in. Avoid open-ended questions, we don't know how to answer them!
5. Ask permission to work with them on any improvements they think might be necessary.

6. Ask permission to comment on their progress from your perspective.
7. Never assume that your comments for their improvement will be welcome, either ask to be invited to comment or share your own experience with them if allowed to, being careful NOT to compare yours to theirs. Just state the facts.
8. Always comment on any procedure that is done well, but not when it is misdone!
9. Avoid using words that denote something is 'bad', 'rubbish', 'a mess', 'awful', 'could be better', 'poor', or 'incompetent'. Individuals with AS can be quick to pick up on all that they are not, rather than on what they are or could be!
10. Offer lots and lots of positive reinforcement. I don't mean bribes, but well-timed approval is terrific. Not only does it let us know that we are OK, but it's useful in teaching us what the most appropriate response might be.

Help at School

Building self-esteem at home is terrific, but it needs to happen at school too.

Knowing what a student's study skills are is a good place to begin to know what skills they will need most help with. Designing a student inventory for both study skills and social interaction is a must at the start of every new term. For example, have the student complete a questionnaire, like the following.

Study Skills – answer yes or no.

- My handwriting is messy.
- I write too slowly.
- I don't like making decisions about what is (or is not) important when reading a book or journal article.
- I get distracted easily.
- I find it much easier when people use concrete examples.
- I don't know what to focus on in exams (and I always run out of time).
- I don't like sitting exams in strange places.
- I am a perfectionist.
- I'm not very good at problem solving (I don't like making decisions about particular responses).
- I find it hard to be motivated about some topics (and some topics upset me).

- I'm not always able to sit still for long periods.
- I'm not good at setting long-term goals.
- I am not good at getting to class on time or remembering all the equipment I need.

Social interaction – answer yes or no.

- I like to be left alone at times.
- I'm never sure when it's OK to interrupt in a conversation.
- I have difficulty knowing when people are joking.
- I find it quite hard to look people in the eye.
- I'm not very good at interpreting non-verbal cues.
- I'm not competitive (winning or losing is not important to me).
- I'm not good at conversing with others.
- I don't understand what is funny in many jokes.
- Others have said my speech is odd or eccentric.
- I find it difficult to make friends.
- I'm not very good with sarcasm or metaphor; I like people to say what they mean.
- I can get impatient when people don't understand me.

(Taken from 'Towards Success' in Tertiary study 1997)

When relating to people who have an Autism Spectrum Disorder (I prefer to call it delay rather than disorder), it is important to remember the keys to understanding ASD.

These are as follows.

- a) We are singly channelled (we either look or we listen, rather than doing both at once).
- b) We take words literally – for example, the phrase "can you make your bed James?" for neuro-typicals means, "tidy your bed James". A person with ASD when asked the same question might understand the question as "do you know how a bed is made?" and answer "yes" or "no", but not comply because he hasn't understood the instruction as it was intended.

- c) We are not good at predicting consequences; for example a child picks up stone to throw and is very upset when it lands upon another's head.
- d) We do not like change, because of difficulties with predicting outcomes.

It is good to do the following.

- Check out the autistic person's perception of what is being asked, demonstrated or said.
- Teach that behaviours, emotions and desires can have particular facial and bodily expressions and explain what these are.
- Rote learn rules for specific situations (i.e. we hug family members, not strangers).
- Give time, whenever possible, to acclimatise to change and don't suddenly 'spring things' onto the person.
- When the individual is anxious use music, space, reassurance, relaxation and breathing exercises, a calm voice and any other acceptable known anti-stressor.
- Place expectations into context via 'social stories'. This gives the individual a fuller picture of the 'what's', 'wherefores' 'whys' 'hows' and so on.

**Wendy Lawson has an Autism Spectrum Disorder. She is now a mum of four children and has five university degrees. Wendy is a qualified Social Worker and Adult Educator who now operates her own business. She currently works as a trainee psychologist. She has written two books 'Life Behind Glass' and "Understanding and Working with the Spectrum of Autism: An Insider's View" and a number of articles. Her website is at www.mugsy.org/wendy*

Resources for Asperger's Syndrome

The following list of resources is taken from Professor Tony Attwood's website at www.tonyattwood.com.au.

A more comprehensive list is available on this and other sites.

Asperger's Syndrome by Tony Attwood. Translated into French, Dutch, Hungarian, Japanese, Danish, Norwegian, German, Swedish & Spanish. www.tonyattwood.com.au

Perfect Targets: Asperger's Syndrome and Bullying Practical Solutions for Surviving the Social World by Rebekah Heinrichs. Published by Autism Asperger Publishing Company. www.aspergerinformation.org

The Autism Resource Network has a catalogue of books on autism and Asperger's Syndrome – www.AutismShop.com

Speechmark – a catalogue of research material that is particularly valuable for those who would like to know more about the pragmatic aspects of language and social skills. There are also resources on Emotion Management, especially the manual 'Draw on your emotions'. www.speechmark.net.

The Gray Center for Social Learning and Understanding formed by Brian and Carol Gray promote social understanding between individuals with Autistic Spectrum Disorders and those who interact with them in the home, school, workplace and community. www.TheGrayCenter.org

Autism – Asperger Publishing Company – www.asperger.net

The Things that People Say: What on earth could they mean by Tracey Bester. A teaching aid to understanding euphemisms, clichés and metaphors for those who take their world too seriously. Published by Learning Curve, e-mail: besters@tpg.com.au

How to Make Decisions by Tracey Bester. For little people with lots to learn, a simple and effective approach teaching children with social difficulties to make informed decisions. Published by Learning Curve. e-mail: besters@tpg.com.au. Highly recommend for parents and teachers by Tony Attwood.

Asperger's Syndrome: What Teachers Need to Know by Matt Winter. Published by Jessica Kingsley Publishers, ISBN: 1-84310-134-3. Packed full of information for teachers who may have limited time to read some of the literature on Asperger's Syndrome.

The Oasis Guide to Asperger's Syndrome by Patricia Romanowski Bashe & Barbara L. Kirby. Advice, support, insights and inspiration. Foreword written by Tony Attwood. For more information www.aspergersyndrome.org/oasis_guide

Asperger Syndrome Employment Workbook: An Employment Workbook for Adults with Asperger's Syndrome by Roger N Meyer. Published by Jessica Kingsley Publishers.

Book in Hand distributes books on autism and Asperger's Syndrome in Australia. P O Box 899, Redcliffe, Queensland 4020. Toll free number in Australia 1 800 505 221.

Meeting the Needs of Children with Autistic Spectrum Disorders by Rita Jordan and Glenys Jones. David Fulton Publishing, London (1999) ISBN 1 85346 582 8. Recommended by Tony Attwood for teachers and parents, not just for the ideas and explanations but also for covering topics such as the management of teacher stress and helping the child become more flexible.

There is also a range of videos and DVD's on Autism. For more information go to www.tonyattwood.com.au



www.learninglinks.org.au

Early Childhood Services
– all enquiries to Head Office

School Age Services
– contact your local branch

Family Services
– contact your local branch

All other enquiries
– Head Office

Head Office
12-14 Pindari Road
Peakhurst NSW 2210
Telephone: (02) 9534 1710
Preschool: (02) 9533 3283
Facsimile: (02) 9584 2054
Email: mail@learninglinks.org.au

Northern Suburbs Branch
2 Alfred Road
PO Box 634
Brookvale NSW 2100
Telephone: (02) 9907 4222
Facsimile: (02) 9907 4244
Email: nsb@learninglinks.org.au

Western Suburbs Branch
Unit 7/9 William Street
PO Box 1026
Fairfield NSW 1860 (2165)
Telephone: (02) 9754 2377
Facsimile: (02) 9755 9422
Email: wsb@learninglinks.org.au

Southern Suburbs Branch
10 Railway Parade
Penshurst NSW 2222
Telephone: (02) 9580 4888
Facsimile: (02) 9580 4788
Email: ssb@learninglinks.org.au

South West Sydney Branch
88 Shropshire Street
PO Box 42
Miller NSW 2168
Telephone: (02) 8783 7111
Facsimile: (02) 8783 7222
Email: sws@learninglinks.org.au

Eastern Suburbs Branch
1/20 Silver Street
Randwick NSW 2032
Telephone: (02) 9398 5188
Facsimile: (02) 9326 5364
Email: esb@learninglinks.org.au

Please help us help children

Please PRINT

- I would like to donate \$_____ to help kids who have difficulty learning.
- I would like to be a member of Learning Links. *Please tick appropriate box below.*
 - Individual or Family \$45 (including GST)
 - Professional \$45 (including GST)
 - Not for profit Organisation \$55 (including GST)
 - Corporate \$70 (including GST)

Individual, Family and professional membership includes one copy of *Learning Links News*

I enclose my: Cheque Money Order **or**

Charge my: BANKCARD VISA MASTERCARD AMEX

Account No: _____ CCV*: _____

Visa and Mastercard last 3 digits on back of card.

Account Name: _____ Expiry Date: ____ / ____

Signature: _____

Name (Dr, Mr, Mrs, Miss, Ms): _____

Organisation/Business: _____

Address: _____

Postcode: _____

Tel: (Home): _____ (Business): _____

Please post to Learning Links: 12-14 Pindari Road, Peakhurst NSW 2210. *Donations over \$2 are tax deductible and will be receipted.*

