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AUTISM

AUTISM SOCIETY
Improving the Lives of All Affected by Autism
Maine

Maine Autism Connections

Graduation Day

by Cathy Dionne

On June 27, 2014, my son graduated from high school. I thought this day would never come. Some may think “most families’ children graduate from high school”. The exception to this is the family of a child with special health care needs. For us it was my son Ben who has autism. The thought of his graduating seemed more like a dream.

When Ben was diagnosed at 18 months old, I wasn’t thinking very far into the future. Graduation was the last thing on my mind. Between speech, OT therapies, and specialized preschool, I could hardly keep up with the rest of the family and all their schedules. But as time went on, Ben grew and transitioned from one grade to another. The word “graduation” would come up from time to time. It would be a brief conversation mostly about meeting a requirement before he graduated. I would sit there and listen like most parents and nod my head with agreement to whatever topic was being discussed.

When he entered high school (9th grade) things became more urgent or at least it felt that way. I began to realize that sometimes it took Ben 1 to 2 years to master something, and now that he was in high school, time seemed limited. What a feeling from just mentioning graduation in an IEP to now having to start thinking about his future! It’s something not many of us parents want to do because we are overwhelmed in the early years. Talking about transition services and plans for your child’s future is daunting and scary.

The first thing to set in place is gathering a good team to help you every step of the way. Your child’s school has to be

involved
in this process.

There aren’t many choices for your child when they graduate. They can go on to higher education, get a job, stay home with mom and dad, apply for adult services through Department of Health and Human Services, or maybe a combination of two. Whichever path you decide, there are many steps to achieve the results.

Ben’s school was right on top of his transition. They have a transition specialist- something I believe every school needs. Katrina not only knew what Ben liked and disliked, but she was an outside of the box thinker. This is exactly what a child with autism needs. She started investigating places where Ben could volunteer to see what he was good and not so good at doing.

He volunteered at Shaw’s, Nezinscot Farm, and Paris Farmers Union. I knew Ben would not continue with secondary education, but I always wanted him to work. I had my doubts about what he could do, but I

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story continued on Page 3

Ben & Cathy

Maine Autism Connections
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Stay up-to-date for
Legislation issues, fund-
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upcoming happenings.



<https://www.facebook.com/pages/Autism-Society-Of-Maine/107781499258293>



President's Message

As I write this, I am at the Indianapolis International Airport waiting to board my flight home. As ASM's Board President, I had the privilege of representing the Affiliate at the Autism Society national conference.

On Wednesday, I participated in the Affiliate Assembly events. Primarily, Affiliate representatives gathered to move forward the process of defining and clarifying the relationship between Affiliates and the national office. The effort is to ensure some consistency in operation and availability of resources from State-to-State. Guiding directives were agreed upon in the areas of financial stability, infrastructure, core services and communication/marketing. The final language of all directives will be available by the end of August and will be used to inform the national office's 5-year strategic plan presently being developed. In Maine, we are fortunate to have a well-established local Affiliate, already addressing many of the aspects addressed.

For the remaining two and one-half days, I attended workshop and discussion sessions along with other conference participants, and engaged with colleagues, other Affiliate representatives from around the country and national Board members. The sessions covered a wide-range of topics including education, employment, family and sibling support, research and more; addressing various audiences (e.g. families, individuals with ASD, teachers and other service providers). As ASM is committed to better supporting access to resources and services across the lifespan, I focused on attending workshops related to employment, transportation and improved (adult) mental health services.

While all of the sessions that I attended were informative and the mental health topics reflected thoughtful approaches to support individuals with varying communication and processing challenges, I particularly was impressed by the last session I attended: "Planning for Adulthood: A Tiered Implementation Framework for Effectively Training Staff in Vocational/Community Programming." Unlike previous workshops I have attended that addressed approaches to providing employment services and supports to individuals themselves, the information in this one addressed the demanding and often unaddressed aspect of making sure that Vocational Rehabilitation (VR) workers, employment support professionals and community/residential support providers are appropriately and adequately trained for the types/levels of employment related services they provide. I look forward to sharing the information with the Employment First Maine (EFM) Coalition, on which I serve as the State Rehabilitation Council (SRC) representative.

In appreciation,

Janine Collins
President
ASM Board of Directors



Editorial Notes: Maine Autism Connections and Autism Society of Maine programs and services are made possible by donations from people like you and funding from the Maine Department of Health & Human Services. We hope you will also visit us online at <http://www.asmonline.org>, where we have a great deal of information available about autism, programs, resources, news, a calendar of events, legislation and more.

Ben Graduates (continued from cover)

knew there had to be something out there he was good and productive at doing. This is where the Transition Specialist comes in. Katrina had an uncanny way of finding that right place for individuals to find employment.

Ben & Katrina



Ben volunteered at Shaw's for a year. They made him feel welcomed, but that job wasn't right for him. He was shelving, which is pulling the entire product to the front of the shelves so customers don't have to reach all the way in the back. He loves food so he enjoyed looking at all the food items, but there was one issue. Being very visual, he would get distracted with all the many different items around him. He also went to Nezinscot Farms in Turner to water the plants and sweep the floors. Sometimes he would feed the animals. Ben doesn't like animals touching him so that could be a problem.

Then there was Paris Farmers Union (PFU) right next door to the school. When Katrina went in to inquire about any volunteering that could be done, the manager mentioned that they needed someone to fill bags of bird seed. Something about that job clicked with her knowing that Ben was very visual and how much he enjoyed watching things fall like sand, water, or beans. PFU lent the school a scale so Ben could practice his measuring skills and bagging in a comfortable, familiar environment. There was a six month learning process at the school before they transferred this skill to the store. Once Ben was at the store, he needed time to adjust to his new environment; he was there for only 15 minutes in the beginning. Three years later he can volunteer twice a week up to 1 ½ hours each time. He became a regular at the store, and the manager even gave him a shirt with his name on it. Seeing

how much they enjoyed having Ben there, we approached them about making this a permanent job for him when he graduated. They were open to the idea, and Ben was hired as a part time employee on July 6, 2014.

We also chose for Ben to apply for adult services through DHHS. They have a two year waitlist under the Section 29 and Section 21 waivers. You can apply when your child reaches 18 which we did. We are still waiting for those services. Meanwhile, my husband and I decided that Ben needed something to keep him busy during the day so we looked into self-pay day habilitation services. While we wait for him to receive a funded slot through DHHS for section 29 services, we as his parents felt it was our obligation to not wait for this services but pay for it ourselves so Ben wouldn't fall behind.

This brings me back to when I could not even talk about graduation in the beginning. Don't wait! It's important to start the conversation earlier so you can be better equipped to look into the future and be prepared. It's like saving for a child to go to college. As a parent I wish I had known this when he was younger so I could have focused more on his future. Transition conversations need to start much earlier than 9th grade.



Cathy, Ashley, Ben and Rick Dionne

The Autism Society of Maine provides workshops on this very topic. Please contact us for information on transition services.

ASM's Autism Information Specialist Program

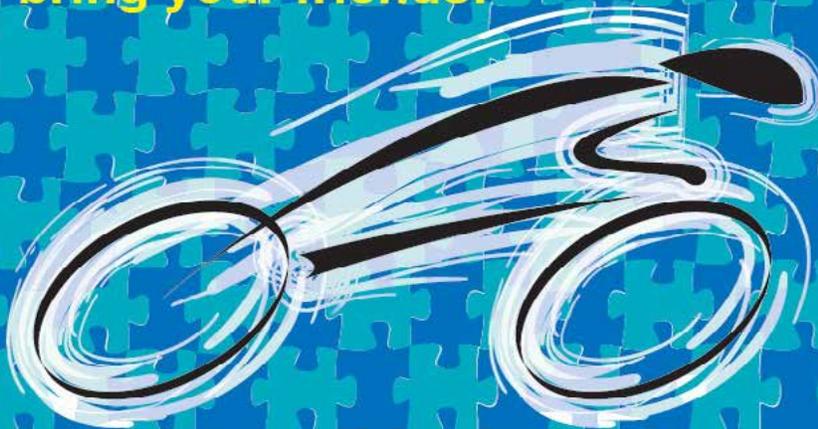
We are now accepting applications for ASM's Autism Information Specialist (AIS) Program in Aroostook, Washington, and Penobscot Counties. There is compensation for AIS in this program.

You may want to consider joining the Autism Society of Maine's Autism Information Specialist Program.

Autism Information Specialists (AIS) contract with the Autism Society of Maine and have varying degrees of expertise. Some prefer to concentrate on attending and participating in educational, transitional, and vocational planning meetings such as Early Childhood Team meetings (ECT's), Individualized Family Service Plan (IFSP), Person Centered Planning meetings (PCP's) or Individual Educational Plan meetings (IEP's). Others work with first responders and corrections professionals who interact with individuals who have Autism Spectrum Disorders (ASD). Some Autism Information Specialists give presentations and workshops on various topics related to autism for agencies and community organizations around the state.

Autism Information Specialists also provide resource information for families, schools, the work place, and the community to foster empathy, understanding, and compassion for individuals with Autism Spectrum Disorders. If you are interested, please call ASM to find out more about the program and how to apply.

**SHARE THIS EVENT
and bring your friends!**



8th Annual
Ride for Autism
September 27, 2014

Register online at
Firstgiving.com/ASMMaine/ride-for-autism-2014

8th Annual Ride for Autism
September 27, 2014
10, 25, or 50 mile

Kennebunkport Conservation Trust
Gravelly Brook Rd.
Kennebunkport, ME

The Ride for Autism offers the best scenic route along the coast of Maine. After your scenic ride, enjoy a hearty BBQ. There will be activities for the kids. Bring the whole family and help support the Autism Society of Maine.



3rd Annual Softball Tournament

The tournament was held at the Union Street Athletic Complex in Bangor on June 28th. The tournament turnout was exceptional. There were 16 teams that participated in this all day event. Tournament winner team Speed Farm was awarded a trophy, and the top fundraising team Wal-Mart was awarded a plaque with their team picture on it.

Right: Top Fundraising Team Wal-Mart
Below: tournament winner Team SpeedFarm and runners up, Team Molloch.

A huge thank you goes to the coordinator of the event, David Huffstutler. Without his vision and coordination this event would never have happened. Thanks to the various volunteers who helped out for the event.

Here is a complete list of all the unique team names:

- | | |
|---------------------|---------------------|
| Painiacs | Kids Peace |
| BCS Alumni | Wal-Mart |
| Ball Busters | Molloch |
| Ball Bruisers | Old Town Elementary |
| Sojourn Sluggers | Mixed Nuts |
| Stillwater Academy | ITS |
| Madi's Trentonators | Speed Farm |
| Puzzles Pack | MisFits |



Above: As always, a HUGE thank you to DARLING's Ice Cream for a Cause for visiting this event!

ASM Annual Meeting & Awards

You're invited to attend ASM's Annual Meeting.

October 24, 2014 from 6:00 pm to 8:00 pm

Hilton Garden Inn
5 Park Street
Freeport, ME 04032

Please join us for a banquet dinner followed by the announcement of new board members and a farewell to others. The guest speaker for the evening will be **Dr. Stephen Meister, MD, MHSA, FAAP**, Medical Director of the Edmund Ervin Clinic, who will discuss trends in Autism in Maine. Following the guest speaker, awards will be announced. There is no cost to attend but membership is recommended.

Now accepting Award nominations in the following categories

If you know of someone who deserves recognition in any of the following categories please submit in writing no more than 1,000 words why this person should receive this award. We must have the nominee's address, phone, if possible email address along with your contact information. The award ceremony will take place at the Annual Meeting.

Professionals (not in the field of autism, but contributing to it):

Any professional within their own field of expertise who contributes in any manner relative to individuals and/or families affected by ASD.

Example: Media person who wrote series or article on autism, State Representative or Senator supporting autism related bill etc.

Family Members or Persons with Autism:

To an individual with autism or a family of an individual with autism who has contributed to the community to enhance the lives of individuals with autism

Example: Promotes education or autism awareness to the local community, schools, or general public.

Professionals Providing Services:

Any professional practicing within the field that has devoted his/her service potential and opportunities to supporting, treating, and effectively providing services to individuals and families with ASD.

Example: Speech and Language Therapist, Occupational Therapist, Special Ed Teacher etc.



Please RSVP to attend by calling 800-273-5200.

Car Raffle Results

Congratulation to John Howe the winner of the 2006 Ford Focus Car

The car was graciously donated by Young Guns Service Center who also sponsored the top fundraising team Wal-Mart.



3rd Annual Car Show for Autism

September 7, 2014 – 9:00am to 2:00pm

Registration starts at 7:30am

92 Mudgett Rd., Parsonfield, ME

Hosted by Wendy and Richard Humphrey

Bring what you run and come on down to celebrate with us!
Great food and Raffles!

All proceeds to go directly to the Autism Society of Maine!



Autumn Ride for Autism

September 7, 2014

Join the United Bikers of Maine Oxford and L-A Harley Davidson in their 5 Annual Autumn Ride for Autism. This year's ride will take you from L-A Harley in Lewiston to Mt. Blue State Park which is approximately 110 miles round trip. Upon your return to L-A Harley there will be a BBQ lunch provided with music by Matt and the Barnburners "Feel the heat". There will be multiple raffles with a 50/50 drawing.

Cost \$20 per person



ASM is hiring!

ASM is looking for a seasonal person as Legislative Liaison

ASM is looking for someone who wants to work part time from January to June 2015 as our Legislative Liaison. The position has flexible hours. The job requires strong knowledge of the legislative process, strong knowledge of autism, ability to work independently, meet deadlines, write articles for ASM newsletter, and attend monthly meeting with Board of Directors.

Please pass this along – ASM will start accepting applications in November.

2014 Gubernatorial Candidates Forum

Hosted by Disability Rights Center

October 10, 2014

Le Club Calumet in Augusta

1:00 pm to 3:00 pm



To date, Congressman Michaud and Eliot Cutler have both agreed to attend. Governor LePage is invited but hasn't confirmed. ASM is a co-sponsor of this event.

ASM on Social Media!

The Autism Society of Maine has a wonderful Facebook Community including parents, professionals, individuals and anyone interested in autism. If you are not already a friend of our Facebook page, we welcome you to join us!

 by "liking" ASM's Facebook page you can help us spread the word to hundreds of new supporters!
<https://www.facebook.com/pages/Autism-Society-Of-Maine/107781499258293>



We have a great collection of videos and will be adding more throughout the year!

<https://www.youtube.com/user/AutismSocietyofME>



Follow us on Twitter as we 'tweet' about autism!

<https://twitter.com/>



My Autism Team logo A reputable and friendly place to connect with other parents in Maine.

<http://www.myautismteam.com/>

Camp Summit 2014 - Session 1

by Hattie DeRaps



Camp Summit is off to a stellar start! We have eight eager college students who have done a great job with their “campers” thus far and we’ve already made it into the second session of camp, which is the younger group. We’ve been a busy bunch, going to Webb Lake, the movies, swimming in the pool at UMF, playing in a bouncy house, and doing all sorts of crafty projects. Legos and games continue to be a big hit this summer.

Our new assistant director, Melanie is doing a fantastic job joining in the games and helping out wherever she can. We also have a new CNA, Kasey Given, who has been putting band aids on tiny cuts and applying sunscreen to prevent any sunburns.

At the end of this first session (the pre-teen and teenagers), we had lots of comments from parents and campers alike that they will miss camp, had a great time, and look forward to it every year. This truly is a special time for these children and their families. It’s a time when the kids get to do lots of fun activities, make friends, and just plain get to be kids. Parents often take time to explore downtown Farmington, read, or just have a peaceful respite from their often busy and chaotic summer days.

We are all looking forward to our younger group and we know that, even in the short time we’ll get to spend with them, they’ll have our hearts by the end of camp. Camp Summit is a great place to be.



For Parents: Preparing for the School Year

By Dr. Cathy Pratt, BCBA-D, Director, Indiana Resource Center for Autism

Retrieved from Indiana Resource Center for Autism:
<http://www.iidc.indiana.edu/index.php?pageId=3568>

Anticipating the beginning of the school year can create anxiety for both family members and for their sons/daughters on the autism spectrum. Concerns surround whether your son/daughter will be successful in school and whether the new staff will have a solid understanding of autism spectrum disorders and of your son/daughter. At times, you may know staff and have a good working relationship with them. At other times, staff is unknown and expectations for your son/daughter are unclear. Below are a few tips to help you become a proactive and positive advocate for your son/daughter.

- Many teachers may not have previous experience with students with autism spectrum disorders or may only have had experience with students quite different than your son/daughter. The IRCA website at www.iidc.indiana.edu/irca has several articles that can help educators better understand ASD, including learning characteristics associated with ASD and teaching strategies. Proactively educate. Provide information, but do not overwhelm with too much information. Identify the autism leader in your special education planning district. The list can be found at: <http://www.iidc.indiana.edu/index.php?pageId=340>. Your local special education district autism leader may be able to assist with training or support.
- Staff will need information about how autism impacts your son/daughter. At the end of this article is a link to a form that you can complete and share with your child's teachers. This form allows you to provide specific information about learning styles, communication systems, medical issues, behavior supports and other topics. Make sure that you describe your child, and not only in terms related to their ASD (e.g., sense of humor, kind, gentle, smart). Highlight the positive qualities of your son/daughter. Ask that information be shared with relevant staff including cafeteria workers, custodians, bus drivers, the school secretary, the school nurse, and administrators. The form is brief so as not to overwhelm staff.
- Request information about bus schedules, parent teacher organizations, school rules, extracurricular options (e.g., clubs, sports) and available resources (e.g., counselors, social workers, nurses). Find out if there is a school website, Facebook, or some other means to stay connected with your child's progress or events in the school.
- Before beginning the school year in a new school, work to alleviate any anxieties you or your son/daughter may have about the new setting. Preparation for this move can be facilitated by obtaining a map of the school, a copy of his/her schedule for the fall, a copy of the student handbook and rules, and a list of clubs/extracurricular activities. Ask to take a tour with your son/daughter before the

school year begins. Request a list of school supplies, locker combination, and clothes needed for physical education. Practice getting up in the mornings and eating breakfast so the student and you will know how much time it will take him/her.

- Visit the lunchroom and have the student learn how to navigate the lunchroom, where to sit, and the rules of the lunchroom (e.g., going through the lunch line, sitting down in the lunchroom, etc.). Work with the staff to develop a social narrative or visual task analysis if needed.
- Ask the school to identify key people or a mentor the student can contact if s/he is having a difficult time adjusting or understanding a certain situation. Ask for the name and contact information for this person. This is especially important if your son/daughter is in middle school or high school.
- If possible, obtain pictures of your student's teachers and staff, bus driver, cafeteria workers, etc.
- Classmates of the new student also may need information. This should be provided in a respectful manner and without stigmatizing the student on the autism spectrum. Talk to the teacher about how classmates will be informed. IRCA has articles that can help with educating elementary-age students and secondary-age students at <http://www.iidc.indiana.edu/index.php?pageId=3567>.
- At the very beginning of the new school year, establish methods and a schedule for communicating between home and school. Suggestions for maintaining ongoing communication include journals, daily progress notes, mid term grades, scheduled appointments or phone calls, emails, informal meetings, report cards, or parent teacher conferences. Tell teachers the method of communication that works best for you (e.g., text, email, phone calls). On our website are forms that can be used to facilitate home school communication at <http://www.iidc.indiana.edu/index.php?pageId=3265>.
- Be clear and proactive about what you hope for with your child. When school and home work more closely together, your son/daughter is the ultimate winner.



- At times rumors will circulate about your district, school, or personnel. If you hear a rumor, go to the source that the rumor is about and have a conversation. Not everything on listservs, Facebook, and emails is accurate. Do not jump to judgment. Your only goal should be to ensure that all work collaboratively on behalf of your son/daughter.

The ultimate goal is to promote a successful experience for both your child and for you. By proactively and positively working with the school, challenges can be minimized and trust built.

See more at:

<http://www.iidc.indiana.edu/index.php?pageId=3568#sthash.eZvWWB1.dpuf>

2014 Family Retreat Weekend

Another great Family Retreat weekend was held on July 18, 19 & 20. This was our 3rd year located at St. Joseph's College in Standish. We had great weather, great families and great fun!

ASM gets ready for the Retreat well in advance and tries to make it a pleasurable and relaxing time for the whole family. Each year we pick a theme for decorating, and this year's theme was LEGO's! For decorations, we created giant LEGOS from boxes and even had a LEGO man and a few LEGO heads hanging around! To kick off the weekend, each child received a LEGO toy to build.

Our top-notch respite team takes care of the children throughout the day. Respite providers are the "back-bone" of the Retreat and the most caring and responsible people you will ever meet. A Special Thank You for all they do!

During the Retreat, parents have the option to sit in on a presentation, join a group, spend time with each other on campus or walking the trails along Sebago Lake. Jewelry making was offered by Susan Vincent, and the Dad's group was facilitated by Chris Osgood.

A presentation on "What You Need to Know before your Child Graduates" was made by Cathy Dionne, ASM Director of Programs and Administration. Cathy's son Benjamin graduated from high school this year, and she has first-hand experience. Cathy explained why the transition process for children must begin early for an optimal outcome.

The Everything Parent's Guide to Special Education (book title) was presented by guest speaker Amanda Morin, author & Special Ed. Advocate. Amanda provided parents with information and useful ideas parents can utilize to advocate for their child with special needs. ASM provided each parent with Amanda's book. This book is available in the ASM Lending Library.

The kids had activities during the day: gym games with a bouncy house, swimming, rock wall climbing, and outside play. Craft time activity was LEGO snow globes with Susan Vincent & Justine Bickford. Snack time and game room were with Tena Hinds.

Family entertainment was provided by The Frogtown Mountain Puppeteers showing "The Headless Horseman!" We so appreciate Erik Torbeck, Brian Torbeck, & Robin Erlandsen for their spectacular and hilarious performance. They took special time after the show to let children visit the stage area and explained how they make the puppets move and how their special effects work.

See Family Retreat pictures online:

<http://www.asmonline.org/gallery.asp>



Welcome to the Autism Society of Maine Library!

Our Lending Library is a valuable and free resource for parents, caregivers, educators, children and professionals working with children and adults on the autism spectrum. The Lending Library is a FREE resource for Maine residents. The collection can be viewed on the ASM website or you may request a printed list to be mailed to you. Stop by the office, or have material sent to you (will include return shipping) by calling or emailing: 1-800-273-5200 email: library@asmonline.org

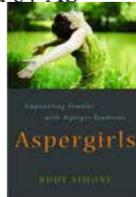


The library has its own room with a TV to watch DVD's. Children are always welcome to play with toys or read.

ASM Library Page: www.asmonline.org/library.asp

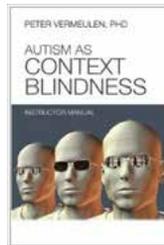
Aspergirls by Rudy Simone

Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness. Written by an Aspergirl for Aspergirls, young and old. Rudy Simone guides you through every aspect of both personal and professional life, from early recollections of blame, guilt, and savant skills, to friendships, romance and marriage. Employment, career, rituals and routines are also covered. 236pgs.



Autism As Context Blindness by Peter Vermeulen, PhD

Despite years of study and advanced technologies, we still do not fully understand how the "typical" brain works, much less how an autistic brain works. And while we have become increasingly familiar with the term autistic thinking, people with autism are still misunderstood, leading to frustration, depression and missed opportunities to reach one's potential. According to Peter Vermeulen, treatment of autism is still too focused on behavior and minimally focused on observation or determining the way of thinking that leads to the behavior. In this groundbreaking book, inspired by the ideas of Uta Frith, the internationally known psychologist and a pioneer in theory of mind as it relates to autism, Vermeulen explains in everyday terms how the autistic brain functions with a particular emphasis on the apparent lack of sensitivity to and awareness of the context in which things happen. Full of examples, often humorous, the book goes on to examine "context" as it relates to observation, social interactions, communication and knowledge. The book concludes with a major section on how to reduce context blindness in these various areas, vital for successful functioning. 421pgs.



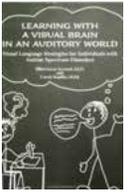
Dear Diana...Diana's Guide to Independent Living by Diana Bilezikian

After graduating from high school, the author attended Chapel Haven, a program for young adults with special needs and learning differences. This practical resource is an outgrowth of a series of emails she sent to relatives and friends about her life and the skills she was learning. Diana's original ideas have been expanded into a helpful collection of advice and support for how to live an independent and meaningful life. Hints and suggestions are grouped under the major headings of Life, Consumer, and Financial Skills; Communication and Interpersonal Skills; Self-Care and Domestic Living; Getting Around; Stress Management; Taking Charge, Managing Priorities, and Solving Problems; and Safety and Emergencies. 227pgs.



Learning with a Visual Brain in an Auditory World: Visual Language Strategies for Individuals with Autism Spectrum Disorders by Elyn Lucas Arwood and Carole Kaulitz

Even though many scholars recognize that individuals with autism spectrum disorders use visual ways of thinking, most fail to realize that a visual mental language is different from physically seeing something. This book addresses visual ways of thinking by recommending strategies that are language-based and consider the complexity of the underlying biological learning system. This unique approach can be used to provide direction for choosing the most effective assessment and intervention methods for people with ASD. 327pgs.



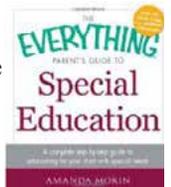
Social Behavior and Self-Management: 5-Point Scales for Adolescents and Adults by Kari Dunn Buron

Building on the success on the legendary Incredible 5-Point Scale: Assisting Students with Autism Spectrum Disorders in Understanding Social Interactions and Controlling Their Emotional Responses, by Buron and Curtis, this book also uses scales as a way of explaining social and emotional concepts to individuals who have difficulty understanding such information but have a relative strength in understanding systems. The 5-point scales can be used to increase communication between the person on the spectrum and their support person. It can increase self-management skills and, once learned, it can serve as an excellent self-advocacy tool. 250pgs.



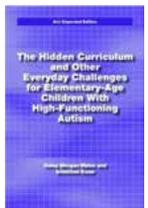
The Everything Parent's Guide to Special Education by Amanda Morin

Children with special needs who succeed in school have one thing in common--their parents are passionate and effective advocates. Learn how to evaluate, prepare, organize, and get quality services, no matter what your child's disability. A handbook that gives you the tools you need to navigate the complex world of special education and services, with information on: assessment and evaluation, current law, IEPs, record keeping, and parent-school conflict. Worksheets, forms, sample document and letters. 304 pgs.



The Hidden Curriculum and Other Everyday Challenges for Elementary-Age Children With High-Functioning Autism by Haley Morgan Myles and Annelise Kolar

In this 2nd expanded edition, previously entitled "Practical Solutions to Everyday Challenges for Children with Asperger Syndrome", young authors Haley Myles and Annelise Kolar give simple, no-nonsense advice on how to handle everyday occurrences that can be challenging for children on the autism spectrum. This reader-friendly book provides social rules that help children with peer relationships, school and everyday activities. New hidden curriculum tips, including tips on Internet safety, provide children essential social rules for succeeding in an ever-changing interactive world. 59pgs.



The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment: A Guide for Individuals With Autism Spectrum and Other Social-Cognitive Challenges by Brenda Smith Myles, PhD, Judy Endow, MSW, Malcom Mayfield, BS Civil Eng

Adults on the spectrum often have difficulty getting and keeping a job that is unrelated to their job skills. This practical and easy-to-use book provides necessary yet often untaught information on a variety of topics related to getting a job, finding a mentor, networking, using agencies, interviewing, talking with supervisors, dealing with on-the-job-frustrations, understanding the social rules at work and many other topics. 99pgs.



You may purchase these and more items on the ASM website at:

<https://www.asmonline.org:4441/productcart/pc/home.asp>

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Support our Services: Give to the Autism Society of Maine!

The Autism Society of Maine is a statewide nonprofit organization that for over 36 years has served Maine individuals with autism and their families, professionals, and communities by providing education, advocacy, referrals, and resource development. We rely on donations and fund-raisers to help cover the cost of our programs and activities that bring awareness and community to individuals and families affected by ASD. Here's how you can help:

- General donations may also be made anytime of the year online using our secure donation forms (or you can download and print our PDF forms) at: http://www.asmonline.org/involved_donations.asp
- Memorial donations to the Society in memory of a friend or loved-one may also be made at: http://www.asmonline.org/involved_donations.asp
- Donations through Network For Good may be made at: <https://www.networkforgood.org/donation/ExpressDonation.aspx?ORGID2=010407346>
- Donations through United Way can be directed to the Autism Society of Maine. For more information, visit: http://www.asmonline.org/involved_donations_united_way.asp
- Host a fund-raiser with proceeds going to ASM. Some of the past and current fund-raisers have included: Avon, Pampered Chef parties, Mary Kay parties, bake sales at events, selling autism awareness items at conferences or craft events, selling holiday wreaths, selling T-shirts. If any of these fund-raisers interest you, please call us for more information.

Become a Member!

The Autism Society of Maine invites you to join families and professionals in the pursuit of knowledge about autism spectrum disorders, treatments and support for Maine children and adults with autism.

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For other ways to contribute, contact us at asm@asmonline.org. Thank you for supporting our mission!

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