

The Sphere

Ohio's Quarterly Newsletter Focusing on Autism Spectrum Disorders and Low Incidence Disabilities

► www.ocali.org

Summer 2007 | Vol. I / Issue 1

OCALI hosts International Autism Conference

SEPTEMBER 26-28, 2007 - COLUMBUS, OH

The Autism Society of America (ASA) and OCALI present the **2007 Network of Autism Training and Technical Assistance Programs (NATTAP) Conference**, September 26-28, 2007, at the Greater Columbus Convention Center. This first-of-its-kind international conference will feature over 100 key leaders and scholars who will present a variety of sessions on autism spectrum disorders (ASD) and related fields. *[A partial list of National and Ohio speakers is included on page 3]* It is anticipated that 2,000-3,000

educators, professionals and parents from all 50 states and over 15 countries will attend.



“OCALI is thrilled to partner with ASA in offering a world-class conference on autism training and

technical assistance right here in Columbus. This is an excellent opportunity for Ohio teachers, administrators, parents, service providers and others to participate in a forum that will set a new foundation in ASD,” said Shawn Henry, OCALI executive director.

The primary objectives of the NATTAP Conference are to review:

- current models of systems at the national, state and local level;
- ▼ “National Autism Conference” continued on p. 3

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Key Dates

- A Collaborative Conference on Autism With Low Incidence Disabilities**
July 30-August 1, 2007
 Register online at: ► www.ocali.org
- Operation Adventure: A Camp Experience for Children with ASD**
 August 7-10, 2007
 Download registration form at: ► www.ocali.org
- 2007 NATTAP Conference**
 September 26-28, 2007
 Register online at: ► www.ocali.org/nattap2007



A complete **Calendar of Events** is located on p.12



From the Executive Director



Welcome to the debut issue of *The Sphere*, OCALI's quarterly electronic newsletter on autism and low incidence disabilities. This publication will further our mission of building state- and system-wide capacity for improving outcomes for those whose lives are touched by autism and low incidence disabilities. Working in concert with the OCALI website, listservs and regional training, *The Sphere* will connect you with news, information, events and people who are making a difference in Ohio.

Each issue will contain standard content such as:

- Ask OCALI
- Spotlight: Ohio
- Book + Resource Reviews
- Calendar of Events
- Parent's Corner
- Assistive Technology
- and more

Articles and columns will include general information important for all to know and understand, as well as more specialized topics targeted specifically to families, educators and service providers.

We'll also include special features and guest columns on current events and happenings around the State of Ohio.

For example, did you know that OCALI is hosting an international conference on autism this September right here in Columbus? Read about it in the front-page article, find out more information on our

website, then make plans to join us by registering TODAY at

► www.ocali.org/nattap2007

Check out Jill Hudson's article on a summer camp for students with autism ages 8-14.

In her column for parents, Pattie Stechsulte writes about developing a personal support group with other parents.

These are just a few of this issue's highlights.

Forthcoming issues will focus on people and events from communities around Ohio. You'll learn about the challenges, struggles and successes occurring throughout the state, as we explore new ideas and ***The Sphere* will connect you with news, information, events and people who are making a difference in Ohio.**

offer practical tips and research-based suggestions for addressing common issues.

Whatever the topic, *The Sphere* will endeavor to provide you with a clear, concise, accurate, balanced and informed publication of the highest quality and integrity.

Speaking of future issues, do you have a question you'd like us to answer in a forthcoming issue of *The Sphere*? Send it to Ask OCALI (ocali@ocali.org). Have an idea for a story or topic you'd like us to cover? Send it to our Editors (ocali@ocali.org).

We envision and intend this publication to be a significant part of a community of practice for autism and low incidence and welcome

your questions, suggestions and comments as part of this ongoing dialogue and continuous search for ideas and practices that will improve the outcomes for all involved.

Thanks for your interest.

Shawn Henry
Executive Director

OCALI's *The Sphere*: Ohio's Quarterly Newsletter Focusing on Autism Spectrum Disorders and Low Incidence Disabilities

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► www.ocali.org

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▼ *National Autism Conference
can't from cover*

- best practice in research and intervention use; and
 - methods of capacity building
- “The NATTAP Conference will identify supports, strategies and services that all children need for success,” said Brenda Myles, chief of programs and development. “Participants will also be able to network with others about initiatives and accomplishments occurring in other parts of the U.S. and around the globe.”

One of the main highlights of the NATTAP Conference will be the initial release of the National Teacher Competencies in ASD. According to Dr. Cathy Pratt of the Indiana Resource Center for Autism, “As higher education looks at developing certification programs and school districts investigate professional development activities, it becomes important to develop competencies that are evidence-based, comprehensive, and relevant, and to articulate these competencies to teachers of students on the autism spectrum.”

Numerous areas will be of interest and significance to the educator, service provider and parent/family member alike. Topics include:

- Assessment
- Comprehensive Planning
- Family Supports
- Early Intervention Models
- Transition to Adulthood
- Issues in Higher Education
- Interventions/Strategies

In addition to the more than 150 sessions offered over the three days, roundtable discussions will provide a chance for small-group discussion and interaction, poster sessions will

Over 150 key leaders and experts will participate in the 2007 NATTAP Conference, including national and Ohio-Based speakers:

National Speakers:

- Kari Dunn Buron
- Teresa Cardon
- Judy Coucouvanis
- Peter Gerhardt
- Glen Dunlap
- Brenda Smith Myles
- Barry Prizant
- Kathleen Quill
- Stephen Shore
- Luke Tsai
- Diane Twachtman-Cullen
- Pamela Wolfberg

Ohio-based Speakers:

- Georgia Backus
- Bill Bogdon
- Denise Sawan Caruso
- Christie Carnahan
- Chris Filler
- Tom Fish
- Diane Sainato
- Leslie Sinclair
- Ellen Williams
- Sondra Williams
- Jacquie Wynn
- Barb Yavorcik

The full list of speakers and the complete schedule of sessions and events may be found at: ► www.ocali.org/nattap2007

highlight both research-based and practical information related to ASD and numerous companies and organizations will showcase their products and services in the exhibit hall.

“Attendees at NATTAP will get the best of both worlds – nationally and internationally recognized speakers as well as experts and leaders from around Ohio,” said Henry. “Educators will participate in sessions and discussions that touch on all 20 of Ohio’s indicators found in the State Performance Plan for 2005-2010. Parents and family members will leave with ideas, strategies and practical solutions for assisting their children on the spectrum.

“It’s going to be an exciting and monumental event for everyone involved.”

–AMY BIXLER, SIMON BUEHRER,
JILL HUDSON

Who Is NATTAP?

The **Network of Autism Training and Technical Assistance Programs (NATTAP)** was established in 1990 by a small group of professionals working in statewide autism centers and programs. Through the years, NATTAP has looked for ways to combine the expertise and background of its members into products and events that will further benefit the autism community.

What: **2007 NATTAP Conference**

When: **September 26-28, 2007**

Where: **Greater Columbus
Convention Center**

Cost: **\$250 (before August 1, 2007)**

\$300 (after August 1, 2007)

**\$185 parent rate (through
September 26, 2007)**

CEUs + Graduate Credit will be available.

Info + Registration at:

► www.ocali.org/nattap2007

Behavior Is a Form of Communication – REALLY!!

Communication leads to community, that is, to understanding, intimacy and mutual valuing.

–Rollo May

It is the mere fact that communication is what leads to being understood and valued that requires us, as professionals, to find the communication system that is the most efficient and useful for our students. Without such a system, we have locked them into a silent world where we assume that because they do not know how to communicate with us, they have nothing to say. This assumption could not be further from the truth.

So many times we see a child in school exhibiting undesirable behaviors. But, if we truly observe that child, we will see that s/he is trying to communicate something. Tomblin et al. (2000) found that a significant correlation existed between behavioral problems

and language impairments in second-grade children. When we are able to give students a stable communication system, we open their world to new possibilities that decrease frustration and increase social interaction. Therefore as educators, we must listen to the child's behavior in order to enhance our communication with him/her.

As part of the educational team, we must look at the child as a whole and address all possible factors affecting communication (positioning, motor and cognitive abilities, and sensory perceptual needs) (Jones, 2004). It is the role of the speech pathologist on the team to complete a rigorous language and speech communication evaluation and suggest a communication system that is portable, efficient and useful to the specific student. When this is complete, we have truly provided our students with disabilities, an education that is

individualized and based on their unique needs (IDEA, 1995).

References:

History and Purpose of the Individuals with Disabilities Education Act (1995). Retrieved May 7, 2007, from http://www.dinf.ne.jp/doc/english/Us_Eu/ada_e/idea/idea95.htm

Jones, S. (2004). Augmentative and alternative communication: Management of severe communication disorders in children and adults. *Journal of Applied Research in Intellectual Disabilities*, 17(2), 133-134.

Tomblin, J., Xuyang, Z., Buckwalter, P., & Catts, H. (2000). The association of reading disability, behavioral disorders, and language impairment among second-grade children. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41, 473-482.

–LYNN DUDEK M.S., CCC-SLP, MBA

Assistive Technology

What is assistive technology (AT)? *Assistive technology* refers to any tool and/or strategy that acts to liberate the use of technology for all students as well as provide new ways to “assist” interactions and learning. In short, AT acts to “augment abilities and bypass or compensate for a disability” (Lewis, 1994).

AT is anything that makes it easier for a student to:

- turn things on
- get dressed, eat or bathe
- write

- read
- communicate
- play

Assistive technology may be divided into two categories: low-technology (low-tech) and high-technology (high-tech). Low-tech devices are passive or simple items with few moving parts, such as switches, head pointers, picture boards or crutches. High-tech devices are more complex and include electronic components, such as computers, power wheelchairs, or augmentative

communication devices.

Through the use of assistive technology, students with disabilities can experience more success in exploring the world around them, in communicating their needs and in making choices. As tools for playing, AT provides a means for students to use adaptive switches to activate toys. As tools for learning, assistive technology provides means for students to learn independently by manipulating their environ-

▼ “Assistive Technology”
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Collaborative Conference on Autism with Low Incidence Disabilities

OCALI, in collaboration with the Ohio State School for the Blind, the Ohio School for the Deaf, and the Ohio Center for Deafblind Education, is sponsoring **A Collaborative Conference on Autism with Low Incidence Disabilities, July 30-August 1, 2007** at the Crowne Plaza Hotel, Columbus North.

As the rate of autism increases, so does the rate of it occurring with other disabilities. This unique

What: **2007 Collaborative Conference on Autism with Low Incidence Disabilities**

When: **July 30-August 1, 2007**

Where: **Crowne Plaza Hotel, Columbus North**

Cost: **\$175 (includes lunch all 3 days)**

Up to 3 Ashland University credits or 19 PDCHs may be earned by attending.

Info + Registration at:

► www.ocali.org/collaborative

conference will address the specialized needs of complex learners with autism and sensory impairments, such as visual impairments, hearing impairments, deafblind, and other multiple disabilities.

National experts in these specialized fields – including Terese Pawletko, Ph.D., Marilyn Gense, M.A., Jay Gense, Ed.S. and Karen Ewing, Ph.D. – will provide an overview of the definitions and characteristics of individuals with these co-occurring disabilities.

They will also describe appropriate assessment and evaluation

processes, as well as evidence-based best practices during the first two days of the conference. On the third day, all the information presented will be applied to a team-based comprehensive planning process to support students across settings.

Ruth Aspy, Ph.D., and Barry Grossman, Ph.D., will demonstrate how to use their *Ziggurat Model* to help understand and develop interventions for students with autism and sensory disabilities. OCALI has been using this model to work with 15 teams across the state to support students with autism. The model is adaptable for students with a multitude of disabilities. School teams are strongly encouraged to attend this one-of-a-kind conference.

The conference is open to all educators and other school personnel, family members, community agencies, allied medical staff and university faculty and students, who have an interest in individuals with autism and sensory disabilities.

–ANN PILEWSKIE



Summer Camp

OPERATION: ADVENTURE

With the end of school quickly approaching, our thoughts eagerly turn towards the summer months, where the hustle and bustle of routine and homework give way to relaxing days for exploring and adventure.

For students with autism spectrum disorders (ASD), summer should be full of experiences that foster enjoyment and curiosity in a fun and supported environment.

One such opportunity will occur **August 7-10, 2007**, as OCALI partners with the Cuyahoga Valley Environmental Education Center to host **Operation: Adventure** – an overnight camp for students with ASD ages 8-14.

Camp gives students of similar ages and with similar interests a chance to come together and interact in an environment that encourages their strengths and supports their needs. It builds community and teaches teamwork as campers work together in their cabin and through various activities, providing opportunities for social engagement and spontaneous communication.

Campers will spend four days participating in traditional activities such as swimming, hiking, arts and crafts and field games. They will also engage in science experiments, social skills activities and sensory fun. Each evening, campers will enjoy a themed night, including a “wild west” night, where they dress up like cowboys and

▼ “Operation Adventure”
continued on p.9

▼ "Assistive Technology"
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ments. As tools for communicating, it provides a means for children unable to verbalize to interact with others by using augmentative and alternative communication devices.

As educational reforms include the application of assistive technology to support and expand classroom curricula, assistive technology can provide both routine and customized access to the general curriculum for students with disabilities.

OCALI offers a number of services related to assistive technology. These services include:

Assistive Technology Lending Library – The library consists of a variety of low-tech and high-tech devices. The equipment may be loaned for three weeks to evaluate students who may need assistive technology. Library patrons can book devices online at:

► www.ocaliforms.org

Professional Development – Training focusing on the use and application of assistive technology, Universal Design for Learning and Differentiated Instruction is offered during the year on a monthly basis. Please check the OCALI website for current professional development opportunities.

Website – The OCALI website offers assistive technology (AT) information on:

- learning about AT
- teacher resource links
- webcast vignettes
- professional development opportunities

Review all online information concerning assistive technology at

► www.ocali.org

–JEFF McCORMICK

Spotlight Ohio



Two Ohioan adults, Nancy Henn and Pat Filler, both of whom have autism, were highlighted in the 2007 first edition of the *Autism Advocate*, a magazine published by the Autism Society of America. Henn and Filler and their parents shared their stories of preparing for and gaining employment in the article, "Help Wanted: Adults with Autism Bring Unique Value to the Workplace."

While both faced challenges, they each found a meaningful job they enjoy, and where they are appreciated for their strengths and hard work.

Henn works for the Summit County Department of Office Services; Filler works for Universal Screen Arts, a mail-order catalogue company. The article also highlights the dedication of their parents in beginning the transition process early, accessing available services and supports, and actively pursuing a job that was right for the specific strengths and needs of their son or daughter.

OCALI is pleased that Henn and Filler are receiving the recognition they deserve for their achievement and success in work and life, as well as their parents for their exemplary efforts on their child's behalf.

Denes, S. (2007). Help wanted: Adults with autism bring unique value to the workplace. *Autism Advocate*, 46(1), 36-41.

–KATIE BASSITY

Authors Stephan Silverman and Rich Weinfeld devote the last chapter of their new book *School Success for Kids with Asperger's Syndrome* (AS) to the exemplary services offered at Medina City Schools through their Asperger's program.

The program is run by Sue Klingshirn, an autism consultant with the school district, and focuses on providing the individualized support needed for students with AS to be successful in their neighborhood high school. Supports include:

- social skills groups
- training for general educators
- specific training for transitions between schools (i.e., elementary to middle school)
- both regularly scheduled consults and quick daily consultations as needed

In addition to specialized training for teachers and support staff working with a particular individual, all employees in the Medina City School District receive periodic training on the characteristics of AS, as well as practical strategies for helping individuals with AS.

OCALI congratulates Sue and the Medina City School District for this well-deserved recognition of their outstanding work.

Silverman, S.M., & Weinfeld, R. (2007). *School Success for Kids with Asperger's Syndrome*. Waco, TX: Prufrock Press.

–KATIE BASSITY

“We Shall Be as One”

On March 9, 2007, OCALI welcomed Kim and Fran Peek to its offices on North High St. in Columbus. Kim Peek is best known as the inspiration for the character Raymond Babbitt, played by Dustin Hoffman in the 1988 Academy Award-winning film *Rain Man*. Kim has fascinated the public and scientists alike with his remarkable ability to memorize and recall vast amounts of data and information and conduct complicated calculations in his head.

“Dustin Hoffman, from now on, we shall be as one.” Kim Peek in his first meeting with the two-time Academy Award winner.

“Since he was two years old, Kim has been able to memorize dates, songs, maps and books. He can read both pages in a book at the same time and remembers 98 percent of everything he reads,” said Fran. “Give him your address and he can give you directions to your house. Give him your birth date, and he can tell you the day of the week you were born and major headlines in the world that day.”

Kim and his father captivated the OCALI staff with stories and tales from their extraordinary life together. Recalling the first time he met Dustin Hoffman, Kim said, “I looked him in the eye and said, ‘Dustin Hoffman, from now on, we shall be as one.’” The actor made Fran Peek promise that he would share his son with the world.

Fran has kept his promise. Since 1988, Kim and he have traveled and



Photo by Hal Hixson

Visiting University of Kansas master's student Hyo Jung Lee visits with “The Real Rain Man” Kim Peek and his father, Fran Peek, on March 9, 2007. The Peeks traveled to Ohio from their home in Salt Lake City, Utah, courtesy of Rotary International District 6630 of Northeast Ohio.

spoken with thousands of people from across the globe. They usually bring with them the “World’s Most Loved Oscar,” the 1988 Best Writing, Original Screenplay award that *Rain Man* story writer Barry Morrow gave to Kim. “It was amazing to meet Kim and his father and to get a chance to speak to them in person,” said OCALI’s Jennifer Polina, as she took her turn holding the Oscar.

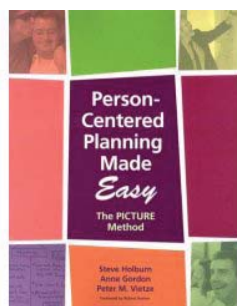
Kim’s extraordinary life and abilities have been documented in numerous videos and documentaries shown on the Discovery Channel, YouTube and other video outlets. Once a very shy introvert, he has grown into a cause celeb for championing differences and diversity in our world.

—SIMON BUEHRER

The Staff of OCALI congratulate Shawn and Sally Henry and family on the birth of their third child, Hayden Philip Henry, born at 6:20 am on Wednesday, May 16, 2007.



Book Reviews



Holburn, S., Gordon, A., & Vietze, P. (2007).

Person-Centered Planning Made Easy: The PICTURE Method.

Baltimore, MD:

Paul H. Brookes Publishing Co.

Person-Centered Planning Made Easy: The PICTURE Method is a practical handbook in which Steve Holburn, Anne Gordon and Peter M. Vietze offer a step-by-step approach to organizing support using a person-centered vision. Specifically, the authors describe how to systematically implement person-centered planning through the Planning for Inclusive Communities Together Using Reinforcement and Evaluation (PICTURE) approach to help individuals with disabilities to achieve more satisfying lifestyles.

The book consists of four sections. Part I, “Person-Centered Planning and PICTURE,” provides an introduction to person-centered planning, including a brief history, goals, a snapshot of the process as well as a comparison with clinical problem solving.

Part II, “A Step-by-Step Guide,” focuses on factors contributing to the success of the PICTURE process and steps of conducting the meetings.

Part III, “Using Evaluation to

Improve the PICTURE,” suggests a general framework for conceptualizing the PICTURE process and highlights three interlocking components – the organization, the team and the individual.

Part IV, “Tools to Use with PICTURE,” contains a troubleshooter’s guide for using PICTURE and ten evaluation tools used in PICTURE to evaluate the three interlocking components of the PICTURE as addressed in Part III.

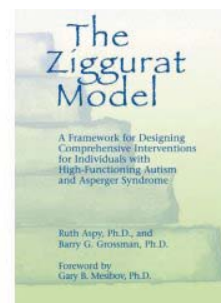
Person-Centered Planning Made Easy: The PICTURE Method is more than simply a book about the PICTURE approach to organizing support using person-centered planning. There are guidelines, tips and practical exercises running throughout the main text. It is written in a manner that is readily accessible to the stated audience – human services agencies. Sections are brief and avoid the use of technical jargon. Suggestions are practical and can be easily implemented.

Three unique features of this simple-to-use handbook are worthy of note. First, it focuses on organizing support for an individual around the quality-of-life vision of the person instead of around diagnostic or professional criteria. Second, it reasserts the importance of overall quality of life as the foundation for support. Last but not least, it commits to research-based practices by providing the most rigorous assessments of person-center planning and the effects of this approach.

Overall, this book is valuable and helpful for those who have

mastered the main idea of person-centered planning and are looking for the organizational practice that brings those ideas to life.

—KAI CHIEN TIEN



Aspy, R., & Grossman, B.G. (2007).

The Ziggurat Model: A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome.

Shawnee Mission, KS:

Autism Asperger Publishing Company.

What if someone told you that he or she had created a framework for developing and implementing intervention plans for individuals with autism and Asperger Syndrome (AS) that was comprehensive and efficient, yet thorough; had a broad range of applicability; was individualized; fostered team work; and was consistent with recent federal and state guidelines?

Sounds too good to be true, right? Most of us strive to develop and implement intervention plans with these features and benefits but have lacked the advantage of a tool to guide us in doing so in a timely

▼ *The Ziggurat Model*
continued on p. 10

Parent's Corner – "Lean on Me"

By Pattie Stechschulte



When I first realized that there was something different about my son Jack, I must admit I felt very alone. There is such a wide range of intense emotions that a parent, especially a mother, goes through when coming to grips with autism, how it affects the child and every aspect of the family's life. It is a very unique grieving process.

Many suffer from isolation as I did. You come to believe that nobody else understands. Even if you are married or have close friends to talk to, sometimes it is difficult dealing with the outside world or finding someone else who just "gets it."

It was only after I had the courage to reach out to others in the form of a support group did I find my salvation came in the form of another mother. Over a Chinese dinner and drinks, I found another soul who was living through the same things. I didn't have to explain autism to her. She just "got it" and listened.

After attending a few meetings, I felt I found true understanding, acceptance and answers. Besides giving me peace of mind, boy oh boy, did these women have the resources and experience.

Once my son was in school, I had the good chance to form some new friendships with two other moms with kids in the class. We started having breakfast together a couple of times a month. I fondly refer to us as the "Autism Mommies."

Some days we talk about autism, relatives, school, teachers and husbands. Some days we don't talk about autism at all.

We have play dates where all our children are welcome and there is no need to make excuses for our children and their curious behavior. Our husbands have come to appreciate what we mean to each other and how we ease each other's anxiety. My "Autism Mommies" have helped me through some very bad days and have also helped me celebrate some of my son's small and big improvements.

We have formed a close, unique bond that goes beyond sisterhood, and I must thank them for their love and kindness. I highly recommend forming your own small band of "Autism Mommies."

Through this experience I am reminded of the special song "Lean On Me," which states:

*"Lean on me, when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on."*

© 1972 Bill Withers

Interested in learning more about personal support groups? Contact Pattie at plstechschulte@yahoo.com

The United Healthcare Children's Foundation is offering support to meet the needs of children nationwide with assistance grants for medical services not fully covered by health insurance.

For more information, visit:
▶ www.uhccf.org

▼ "Operation: Adventure"
continued from p.5

enjoy s'mores 'round the campfire. They will also spend an evening as pirates searching for hidden treasure and cheering for their team while participating in the camp Olympics.

Volunteer counselors are comprised of college students from universities throughout the state in fields related to ASD. Counselors will receive specific training about characteristics and interventions and have the immediate opportunity to apply what they are learning by designing a comprehensive program of supports based on the individual needs, strengths and goals of each student in their cabin.

–JILL HUDSON

**Operation: Adventure
– An Overnight Camp for
Students with ASD
August 7-10, 2007
Cuyahoga Valley National
Park Association –
Environmental Education
Center, Peninsula, OH.**

**The cost to attend is \$325.
This opportunity is for
students ages 8-14.
Space is limited,
so register today!**

**Registration + information
are at:
▶ www.ocali.org**

▼ "The Ziggurat Model"
continued from p. 8

manner. That is, until *The Ziggurat Model* arrived.

Comprehensive. *The Ziggurat Model* presents a five-level approach to intervention plans that progresses in a hierarchical order starting with sensory differences and biological needs, reinforcement, structure and visual supports, on to task demands, and, finally, skills to teach. Addressing each of the lower levels fosters success at the higher levels, thereby promoting maximum success for individuals with autism and AS. Moreover, this unique approach may be used to develop a general program or one that addresses specific behavioral concerns.

Efficient, yet thorough. Drs. Aspy and Grossman have accomplished a major feat in creating a model that is easy to understand and use and is sensitive to the limited time available to parents and professionals.

For each of the levels of the Ziggurat, this innovative resource provides (a) descriptions of strategies that may be used to address them at a point of intervention: antecedent, behavior, or consequence; (b) considerations for incorporating these strategies; and (c) research to support them. Finally, *The Ziggurat Model* contains multiple case studies and a troubleshooting guide.

Broad range of applicability. The model may be used with individuals of all ages and ability levels. That is, it is just as valuable for a young child with classic autism as it is for a college student with AS.

Individualized. *The Ziggurat*

Model emphasizes the importance of building from each individual's unique needs, as opposed to providing a cookie-cutter approach to intervention.

Team-based. Collaboration and communication between parents and the multidisciplinary team are naturally fostered and enhanced. *The Ziggurat Model* helps everyone understand their vital role in an individual's intervention plan and, therefore, makes them more effective partners.

Consistent with recent federal and state guidelines. Teams that implement the Ziggurat model can be confident that they are addressing federal and state priorities emphasizing the use of evidence-based practices, response-to-intervention, functional behavior assessments, and positive behavior interventions and supports.

This revolutionary tool has the potential to significantly, and perhaps most important, positively and proactively, impact the lives of individuals with autism and AS, their families, and the professionals with whom they work. Aspy and Grossman's book will aid you and your team in making this goal a reality.

—ANASTASIA HUBBARD, M.S. ED.

Did you know?
Both the *Person-Centered Planning Made Easy: The PICTURE Method* and *The Ziggurat Model: A Framework for Designing Comprehensive Interventions for Individuals with High-Functioning Autism and Asperger Syndrome* are available for loan through the OCALI Lending Library.

Register for free at:

► www.ocaliforms.org



OCALI and the Autism Society of America present the 2007 NATTAP Conference, September 26-28, 2007, at the Greater Columbus Convention Center.

The NATTAP Conference will feature over 150 speakers presenting a variety of sessions on autism spectrum disorders and related fields.

Register TODAY at:

► www.ocali.org/nattap2007



OCALI Lending Library

The OCALI Lending Library provides books, videotapes, DVDs, assistive technology and other media regarding autism spectrum disorders and low incidence disabilities to parents and educators in Ohio – for FREE!

Online resource(s) may be borrowed for up three weeks (21 days). The online resources will be sent and returned via United Parcel Services (UPS). OCALI will pay the UPS costs and arrange UPS service. Clients can borrow up to five resources at one time.

BROWSING THE LENDING LIBRARY

To access the OCALI Lending Library, visit

► www.ocaliforms.org/

If you are not an OCALI Client, please select [[Go to New User Registration Form](#)] and complete the New User Registration Form.

Once submitted, this form will provide you with information about the Borrower's Agreement that will be sent to you via email. You must print the Borrower's Agreement, sign it, and either fax or mail it to OCALI. Once the Borrower's Agreement is received by OCALI, your account will be activated, and you will receive an email with your Client # and Password or PIN.

SELECTING YOUR RESOURCES

If you are already a Client, please select [[Go to OCALI Lending Library](#)]. You can also go directly to the lending library at

► www.ocaliresources.org

This will bring you to a search screen where you can search by keyword, subject, title or author. To view a resource listed in the search results, click on the title of the resource to see a full description.

Once you've selected your resource(s), click **Add to Bookbag**. This will place your selected items in a queue until you are ready to check out of the Lending Library.

When you are ready to check out, simply click **Place a Booking**



on Current Bookbag. This will take you to Step #1 of AB BookBag Wizard. Enter your requested date into the **Date Required Field** and click **Check Availability**.

Step #2 identifies whether or not your items are available to check out. Click **Confirm** to check out your items.

Step #3 completes the check-out process and includes the return date for your material(s).

CHECK OUT THESE GREAT RESOURCES

– AVAILABLE FROM THE OCALI LENDING LIBRARY



Aspy, R., & Grossman, B.G. (2007). *The Ziggurat Model: A Framework for Designing Comprehensive In-*

terventions for Individuals with High-Functioning Autism and Asperger Syndrome.

Shawnee Mission, KS: Autism Asperger Publishing Company.



Greenspan, S. & Wieder, S. (2001) *Floor Time Techniques and the DIR Model.*

Bethesda, MD: The Interdisciplinary Council on Developmental & Learning Disorders.



Bligh, S. (2000). *Social Language Groups.*

Shawnee Mission, KS: Autism Asperger Publishing Company.

A variety of assistive technology is available for evaluation purposes.

Online resources will be reserved on a first come-first served basis. Please reserve online. If you do not have access to a computer, please contact Jennifer Pollina, autism/resource secretary toll free at (866) 886-2254 ext. 9753.

–JEN POLLINA

Learn more about Applied Behavior Analysis (ABA) in the Autumn 2007 issue of OCALI's *The Sphere*, available September 2007.



Calendar of Events

EVENT: AT Network Collaborative Planning Meeting

DATE(S): June 7-8, 2007

TIMES: 10:00 am-3:00 pm

LOCATION: TBA

CONTACT: Jeff McCormick
(614) 410-0321

EVENT: A Collaborative Conference on Autism with Low Incidence Disabilities

DATE(S): July 30-Aug. 1, 2007

TIMES: 8:00 am-4:00 pm

LOCATION: Crowne Plaza Hotel, Columbus North

COST: \$175 (includes lunch)

CONTACT: Sue Fraley
(614) 410-0321

[Register Today]

EVENT: Operation Adventure – A Camp Experience for Children with ASD

DATE(S): Aug. 7-10, 2007

TIMES: Overnight

LOCATION: Cuyahoga Valley Environmental Education Center, Peninsula, OH

COST: \$325

CONTACT: Jill Hudson
(614) 410-0321

EVENT: 2007 NATTAP Conference

DATE(S): Sept. 26-28, 2007

TIMES: 8:00 am-4:00 pm

LOCATION: Greater Columbus Convention Center

COST: \$250 before Aug. 1

CONTACT: Sue Fraley
(614) 410-0321

[Register Today]

Add your meeting, seminar or conference to the OCALI Event Calendar at

► www.ocali.org

Ask OCALI

Dear OCALI,

My son has a lot of the characteristics of autism spectrum disorder (ASD). However, I'm not clear if my school district will identify him as having autism without a medical diagnosis. Is a medical diagnosis necessary?

–Michelle, Toledo

Michelle,

This is an excellent question. Federal and state regulations have identified autism spectrum disorders (ASD) as an educational category. This means that multi-factorial evaluation (MFE) teams can identify a child with ASD without the child having a medical diagnosis. In addition, federal and state regulations on ASD have been written broadly to include children with autism, Asperger Syndrome, and pervasive developmental disorders - not otherwise specified (PDD-NOS).

Dear OCALI,

My son has just turned 12. Is it too soon to start thinking about transition to adulthood?

– Robert, Newark

In our opinion, it is never too early to begin thinking about transition! The purpose of school is to prepare all students for their adult lives, so educators and parents should actually be thinking about transition as soon as school begins. When we teach self help skills, daily living skills, social skills, or academic skills, we are preparing a student for their adult life.

It is also important to identify a child's dreams, interests and strengths. Children benefit from seeing people at work and learning about a wide range

of careers. It is equally important for them to participate in community activities, such as recreation and social events. These opportunities will help parents assess a child's interests and preferences, providing a broader foundation for the focused transition planning of the IEP team required by the Individuals with Disabilities Education Act (IDEA) at the age of 16.

Submit your question about autism or low incidence disabilities to OCALI (email: ocali@ocali.org or mail to 5220 N. High St., Columbus, OH 43214).

Angels with Autism

Angels with Autism is a non-profit 501(c)(3) foundation that was formed in 2005 by parents of children with autism. The foundation supports autism research and the Columbus Children's Hospital Autism Center.

MARK YOUR CALENDAR!

In conjunction with the 2007 NATTAP Conference, Angels with Autism is sponsoring two fund-raising events in September 2007:

What: **Benefit Dinner**

When: **5:00-10:00 pm**

September 27, 2007

Where: **The Annunciation –**

Greek Orthodox Cathedral

Cost: **TBD**

What: **An Elegant Evening** (silent auction, hors d'oeuvres and cocktails)

When: **7:00-11:00 pm**

September 29, 2007

Where: **TBD**

Cost: **TBD**

Details and ticket information for both events will be available soon at:

► www.angelswithautism.com