

what's inside...

Our Philosophy	2
Meeting Our Mission	3
BIA New York Update	3
In Gratitude	4
Spotlight	5
News from The Village	6
The Village Clubhouse	7
Dynamic Duos	8
Community Resources	9
BIA Reference Desk	10
BIA Wish List	10
Facts About Autism	12

our mission...

To provide treatment and remediation to young children diagnosed with Autism Spectrum Disorders; to provide training to those who would offer such treatment; to provide trained personnel for the families of children with Autism Spectrum Disorders; and to offer these services to low-income or economically disadvantaged families.



BEHAVIORAL INTERVENTION ASSOCIATION

A California non-profit corporation serving children with Autism Spectrum Disorders since 1993

A Little Help from Our Friends

by Hilary Baldi

Five years ago we mailed out our first newsletter to friends and families of BIA. In that issue, we talked about our “dream of an inclusive preschool” where children with ASD could attend school with their neuro-typical peers without sacrificing key components of specialized classrooms such as low teacher to student ratios and highly trained staff. We asked for your help and support and lo and behold *The Village* preschool became a reality to our families living in the Fresno area. *The Village* began its second year with a very special gift from one of our Bay Area families. This gift came in the form of a custom playhouse. This well loved and still beautiful 16 year old playhouse, was carefully dissembled in San Carlos, transported to Fresno and re-built in our play yard by the original builder himself, Grandpa! This “new old house” is thoroughly loved by *The Village* students and our first year graduates who visit the village to participate in our after school program “Afternoon Adventurers” (ages 2-7) or just to say hello. *The Village* website is now up and running so visit us at www.thevillagefresno.org.

Our Oakland site just wrapped up its first session of “The Clubhouse,” an after school therapeutic program for elementary age students. Our new outdoor space allows us to offer a wide range of themes from Recess Games Boot Camp to Carpentry.



Our first Clubhouse members have enjoyed learning recess games and rooting for their friends whether it be a speedy run through the Shopping Cart Obstacle Course or a valiant effort at the Long Jump. Of course, the “Good Friend” prize boxes, available to big point winners, tops the charts. We are now gearing up for our next session at The Clubhouse where we will take on the world of science in “Gizmos, Gadgets and Goop!”

In this issue, we discuss a key phase in the progression of social play from solitary to cooperative group play, that of the peer dyad (page 8). We hear from one of our alum about his experience as a peer playdate facilitator (page 5). And check out our staff picks for interesting perspectives on

—continued on page 10



Our Dedicated Staff

Founder and Executive Director

Hilary Baldi, MA

Board of Directors

Deanne Detmers, MA, *Co-Founder*

Allison Campos	Carolyn Klebanoff, MD
La Donna Ford, MD	Thom Maslow
Stephanie Greenberg	Chris McAllister
Fran Tannenbaum Kaye	Lynne Royer

— BIA BAY AREA —

Program Directors

Teri Jasman, MA	Shanti Kilduff, MA
Anna Kern, MFT	Rachel Manfredi, MA

Program Managers

Elissia Forsyth	Wendy Rodas
Matt Gibson	Emily Schlessinger
Lindsay Holden-Shannon	Angelika Schilli
Becky Kupersmith	Jessica Zupan
Natalie Levanda	

Program Implementers

Haydee Aguerre	Teresa LaMendola
Glicelda Aguila	Hilary Moore
Leah Baugh	Cassandra Nguyen
Kori Bias	Meaghan Pugh
Roberta Binarelli	Valerie Rangel
Julie Bowen	Linsey Sandrew
Erin Burton	Lalin St. Juste
Luisa Fernandez	Christina Sun
Lauren Girard	Jessica Tucker
Amanda Melby	Emily Veith

Administration

Lisa Crawford, *Business Administrator*
Deborah Notter, *Secretary*

— THE VILLAGE / BIA FRESNO —

Monique Bekeschus, *MS-Clinical Director*
Heather Carder, *Program Director*
Kristin Deundian, *Preschool Director/Head Teacher*
Evayon Henson, *Co-teacher*
Lisa Jaenke, *Co-teacher*
Allison Campos, *Office Manager*

Holli Ann Autler	Leora Kennedy
Cristee Campus	Kimberly Lohse
Virginia Brown	Aunna Marquez
Stacey Dykstra	Jamie Melton
Cheryl Handley	Anna Yang
Karen Harbour	ArYang
Matt Fabrizio	

BIA NEW YORK —

Allyson Haselbauer, MA

Our Philosophy

BIA strives to enhance each child's ability to reach his/her maximum potential by:

- Creating a developmentally appropriate and comprehensive curriculum
- Capitalizing on a child's strengths and interests
- Providing an intensive number of learning opportunities
- Generalizing skills across settings (peers, school, community)
- Educating families
- Assisting and supporting children in mainstream settings

BIA blends skill-based teaching approaches based upon the principles of Applied Behavior Analysis (ABA):

- This includes positive behavioral support strategies, pivotal response teaching, discrete trial instruction, cognitive behavior modification, visual teaching strategies: PECS (Picture Exchange Communication Systems), visual schedules/visual tasks as found in TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)

BIA seeks to create a unique relationship with each student built on trust, reciprocity, and shared enjoyment of relating.



Meeting Our Mission

Intensive Early Intervention: BIA provides intensive early intervention services to families in the Bay Area and Fresno. These are home and school-based 1:1 programs with 15-30 hours per week of direct services per child.

Consult Services: BIA provides consultation services in the Bay Area, Fresno and New York which consist of ongoing program design, development, and recommendations. BIA collaborates with many school districts to evaluate existing services and assess students enrolled in district programs

The Village Clubhouse (Oakland) after school program:

An inclusive afterschool program (2 days a week) with a curriculum incorporating leisure and social-communication skills for elementary-aged children.

The Village Inclusive Preschool Program (Fresno): An inclusive preschool and educational center fostering learning styles of all children.

The Village Adventurers (Fresno): BIA offers an after school program for its preschoolers with a curriculum incorporating leisure and social-communication skills.

The Village Crew (Fresno): An inclusive after school program for children ages 8–12 2 days a week funded by Central Valley Regional Center with a curriculum incorporating leisure and social-communication skills.

Workshops: BIA provides workshops on: *Early Warning Signs of Autism* (available in Spanish), *Play with Peers*, *Supporting Students with ASD in Group Settings*. Please email or call for more information. Workshops are available throughout the U.S.

Community Outreach: BIA participates in autism resource fairs and provides speakers in the community on a variety of topics.

Individual Program Funding: BIA is vendorized with both the state regional center system and the public school system.

Lending Library: BIA-Bay Area offers play materials as well as reference materials for parents and staff. The BIA-Fresno site houses a library of books and audio-visual materials available for loan. Donations of books or videos on autism, teaching strategies, etc. are always welcome. Our Toys Lending Library space is limited so please contact our office about toy donations and we will be happy to see if we can put it to good use!



BIA–New York Update

by Allyson Haselbauer

After a year in New York, I quickly learned that although a great deal of educational options for younger students (under 5) with autism in both home and center-based settings exist here, there are not as many options for elementary-aged students beyond what they are receiving in their classrooms. Upon discovering that, I have been working with these students to develop the skills that they need outside of the classroom such as communication skills, play and leisure skills, and self-help skills. In addition, I am also facilitating 1:1 play sessions with these students and their typically developing peers and talking to their families about the importance of fostering friendships for children with autism. The response has been very positive and word is beginning to spread.

In Gratitude...

All of us at BIA are very grateful to the many individuals and organizations who contributed their time and/or money to help us achieve our mission.*

Annual Fund Donors*

BUILDING BLOCKS (\$20-\$99)

Barbara Chotiner
Jack/Annette Heller-Heller Family Trust
Joanne/Jeff Jagoda
Brian/Fran Tannenbaum Kaye
Douglas/Cynthia Gordon Kaye
Todd/Julie Kaye
Nancy/George Manfredi
Leo/Lynda McCarthy
William/Helen Tannenbaum

FIRST STEPS (\$100-\$249)

Linda Rosenberg/Andrew Ach
Hope/Noah Alper
Su-Moon Paik/Robert Brown
Margaret/Charles Charnas
Mark Klebanoff/Mary Anne Christy
Barry/Debra Trubowitch Cohn
Claire/James Davis
Jean Zeng/Jeffrey Huang
Ronald/Tobye Kaye
Steve Kim
Jeff Zieba/Bronwen Morgan
Philip Raskin-REBCO
Suzanne Royer
Terri Witriol/Ralph Sklar

EXPLORERS (\$250-\$499)

564 Foundation-
Laura/Michael Lazarus
Charles/Kristin Chen
Hong Chen
Dwight/Jane Foster
Lorin Heller /Amanda Goodsell
Jill Herschman/Chris Rogers
Edward O'Neill/Gayle Saldinger
Shoresh Foundation
Rita Yon/Gabriel Turk
Mike Wilson

CLIMBERS (\$500-\$999)

Anonymous
Dr. Ryan Anderson
Karen/Jerry Borden
Cali Sutter Bottom
Schwab Charitable Fund-
Laura/John Fisher
Richard Kronenberg
Bruce/Heather Littell
Cathy Kobel/Barbara Reikes
Joan Stubblefield

TEAM MATES (\$1000 AND ABOVE)

Anonymous
Karen/Jerry Borden
Richard/Aida Demirjian
E*Trade Financial Corporation Donor
Advised Fund of The Community
Foundation for the National Capital Region
Christina Giguere
Fred Cohn/Carolyn Klebanoff
Seymour/Evelyn Klebanoff
Oakland A's Community Fund
Lynne Royer/Bruce Saldinger
Drs. Ben & A. Jess Shenson DA Fund
Mary Beth Gray/Marshall Spight
Joan Stubblefield
Thomas/Diane Sutter
Dan Wald

Donations

SERVICES DONATIONS

Mark and Joe at Copy Central-Emeryville

GOODS DONATIONS

Fran Tannenbaum Kaye
West Coast Sporting Goods
Peggy Wilson

PROGRAM MATERIALS DONATIONS

The Fingerut Family
The Saldinger Family

The Village Supporters

In Gratitude...

GOODS AND SERVICES

Devry College – Mai Thao, YaMee Lee,
Lehel Drahoney-
for website development services

PROGRAM MATERIALS

Joe and Sandy Dalli-playhouse
Bernice Detmers-school supplies

Annual Fund Donors

BUILDING BLOCKS (\$20-\$99)

Andrea/Harold Mead Jr.

TEAM MATES (\$1000 AND ABOVE)

Julie Campos

* Donors after our print date will be acknowledged in the next issue.





As a proud parent of a BIA alum, I'm thrilled to show this photo of my son, Jack, pictured between his godparents, Jake and Lisa Lore, at Jack's Bar Mitzvah in January 2008.

Jack, 13, attends Gideon Hausner Jewish Day School in Palo Alto. His favorite subject in school is science, and in

particular, zoology. After school sports are basketball (Jack is 6' 2" tall!) and tennis. In his free time, Jack plays guitar and is a vocalist; his favorite music genre is country.

Jack's passions are animals and endangered species, and he plans to pursue a career in this field. -Shari Boxer Baker

By Anna Kern, Program Director

Joshua Kaye, a former BIA client, approached BIA about working over the summer with children who had experienced early intervention services through BIA as he had. Joshua was paired with 2 elementary age boys who have mild yet ongoing social issues addressed by their parents and teachers. Joshua received some coaching and had the opportunity to observe BIA staff implementing play dates. His play dates took place in a park.

Joshua's interest in giving back to the community that he knows intimately deserves the utmost appreciation. BIA gives a heartfelt thanks and wishes Joshua all the best as he graduates from high school and prepares for college in the coming year.

This summer, I served as a play date facilitator for two boys who at one point qualified for a diagnosis of autism. This was my first time in over a decade participating in these types of play dates, and it was a very hard, but rewarding experiences. In my previous experiences with play dates I was a preschooler who slowly but surely, despite my diagnosis of autism, learned to find great joy in engaging in play with my peers. More recently, I learned how to stretch the limits of my patience, how to stretch the comfort zone of the boys I worked with, and how to create and improvise outdoor games and activities for the two boys and how to keep them engaged. Facilitating these play dates taught me a lot about myself, and about my own recovery from autism. -Joshua Kaye

Steven's Song

Thanks for the memories
words for Steven were slow
we thought he'd never grow
then BIA joined the fray
'n turned the struggle to play
we thank you so much

Thanks for the memories
first pictures then to words
flash cards, puzzles then verbs
tantrums we lived thru
couldn't have done it without you
we thank you so much

Thanks for the memories
opinions he now has
without them we'd be sad
you brought them out in force
just terrible 2's of course
we thank you so much

Thanks for the memories
whether Leo, Shrek or Steve
we worried you might leave
your work was a success
by finding you we're blessed
we thank you so much

Thanks for the memories
his trademark orange clothes
his feelings grow 'n grow
a regular little boy
you've brought our family joy
we love you so much

Composed in honor of Steven Fingerut's graduation from his BIA program



News from...



By Monique Bekeschus

The Village opened its door for the 2007-2008 school year with an additional classroom and a library. The new classroom features areas for dramatic play (stage and costumes), art, literature and a writing center loft. The library, which houses hundreds of books, a listening center and media center, offers Village students both an opportunity to explore its vast array of books and a quiet place to "chill." We owe a very special thanks to the Dyer Family Foundation for their generous grant to open the library. Also, thank you to Robert Estrada and Doreen Zaki for donating books to this space.

In addition to our "new old playhouse" (front page), The Village playground will also be making room for a new play structure surrounded by rubber surfacing. This very state-of-the-art structure comes to us through an outdoor initiative grant from First 5 Fresno County. First 5 will be putting up a whopping \$50,000 towards the \$55,500 project.

Intensive intervention programs continue to be a large part of what we provide at BIA Fresno and at The Village campus. While the bulk of these services are provided in the home, clients can and often do receive some 1:1 instruction at The Village where opportunities for generalization of social skills can be created via visits to morning circle time or joining peers for structured outdoor play with the students in the Afternoon Adventurers program, The Village aftercare program.

Thanks to the Central Valley Regional Center, our Fresno campus also offers Crew, the Valley's first formal socialization program for children ages 6-12. Throughout each 8 week session, children will have the opportunity to practice social and communicative competence while participating in fun theme-based activities with both neuro-typical peers and peers with ASD. Anyone interested in attending please call our office at (559) 449-1059 or email monique@thevillagefresno.org.



The Village Preschool is a unique educational program directed by professionals with graduate degrees and over 20 years of experience in the field of early childhood education. The mission of this school is to give children of all learning needs and styles the opportunity to gain the social and academic skills necessary to enter kindergarten. These important goals are accomplished through a daily program which incorporates dramatic play, art, music, computer lab, gross motor play and learning centers. A low 1:4 teacher to student ratio ensures that proper facilitation and attention is given to each child. Children attending The Village also enjoy an onsite library, Spanish, gardening, and weekly family style cooking and lunches. Please come by for a tour and see the idyllic garden setting of The Village located in northwest Fresno. For more information please contact us at 559-449-1059 or villagepreschool@sbcglobal.net.

The Village Club House

On November 13, 2007 BIA held an Open House and Information Night to launch the *Village Club House*, a new after-school program geared to assist students with ASD ages 5-12 learn social and leisure skills. The information night was well attended by staff from the Regional Center of the East Bay, current and former BIA families and local developmental pediatricians. The event showcased BIA's newly landscaped yard which is used by *Club House* participants.

With the first clubhouse session well underway, clubhouse students are learning new recess games, working on 'how to be a good friend' and earning lots of fun prizes through the awarding of points. Students meet after school twice weekly and some nice friendships are developing. The second clubhouse session will begin in April and the theme will be 'Science' with fun experiments galore. If you would like more information, please give us a call (510) 652-7445, ext 10.



BIA's back yard before...



and after!



Dynamic Duos

The Importance of Establishing Coactive Learning Environments for Young Children Experiencing Autism Spectrum Disorder

By Teri Jasman

Many BIA families have experienced the process of developing playdates for their child. For many of our clients, a playdate with a peer is a critical therapeutic component of their intervention services. As stated in BIA's Parent Handbook, the main purpose of a playdate is "to create a safe and supportive environment where the client can engage in positive interactions with another child." These experiences give the child the opportunity to interact with and model after a typically developing child in a structured and distraction free setting.

Although this sounds straightforward, in practice, arranging playdates can be a challenge. Parents may feel that the time that their child spends in his/her preschool sufficiently offers the peer interaction opportunities that we seek to create during play dates. Families often have doubts about the visiting peer and might ask, "Given the unpredictability of young children, will the guest playmate feel like doing what we planned?" Other parents might question the purpose of a playdate with "My child is only mildly aware of other kids so how will this benefit him?" Or "Young children have such difficulty cooperating, is it realistic that they will share and work together?" Lastly, "Is this the best use of our precious time with early intervention services?"

Before addressing these concerns one by one, it is important to look at what is meant by a peer dyad or "coactive learning." Bev Bos, an early childhood educator who first developed the concept of coactivity, says that coactive learning is "simply a way of interacting with others, more often one-on-one than in larger groups, with an emphasis on process rather than product... developing coaction skills is a necessary foundation for developing cooperation skills – which comes later in childhood development and is a benchmark of a socially astute child."



When our work is to help a young child build social skills so that she/he is confident and capable of the expectation inherent in a social setting, aligning the environment to foster coactivity will yield positive results. Some examples of environmental adaptations that foster coactivity include: using benches where peers sit in two's, having play equipment that relies on two children to work (seesaws, wagons, double seated swings, double seated tricycles) and having semi-private areas where only two children can be together at a time. Curricular adaptations that foster coactivity include assigning jobs for two children where working together is imperative (one child holds the bucket under the spout and the other child turns on the water), games that require a partner, and role playing that promotes peer communication.

So what significance does this hold for a BIA family embarking on play dates? For the answer, let's look at the questions posed earlier:

Question: "Will the guest playmate feel like doing what we planned?"

If the environment is conducive to coactivity, it will not be a major barrier if the guest is reluctant to participate. Building in the flexibility to follow another child's lead is always possible

within the format of a playdate that is structured so that turn taking and individual ideas can be honored.

Question: "My child is only mildly aware of other kids, how will this benefit him/her?" Being in the proximity of one child who is actively engaged in play, with a professional facilitating and building in opportunities for the child for successful interaction yields positive results. Adults playing the role of a child in play will not naturally translate into social competence, but lots of practice with a peer will.

Question: "Young children have such difficulty cooperating, is it realistic that they will share and work together?" No. It is not our goal that they share and work together immediately during

the play date. Our goal is to create a higher number of communicative opportunities and multiple opportunities to practice the same skill over time.

Question: "Is this the best use of our precious time with early intervention services?" Yes. Competence in the peer-dyad setting is a critical stepping stone toward building social competence in the preschool setting where cooperative group learning and playing abound.

References:

Bos, B., *Together We're Better: Establishing Coactive Learning Environments*, Roseville CA, Turn the Page Press, 1990

Community



Resources

Local Regional Centers –

Provide services, support, programs and funding.

Regional Center of the East Bay:

Oakland office 510-383-1812
Concord office 925-691-2300
www.rceb.org

Golden Gate Regional Center:

(San Francisco, Marin, Peninsula)
415-546-9222
www.ggrc.org

Central Valley Regional Center

559-276-4360
www.cvrc.org

Community Alliance for Special Education (CASE) -

Provides legal counsel support.
1550 Bryant St., Suite 738
San Francisco, CA 94103
415-431-2285
Fax 415-431-2289
email: info@caseadvocacy.org
www.caseadvocacy.org

California Chapter of the National Autism Association –

Parent resource group. 510-237-9454
www.nationalautismassociation.org

Disability Rights Education and Defense Fund (DREDF) –

Public policy law center
2212 6th St. Berkeley, CA 94710
510-644-2555
www.dredf.org

Exceptional Parents Unlimited

(EPU) – Central Valley parent resource group 559-229-2000
www.exceptionalparents.org

Families for Early Autism Treatment

(FEAT) – statewide parent resource group. www.feat.org

www.insurancehelpforautism.com

Info on insurance and ABA services

Parents Helping Parents –

Family resource center
3041 Olcott St.
Santa Clara, CA 95054
408-727-5775, www.php.com

Protection and Advocacy -

Provides legal counsel support.
1330 Broadway, Ste. 500
Oakland, CA 94612
510-267-1200
www.pai-ca.org

Special Needs Trusts Workshops

Support for Families – lists regular seminars on this topic in their monthly newsletter (www.supportforfamilies.org).

Support For Families Of Children With Disabilities –

A family resource center
2601 Mission Street, #606
San Francisco, CA 94110
415-282-7494
www.supportforfamilies.org

Talk About Curing Autism (TACA)

Southern California parent resource group. www.tacanow.com

Through The Looking Glass -

Assistance with parenting, training and counseling.
2198 6th St., Berkeley, CA
510-848-1112
www.lookingglass.org

Please notify us with updated information.



BIA Reference Desk

The Challenging Child: Understanding, Raising and Enjoying the Five "Difficult" Types of Children

By Stanley I. Greenspan, M.D.

Although not a new best seller, this book proves an invaluable guide for parents grappling with children who have difficult temperaments. First published in 1995, Dr. Greenspan identifies "5 different basic personality patterns and some of the physical and emotional characteristics that go with these patterns: sensitivity, withdrawal, defiance, inattention and aggression. In extreme, all of the characteristics can be daunting for parents."

The book makes interesting connections between behavior and temperament that can be very insightful for families and their children with ASD. The book explains that how we as parents respond to our children's excesses shapes their personality. It exposes the relationship between the "nature vs. nurture" debate. Especially when faced with behavioral excesses such as temper tantrums or extreme rigidity, it gives concrete examples of how to identify a pivotal teaching moment to give a new acceptance to an entrenched power struggle dilemma.

An insightful read for any parent who struggles with how best to support a child whose behavior is "more" than that of their peers.

—Teri Jasman



Look Me in the Eye; My Life with Asperger's

by John Elder Robison



Look Me in the Eye is the life story of John Elder Robison, the "Aspergian" older brother of *Running With Scissors* author, Augusten Burroughs. Robison tells a lighthearted, yet informative tale of growing up and finding your way through life with Asperger's Syndrome. Eventually receiving a diagnosis at the late age of 40, Robison tells how he found his

niche in life by following his interests, and surrounding himself with people who believed in him. Despite the adversities of a dysfunctional family life and feeling as though he lived in a world that he often did not understand, we see how Robison manages to find ways to capitalize on his strengths and interests to build a fulfilling, albeit unconventional, life.

—Rachel Manfredi

BIA's Wishlist

Can you help us make our wishlist shorter? If you can provide any of the items below, please contact our office at 510-652-7445 ext. 10. **Gently used is more than welcome!**

For BIA-Bay Area

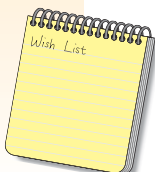
- Velcro
- Laminating sheets
- Art supplies

For BIA-Bay Area Village Clubhouse

- Tandem Trikes (2)
- Scooters (4)
- Helmets (6)
- 4-Way Easel(1)
- Art supplies (paints, brushes, construction paper, glue, stickers, stamps, sidewalk chalk, etc)
- Rainbow parachute
- Bean bags

For The Village Preschool/ BIA-Fresno (please contact 559-449-1059 for specifics)*:

- Water fountain
- Intercom system for classrooms



A LITTLE HELP...

Continued from cover

both raising children with special needs and experiencing them first hand (page 10). As we embark on our fifteenth year of services for children with ASD, we find ourselves marveling at the countless ways in which so many of BIA's friends and family have given of their time and talent. Here's to another 15 years!

TWO DVDs show parents how to use play to improve interaction skills of children with autism

From Hilary Baldi, M.A. & Deanne Detmers, M.A.
of Behavioral Intervention Association

Passport to Friendship

FACILITATING PEER PLAY FOR CHILDREN WITH ASD

\$34.95 / DVD / 37 minutes
Public Performance Rights Included



Passport to Friendship

Facilitating Peer Play for Children with ASD



bia

PASSPORT TO FRIENDSHIP is an engaging DVD that presents a step-by-step approach to facilitating successful peer play for the young child with an autism spectrum disorder (ASD) and is a follow-up to the previous release, EMBRACING PLAY.

Using clear examples, insights from parents, and expert commentary, this illuminating film for parents and educators demonstrates how to build structure and predictability into peer play. It features several play dates—each with a pair of preschool-aged children, one with ASD—to illustrate the tips and techniques that facilitate positive peer play:

- Create physical boundaries for the play area
- Limit choices of toys and activities
- Incorporate visual supports (e.g., choiceboard, turn-taking indicator, etc.)
- Choose familiar activities
- Include the playmate's activity preferences
- Provide a balance of activities (sensory motor, turn-taking, construction play, pretend play)
- Review the play date routine (choices, house rules, incentives)

The additional resources (text files accessible by computer) provide lists of tried-and-true peer play activities with simple instructions—from rough-and-tumble games to creative ideas for construction play—giving parents ample material for creating fun and instructive play dates for their child with autism.



Embracing Play: TEACHING YOUR CHILD WITH AUTISM

\$34.95 / DVD / 47 minutes / Public Performance Rights Included

This video teaches parents of children with autism spectrum disorder (ASD) how to engage their child through play and help kids relate to others. Parents learn how to foster play and shared experiences through "Object Focused Play." Demonstrations of one-on-one play sessions between a child and adult show how to create the structure necessary to capture a child's attention, keep it, and how to gauge success.

These DVDs are available from Woodbine House (see below).

ORDER FORM

Name: _____ Check here to receive a Woodbine House Special-Needs Collection Catalog.

Address: _____

City: _____ State: _____ Zip: _____ Phone: (_____) _____

Method of Payment: Check Visa/MC/AmEx/Discover

Credit Card #: _____ Exp.: _____

QTY	TITLE	SUBTOTAL
_____	PASSPORT TO FRIENDSHIP / \$34.95	_____
_____	EMBRACING PLAY / \$34.95	_____

add S&H: _____
TOTAL: _____

S&H on Prepaid Orders

If you are ordering.....Add:
1 DVD..... \$4.50
each add'l DVD..... \$1/book
(up to 10 DVDs)

RETURN ORDER FORM TO: WOODBINE HOUSE, 6510 Bells Mill Rd., Bethesda, MD 20817
or call toll-free at 800-843-7323 to order with a credit card or purchase order.

Visit Our Website: www.woodbinehouse.com

Some Facts About Autism

Autism is a brain disorder that affects a person's ability to communicate, to reason, and to interact with others. It is a spectrum disorder that affects individuals differently and to varying degrees of severity, and can be found in combination with other disabilities.

The term "autism" and "autism spectrum disorder" are often used interchangeably and refer to three of five disorders known as Pervasive Developmental Disorders (PDD). The three "autism spectrum disorders" are: Autistic Disorder, Asperger's Disorder, and PDD-NOS (Not Otherwise Specified).

Common symptoms of autism include:

- Severely delayed communication skills (lack of use of gestures, delay or lack of spoken language)
- Restricted play skills (repetitive use of objects, lack of imaginative play)
- Impairment in social interaction (minimal interest in peers, lack of sharing items/experiences with caregivers)

Source: Autism Society of America



3229 Elm St. Suite 1
Oakland, CA 94609

www.bia4autism.org

510-652-7445

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
TUCSON, AZ
PERMIT #271

Address Service Requested