



Volume 2, Issue 7
Winter 2010

Newsletter

Endless Poss**ABILITIES**

BEHAVIOUR INTERVENTION & THERAPY SERVICES

A specialized treatment centre offering children options for better learning and coping skills.

MISSION STATEMENT

We are committed to excellence in program delivery and the success of each and every child we work with. Our passionate and dedicated staff strive to achieve every treatment objective using the most innovative and creative strategies possible.

We measure our success by your child's gains!

EPA's

Special Points of Interest:

- *Autism Link*
- *Building Blocks of Creativity*
- *Supported Inclusion*
- *Participating for Autism*

Autism Linked to Multisensory Integration

The Albert Einstein College of Medicine released a new study about the process of sensory information in children with autism. This study supports observations that individuals with autism have difficulty dealing with several sources of sensory information.

The Albert Einstein College has been improving methods for measuring multisensory integration and their findings "could lead to objective measures for

evaluating the effectiveness of autism therapies."

In this study, children ages 6 to 16, 17 autistic and 17 typically developing children watched a silent video. They were presented with unrelated auditory separate from the video, then with the video and their responses to each situation were compared. The results indicated that typically developing children had a healthy stimuli to the multisensory, which exceeded their response to the unisen-

sory. However, children with autism did not have a pronounced difference between the two.

These results indicate that children with autism are not "integrating multisensory information as effectively."

This study aids in the understanding of the relation between behavior and sensory difficulties.

Albert Einstein College of Medicine. "Autism Linked to Multisensory Integration." *ScienceDaily* 20 August 2010. 1 September 2010 <<http://www.sciencedaily.com/releases/2010/08/100819173840.htm>>

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Building Blocks of Creativity

Researchers at the University of Rochester Medical Centre conducted a study to teach children with autism to use creativity by using Lego. The study's participants were between the ages of 6 to 10, and the study was to see if children with autism could break out of repetitive activity to create a new structure or colour pattern.

The first part of the study had each child begin building with 24 Lego pieces and the instructor collected baseline data, which indicated whether the child seemed inclined to change the colour pattern or structure of what he/she was building. After the baseline data was collected the first interven-

tion phase began.

The first phase happened over several months of sessions. At the beginning of each session the instructor would ask the child to build something new. If needed the instructor would demonstrate building something different and then prompt the child to build something new as well. If the child succeeded in experimenting with colours or patterns they were awarded a small prize.



In the second phase the children were asked to build something new with wooden blocks, to change what they had become accustomed to

and see whether they could apply their new skills in a different situation. The children were then given the Lego again, without any instruction or reward, to see if they could still experiment with the Lego. In the final phase the children were again rewarded for altering their Lego structures.

The children were assessed again a few months later and the researchers found that all the children were still able to create new structures.

“These findings could pave the way for new studies testing interventions that attempt to improve a wide variety of social skills and behaviours among people with ASD.”

University of Rochester Medical Center (2010, November 30). Playing with building blocks of creativity help children with autism. *ScienceDaily*. <http://www.sciencedaily.com/releases/2010/11/101129121119.htm>

Autism & Fun!!!



Supported Inclusion

Inclusion of a child with developmental delays into a classroom has its challenges. Research shows children with autism make little gains in a regular classroom without proper support. Given IBI in the classroom is impractical and often not part of the school mandate, we collaborate with the school to identify and target your child's area of need. We then structure supported inclusion by developing an individualized plan targeting these areas, and implement strategies to reduce interfering behaviours. With classroom teacher cooperation, classroom introduced interventions that benefit

the whole class as well as your child, is also recommended. Targets range from following routine in classrooms, to attending, peer interaction and successful completion of classroom assignments in a group or independently.

Once an individualized plan is developed and approved by teacher and school, a therapist ideally attends at the school at

the teacher's convenience, and supports your child in the classroom on a predetermined schedule. As your child's performance increases and behaviours decrease, your child must attain set criteria for mastery of targeted skills before we begin to fade out of the classroom. During this time monthly meetings with the teacher/school to monitor progress are recommended on a per need basis, and subject to your child's progress.



Participating for Autism Research and Surveys

York University is continuing to study the identification of autism genes.

Their goal is to identify the genes that contribute to autism in order to improve their understanding of what is missing or different in a child's brain with autism. With a better understanding they will be able to help in creating new diagnostic tools and more effective treatment that can be used in earlier development.

In order to discover the missing pieces York University needs the help of families to participate in this study.

They are currently seeking children of all ages diagnosed with autism spectrum disorders, as well as twins, affected and unaffected siblings, parents

and other family members. The participation is voluntary and confidential.

For more information the flyer can be downloaded. For those that are interested in participating you can contact Dr. Dorota Anna Crawford at (416) 736-2100 ext. 21058 or dako@yorku.ca.

Lindsey Village Ranch and Residential School is to be a supportive and responsive full-care facility for persons with autism. They will provide short and long-term care in an environment that is positive and allows parents/guardians to be involved. As well, they will give the opportunity for autistic persons to receive treatment, vacation or live at the ranch.

For more information visit, www.lindseyvillages.ca

Rev. Dr. Rondo Thomas, from Lindsey Villages Ranch, is interested in finding out about the interest and need for a facility such as Lindsey Village Ranch in Ontario. The survey is available on our website, please fill it out and send to rondo.thomas@rogers.com



Samantha Mutis wishes to announce the release of her new CD "*A Step in the Right Direction.*"

The cost is \$20 and proceeds will benefit the **Geneva Centre for Autism.**

To order by mail, a \$3 postage fee is required.

Please contact April with your mailing address at aprilmutis@hotmail.com or (416) 698-1012

Samantha Mutis was diagnosed with Asperger's at the age of 4, and since then has been a strong supporter of ARO. Samantha is utilizing her talent as a singer to help ARO's initiatives and bring awareness to autism.

Please note the centre will have sessions as usual during March break.



Check us out !

www.endlesspossibilities.ca

Endless Poss**ABILITIES**

BEHAVIOUR INTERVENTION
& THERAPY SERVICES

Providing the building blocks for better learning!

***Servicing Children
in the Regions of:***

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Peel**

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... making footprints in the sand!

Check your Knowledge—

Answer the following questions to test your knowledge.

1. Name a disorder under the ASD umbrella.
2. True or False? Non verbal children are unable to learn language.
3. What does a fixed ratio of reinforcement mean?
4. All providers do the same type of therapies?
5. True or False? What works for one child, works for all?
6. What is VR?
7. What is attention seeking behaviour?
8. What is RETTs syndrome?
9. What does M→L Ps mean?
10. All children with Autism progress at same rate?

