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THE COMMUNICATOR

A Publication of the Autism National Committee

Autism: Moving Forward

October 5-6, 2012, Sheraton Columbia Town Center Hotel (Baltimore area)

Save the dates, share this announcement with others, and make your plans to join us for this exciting, informative and "autism-friendly" conference. Information and registration are available online at http://www.autcom.org/conf2012/index.html (the registration form is also on page 10 of this newsletter). To reserve your room, call 410-730-3900 or book online.

Our theme this year, ***Autism – Moving Forward***, expresses our optimism that attitudes are changing and new knowledge is giving us better understanding. At our conference you will hear presentations by people on the spectrum and learn from those in the field about some of the latest developments. We also have some "autism-friendly" features, such as accommodating a variety of diets and having a "crash room" for relaxing, getting away, or de-stressing whenever needed.

As those of you who have attended AutCom conferences know, they are uniquely valuable because they offer opportunities for all people interested in issues involving autism to interact with each other. Persons on the autism spectrum, parents and other family members, practicing professionals, members of the academic community, and policymakers will find formal presentations and sessions plus informal settings in which to exchange ideas, perspectives, and experiences. The entire community of persons interested in autism and in the contributions of people with autism will find that the conference provides opportunities for professional growth and personal enrichment.

We are pleased to share a glimpse of this year's program, featuring informative and perspective-challenging keynote presentations and concurrent sessions. Topics and sessions will include autism and development, understanding movement and movement differences, inclusive education, higher education, augmentative communication (including typing with support and independent typing), the right to communication, employment and careers, committed relationships, self-advocacy, parent and advocate panel, grass-roots advocacy and coalition building, building community, and new perspectives on functioning and context.

Friday evening we will host a screening of the documentary ***Wretches and Jabberers***, followed by a question and answer session with

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Time to Renew your Membership!

(See Form on Page 11)

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Web Site: www.autcom.org

(Conference information continued)

cast members Larry Bissonnette and Tracy Thresher, and their friends Pascal Cheng and Harvey Lavoy who accompanied them. "In Wretches and Jabberers, two men with autism embark on a global quest to change attitudes about disability and intelligence. Determined to put a new face on autism, Tracy Thresher, 42, and Larry Bissonnette, 52, travel to Sri Lanka, Japan and Finland. At each stop, they dissect public attitudes about autism and issue a hopeful challenge to reconsider competency and the future." www.wretchesandjabberers.org

Presenters will be young people and adults on the autism spectrum, parents, practicing professionals, academics and researchers. We hope that you will join us and will also invite friends, family, colleagues, teachers, policymakers, and others who are interested in learning more and gaining new perspectives on autism.

Here is a glimpse of our preliminary list of sessions and presenters.

Keynote presentations:

"Imagine…" by Jennifer Paige Seybert, who recently completed a Master's degree in Disability Studies at Syracuse University and a New York Certification in Advanced Studies. Ms. Seybert, a woman with autism, will talk about how individuals with disabilities were previously cared for, looked upon and educated, about the limited gains made in the past twenty years which have resulted in individuals still not envisioned as having competence, and about a criterion for necessary changes for society to change attitudes.

"Situated Functioning: An Approach to Addressing Problems of Living" by Matthew Moore, Doctoral Candidate, History of Consciousness Department, UC Santa Cruz. Mr. Moore will review how assessments of 'individual functioning' have relied on assumptions of intelligence and sociability as enduring, inflexible personal traits, without attention to the enabling or disabling effect of social and other contexts. He will explain how a "situated functioning" approach can help re-orient the way we talk (and think) about autism and dis/ability and help to identify barriers to progress that are not obvious with a high/low framework.

"How Is It That You Move?" by Marilyn Chadwick (speech/language pathologist, former Director of Training at the Institute for Communication and Inclusion, Feldenkrais practicioner and holder of a certificate in Neurologic Music Therapy). Drawing on disciplines of rhythm, body organization and the use of reflexes, Ms. Chadwick will describe the foundations of movement and how those foundations lead to gestures, facial expression, pointing and speaking. She will also explore the role of touch in facilitating effective, intentional movement.

Preliminary list of concurrent sessions:

- Erasing the Margin, inviting marginalized voices to build community - Rob Cutler and Michael Dowling
- Learning self-advocacy skills: exploration of issues from the advocate and parent perspective - Jordan Ackerson and Lisa Lieberman
- Human Development Journey - Cecilia Breinbauer, ICDL
- Who's Listening? The missing piece of the autism puzzle is the voice of autistics - Ariane Zurcher
- Feature Matching Apps for Optimal Handheld Device Usage - Tonya Williams-Walker and Catherine Hunter
- Introduction to Facilitated Communication - Harvey Lavoy, Larry Bissonnette, Tracy Thresher, Pascal Cheng,
- Supporting the Process of Independent Communication - Harvey Lavoy, Larry Bissonnette, Tracy Thresher, Pascal Cheng,
- My Many Steps to "Fire the Middle Man" - Jenn Seybert, Marilyn Chadwick
- The Loud Hands Project: Autistic People, Speaking - Julia Bascom

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- Sound and Fury: When Opposition to Facilitated Communication Functions as Hate Speech - Anna Stubblefield
- Rated "R": That Oh-So-Difficult Topic - Nick Pentzell, Hope Block, and Jacob Pratt

Additional presenters: Lydia Brown, Mike Hoover, Sam Leckrone, Savannah Nicole Logsdon-Breakstone, Ari Ne'eman, Scott Robertson, Sean Sokler, Fleur Wiorkowski

Making My Way In Higher Education

by Jenn Seybert, M.A.

(This article was a presentation in July, 2011. It has been edited to reflect the current status of the author.)

I had to enter undergraduate studies in an unconventional way, having experienced only self-contained special education classes, a sheltered workshop, and a day habilitation setting. The way out began when I was 24 years old and was introduced to supported typing. The way in turned out to be as challenging as the way out.

Beginning at Penn State

I selected Penn State because I wanted to study at a university instead of a community college. However, they weren't too excited about me, because I didn't arrive with high school transcripts in hand. I was only allowed to audit courses at first. Then after I cleared all of their hurdles and began my studies, I found that I had to discover (and continue to discover) how I learn and process academic knowledge.

I simply had no basis for learning at the college level. In my introductory classes I had to do double duty, because I had no secondary education, no classroom experience, and no study skills. I had to process the assigned readings, then organize and apply the information as I navigated through exams and presentations. Once I got through the introductory courses and read other books on the topics, I had fewer problems, and learning became less of a struggle for me. While I attended Penn State, minimal accommodations were offered; as mentioned above, I was in the process of understanding my own processing and learning needs and could not offer much information about them. One thing I do know: I am very much an auditory learner.

New Facilitators and Friendship

The next issues I encountered were taking classes with my mother present – was I fortunate or what! I was able to find a few students who were willing to be trained and become my support persons for my classes. Mother was out of the picture! Because of these relationships, I was included with their friends at dorm parties. I found that when I linked up with a fellow classmate, along came her/his friends, we became a large group and many tables would be pulled together. I never felt left out of the conversation and fondly remember those times.

Le Moyne College

Upon moving to central New York and entering Le Moyne College, it was good old Mom and me again. I gained respect from my professors as at Penn State, but the friendships came later, and I was never really included like I was at Penn State. Lucy Harrison, another non-verbal autistic woman, was ahead of me by a semester, so supportive typing was not new to the campus, but proving our abilities and gaining trust seems to have to happen all over again for each of us.

My accommodations consisted of extended time for exams, but I refused to have any special format, so I used the same exam format as my peers. I also had a support person and my computer in each class. I found that I absorbed information faster and more clearly if the readings were read to me, so Mom read notes, books, and papers to me. While attending Penn State, I tried the readings on tape for those who are blind or dyslexic, but when I wanted

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(Making My Way continued)

to go back to a certain part, it was almost impossible other than beginning over again.

Tables, Not Desks

One of my personal issues is having adequate space around me, and classrooms in all three universities are set-up with desks that are convenient for writing, not for balancing a computer. Left-handed desks work well if they are available; if not, my support person must sit closer than I'm comfortable with for me to type. The best situation is a table where I can have proper personal space; some lecture halls have this arrangement in their seating tiers.

Group Presentations

I had good and not so good experiences with group presentations for class. I found that students are varied when it comes to taking responsibility for assigned work. Some are famous for putting off the inevitable, but I cannot do that because of researching the topic and painstakingly typing with one finger. As a result, I learned to approach the professor and request to be placed in another group that was better organized or to fly solo.

Note Takers

Having a note taker was and still is essential. During my years in undergraduate education, my note takers were not experienced enough in understanding the needs of their peers with disabilities. I was grateful that when Mom was supporting me, my notes were well done. Undergrad note takers too often assumed you understood everything they did and then left large portions of the professor's lecture up for grabs. As a graduate student at SU, I work closely with the Office of Disability Services. The note takers are phenomenal. My Master's program is in Disability Studies, and my colleagues are very tuned-in to their fellow peers with varying needs.

Advisement and Registration

As each semester begins to wind down, and it is time to register for the next one, I meet with my advisor to discuss the upcoming courses. We not only discuss the new classes, but also the professors who teach them. I don't mind the course work – that is grad school and valuable in its own right, but the professor and I must mesh. I always appreciate my advisor's candor in helping me assess this.

Meeting My Upcoming Professor

I always arrange a meeting with the professor whose course I am considering. This meeting is important to me, because it is a process of us interviewing one another and developing an appreciation of my learning style. If this goes well, I go on to the registration process. However, this concept of meetings always extends throughout the course; I utilize my professor's office hours as well as his or her class time.

Discussing My Accommodations with the Office of Disability

After I'm comfortable with my course decision, I contact the Office of Disability Services (ODS) and its Director and discuss what worked well for the last semester and add, delete, or modify my accommodations. The director and I draw up a new letter of accommodations, and with my final approval, is sent to the professor whose course I will be taking.

As soon as I complete the registration process, I give the course number, the title of the course, and the professor's name to ODS. When classes begin, I receive electronic copies of books, journal articles, and other readings via email and in "PDF aloud" format, and I am ready to go.

Because of my accommodations, I experience newfound areas of independence.

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Looking Back

I recall the day I stepped onto the Syracuse University (SU) campus; I never felt I could be any part of it. Le Moyne campus was 2500 students, and for me it was home. SU is a city within a city and overwhelming, at the least.

Entering graduate school was so different than undergraduate because the whole aura there is different. The students are very serious about their studies, have chosen to be there, and have carefully selected their graduate programs. The conversations around the tables are focused on discussions of recent lectures, books and authors, journal articles, or new research. Even the English vocabulary in their conversations is not learned at the undergraduate level. I actually carry a dictionary in my backpack for reference.

As far as I am aware, I am the only matriculated, non-verbal, autistic graduate student in the United States. It is quite an experience, although I hope it will be short-lived. My dream is to have this available for others like me.

The Journey's End

I have earned a Master's degree in Disability Studies. In addition, I have earned my New York State Certificate of Advanced Studies (CAS) in my field. Last summer I was employed as a Graduate Assistant, working with a professor in the Taishoff Center at SU to plan and implement an August conference for undergraduates with disabilities.

Reflecting on my years in graduate school, the course work can be overwhelming but so enriching to process. The friendship and camaraderie among my peers was wonderful. I was included when we went out for a drink after an evening class, to grad and private home parties. I feel that I have earned their respect and that they have learned to see their world from my perspective.

In May, 2012, with mixed feelings, I left SU with my Master's in hand to embark on yet another journey. I will be achieving another goal I set many years ago, and it is finally within reach. SU isn't as large as it was in January, 2008.

How Safe Is the Schoolhouse?

by Jessica Butler

In 2009, a Government Accountability Study found that hundreds of children, mostly with disabilities, had been restrained and secluded in school, resulting in death, injury, and psychological trauma. Examples included a 7 year old who died after being held face down for hours by school staff, 5 year olds tied to chairs with bungee cords and duct tape and suffering broken arms and bloody noses, and a 13 year old who hung himself in a locked seclusion room.

According to a report issued by Autism National Committee (AutCom), over 2/3 of states allow school children to be restrained or secluded for non-emergencies. These include failing to do class work, tearing paper, being unable to pay attention due to disability issues, pushing items off desks, convenience, punishment, and similar reasons.

Two bills in Congress seek to protect children from dangerous restraint and seclusion. In the House, Congressman George Miller (Senior Minority Member, Education and Labor Committee) has introduced H.R. 1381. In the Senate, Senator Tom Harkin (Chair, Health Education Labor and Pension Committee) has introduced S. 2020. The two bills, called the Keeping All Students Safe Act, will prevent schools from using restraint unless a student's behavior poses an imminent risk of significant physical danger to self or others. The bills will prohibit dangerous restraints, such as those that impede breathing. They will provide similar protections from seclusion. They will require staff to be trained in positive interventions, de-escalation, conflict mediation, and other

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(How Safe Is The Schoolhouse continued)

techniques known to prevent dangerous behaviors from occurring.

AutCom supports both bills and has worked very hard in support of them. AutCom is working with Congressman Miller and Senator Harkin to pass both bills and ensure that all children are protected from restraint and seclusion. Both Senator Harkin and Congressman Miller have shown outstanding leadership in seeking national legislation to protect our 55 million American children from restraint and seclusion.

House Webpage Features AutCom Report. Congressman George Miller has created a webpage in support of the House Restraint and Seclusion Bill, http://democrats.edworkforce.house.gov/issue/seclusion-restraint It features the report published by AutCom, ***How Safe is the Schoolhouse, An Analysis of State Restraint and Seclusion Laws*** by J. Butler (2012).

Hearings Planned for Thursday, June 28. On June 28, 2012, at 10:00 a.m. EDT, Senators Harkin and Enzi will hold a bipartisan hearing, "Beyond Seclusion and Restraint: Creating Positive Learning Environments for All Students." The hearings will be broadcast live at http://www.help.senate.gov/hearings/

Expected witnesses include these experts:

Dr. Daniel Crimmins, Director, Center for Leadership in Disability at Georgia State University (Atlanta). Dr. Crimmins played a significant role in Georgia's adoption of its 2010 regulation limiting restraint to emergency situations and banning seclusion in public schools throughout the state and in the Georgia network of educational and therapeutic support programs, 24 programs located throughout Georgia serving students with significant social, emotional, and behavioral needs. Through this regulation and other actions, Georgia has demonstrated that a culture of positive supports and interventions has resulted in a safer environment for students and staff.

Ms. Cyndi Pitonyak, Coordinator of Positive Behavioral Interventions and Supports, Montgomery County Public Schools (Christiansburg, VA). For 20 years, Montgomery County Public Schools has used a fully inclusive model of instruction for all students with a strong emphasis on positive behavioral interventions on a school-wide/district-wide basis.

Dr. Michael George, Director, Centennial School (Bethlehem, PA). The Centennial School has been a national leader over the last decade in the use of positive behavioral interventions and supports for students with disabilities. Use of restraints and seclusion has declined from well over 1,000 occurrences per year to less than ten. Centennial serves over 35 school districts and provides education for students with the most significant emotional, social, and behavioral needs. The Centennial School's approach has been featured in national news media.

Ms. Deborah Jackson, parent (Easton, PA). Ms. Jackson is the parent of a child who attended Centennial School for two and a half years, who benefitted from its positive approach and recently transitioned back to a neighborhood school.

Code Words for Murder

by Ron Manderscheid PhD

www.nacbhdd.org

(BEHAVIORAL HEALTHCARE, May 29, 2012)

Are we in imminent danger of becoming like the Third Reich?

Today, America is at imminent risk of falling down a very slippery slope into a dark, dangerous abyss from which we won't be able to recover. The consequences for us and for our society are so repugnant and so far-reaching as to be absolutely unacceptable in every sense—humanly, morally, socially. I speak here of the murder, the so-called euthanasia or mercy killing, of disabled persons.

Our slippery slope is developing quickly and quietly over time. Several different levels can be easily discerned:

"They are a real burden." First, the concept of burden—financial, social, personal—becomes part of a calculus in which burden is perceived to outweigh the value of continued life. This calculus then provides justification for falling to the next level.

"They really wouldn't want to live that way." This rationalization is used to impute the desire to die onto the disabled person. This second level absolves the person making the observation of any guilt, while appearing to make the disabled person complicit in the action.

"Doctors will make the right decisions for them." The third level makes the death seem routine, even, dare I say, trivial. Clearly, doctors have expertise. Hence, they make appropriate decisions.

This seductive but irrational logic is precisely that used by Hitler's Third Reich to murder disabled persons, particularly those with mental illnesses and those with so-called "hereditary illnesses", such as intellectual and developmental disabilities. Between 1939 and 1945, the antiseptically named "T4" Program murdered more than 200,000 child, adult, and elderly patients, with doctors making and carrying out the decisions.

Why raise this issue now? Two recent examples are cause for great alarm.

On April 13, the Dr. Phil Show aired a segment which presented the idea that parents should be able to euthanize (murder) their children who have intellectual disabilities. The show focused on Annette Corriveau, mother of two adult children who have a progressive genetic condition, Sanfilippo Syndrome. The show describes the progression of the disease in both children as they developed into adulthood. Now, Ms. Corriveau wants to euthanize (murder) them. Dr. Phil indicated that he "would not want to live like that." He was supported by Geoffrey Fieger, Dr. Kevorkian's lawyer, who argued that what Ms. Corriveau wants is "perfectly reasonable and merciful". How absolutely abhorrent!

Another more subtle illustration is a May 22 Letter to the Editor in the New York Times. Cary Riker of Happy Valley, OR, describes her grandmother's slow death from Alzheimer's disease, and the burden that she perceived it caused her family over the past ten years. She concludes by saying, "Having witnessed the disease firsthand, I can truly say there is something worse than death." This letter is a clear example of the logic employed in first step on the slippery slope.

We do have a choice that we must make. Unless we want to end up taking the same abhorrent actions as the Third Reich in the name of eugenics, we must vigorously oppose decisions to murder made by relatives, friends, doctors, or the government, at whatever level. We must vigorously support end of life decisions made in **living wills** and **advance directives**. Our actions must be direct and unequivocal.

NACBHDD has joined the National Council on **Independent Living** and a large number of other organizations in demanding a public apology from the Dr. Phil Show, and the granting of equal time to persons with disabilities to advocate their equal rights. I encourage that you do the same.

In closing, I am reminded of a very pointed quotation from Martin Niemoller, a keen German pastor from the Nazi era:

"First they came for the Jews and I did not speak out because I was not a Jew. Then they came for the Communists and I did not speak out because I was not a Communist. Then they came for the trade unionists and I did not speak out because I was not a trade unionist. Then they came for me and there was no one left to speak out for me."

Let us all speak out now!

Remembering Christopher Reeve, Superman in the wheelchair who worked for his life and the lives of others.

I Am In Here: The Journey of a Child with Autism Who Cannot Speak But Finds Her Voice

by Elizabeth Bonker and Virginia Breen (2011)

Reviewed by Anne Carpenter

Many people with autism who don't use speech to communicate have been thought to have lower IQ scores and to be what used to be called "lower functioning." But alternative methods for communication, such as facilitated communication and, now, the use of iPads, iPhones and the newer Android phones, has opened up new doors that were once closed to people with ASD, especially those who are more significantly affected.

Such is the case with Elizabeth Bonker, who appeared "normal" during her first year of life, then showed signs of autism. She went through elementary school with an aide but had no way to communicate her needs until she and her mother took a trip to Austin, Texas. There, they met with Soma Mukhopadhyay who pioneered the Rapid Prompting Method, a way to help people communicate on a keyboard or letterboard. After Elizabeth went through the training, the floodgates opened up and she started writing exquisite poetry that was both spiritual and heartbreaking.

Elizabeth struggled with severe sensory issues, sleep difficulties and communication, but her aide at school was tireless in her devotion, and the author describes various aspects of Elizabeth's life, including family relationships, her deep love of nature and everything that flies, such as airplanes and dragonflies (some of my greatest passions as well!). Each chapter is written by Virginia Breen, Elizabeth's mother, and is interspersed with Elizabeth's poetry and a short statement. The combination of a parent narrative with gorgeous poetry is something not to be missed!

Like so many parents of children with autism, she has tried many treatments, including hyperbaric oxygen therapy and a great number of expensive supplements, none of which have had any permanent effects, and she is on a relentless quest to "recover" her daughter and to have her fully out of autism. The obsessiveness of this bothered me, but I also could understand how she felt and the pain she was going through, seeing a daughter with a disorder that she didn't understand and not knowing how to help her. Nevertheless, Elizabeth did make progress, albeit in fits and starts, and her genius really came forth in her poetry. In adolescence, she hit a roadblock when she became very self-injurious. It was discovered that Elizabeth had a virus, as her mother suspected. Read the book to learn how she moved forward.

This is a very spiritual book that touches on the nature of God and what God really can be. I was deeply moved by this book and found the poetry and overall genius and incredible insights that Elizabeth generated quite amazing and wonderful to behold. The author talked about "why" people, those who bemoan their situation and wonder how it could have happened, and "how" people, those who go about finding answers and solutions. The author focuses on the "how" people and the roles they have played in Elizabeth's life. At the end, there is a photo gallery of the "how" people.

Elizabeth is not only brilliant but also beautiful, with her dark hair and elfin face. Instead of reading the news about the economy and the unemployment rate, run to your bookstore and read this instead! There is also a website: http://www.IAmInHereBook.com that has a video of Elizabeth and her mother in a PBS show, "Religion and Ethics Newsweekly."

This year's FC Conference will be held in Concord, New Hamphire, August 6th - 8th

In Memoriam

Autism National Committee recognizes two very passionate and critical leaders in our field. Both were passionate, concerned, and thoughtful in their efforts to change the life experiences of people who were devalued.

Henry "Hank" Bersani, Jr., Ph.D, died following a traffic accident in Oregon. He was 61. Over the course of his career he held positions at Syracuse University, Oregon Health & Sciences University, and Western Oregon University. He collaborated with state and local Arcs and other community organizations.

A Fellow of AAIDD, Dr. Bersani also served as a Joseph P. Kennedy Jr. Public Policy Fellow, assigned to U.S. Senator John H. Chaffee, and a Mary Switzer Distinguished Research Fellow with the National Institute on Disability and Rehabilitation Research. He was an integral part of the Association's name change from AAMR to AAIDD (changing "mental retardation" to "intellectual and developmental disabilities").

Nationally and internationally known, he leaves an extensive body of scholarship, teaching, and service. He was the author of numerous articles, chapters, and books touching on public health, service quality, and communication. A professor of special education at WOU, he taught a generation of future leaders in the field, and leaves a legacy of support and service projects in the US, Qatar, Vietnam, and Armenia.

Dr. Wolfensberger was an originator of Social Role Valorization and extended the work of Bengt Nirje on the Normalization Principle, concepts that strongly influenced disability policy and practice in the US and Canada. He was widely recognized as a major contributor to the field of intellectual and developmental disabilities in the 20th century and had a reputation for being a stirring and controversial speaker.

He was born in Mannheim, Germany and emigrated at age 16 to the US. His professional positions included postings at Muscatatuck State School (Indiana), He worked at three state institutions and hospitals, then with National Institute on Mental Retardation in Toronto, Canada, and finally with the Institute for Human Service Planning, Leadership and Change Agentry at Syracuse University in Syracuse, New York.

He was the author and co-author of more than 40 books and monographs, and more than 250 chapters and articles. His writing has been translated into 11 languages. His best known books were Changing Patterns in Residential Services for the Mentally Retarded, The Principle of Normalization, PASS, and PASSING.

Autism Summer Institute

University of New Hampshire Institute on Disability, which manages AutCom's Bookstore, announces their 14th annual **Autism Summer Institute – Express Yourself: Supporting Communication through the Arts, Advocacy and Education** – August 6-8 in Concord, NH. For information, go to http://iod.unh.edu and click on 14th annual Autism Summer Institute.

Congratulations!

Congratulations to AutCom member Fleur Wiorkowski on successfully defending her dissertation, "Autism spectrum disorders and higher education: A heuristic exploration of the experiences of students with autism spectrum disorders in college" and completing her Ph.D. in Educational Psychology at Capella University.

AutCom (Autism National Committee) 2012 Annual Conference

Autism – Moving Forward

October 5-6 - Sheraton Columbia Town Center Hotel - Columbia, Maryland (Baltimore area)

For hotel reservations call (410) 730 - 3900 and ask for the AutCom conference reduced rate
or use the AutCom website (www.autcom.org) for a reservation and more information.

Our Partners: Maryland Coalition on Inclusive Education (MCIE); Interdisciplinary Council on Developmental and Learning Disorders (ICDL); Autistic Self Advocacy Network (ASAN); Maryland Assistive Technology Network (MATN)

Entire Conference (includes breakfasts, lunches & Friday dinner/program) - *Food preferences? See box at bottom.*

Individuals with autism/support person*/students	Number of participants _____ x $150 = $ _______________
Family members/paraprofessionals	Number of participants _____ x $240 = $ _______________
Professionals	Number of participants _____ x $350 = $ _______________

Friday day session only (includes breakfast & lunch) - *Food preferences? See box at bottom.*

Individuals with autism/support person*/students	Number of participants _____ x $70 = $ _______________
Family members/paraprofessionals	Number of participants _____ x $125 = $ _______________
Professionals	Number of participants _____ x $185 = $ _______________

Friday Dinner and program only (in addition to single day sessions) - *Food preferences? See box at bottom.*

Number of participants _____ x $45 = $ _______________

Saturday day session only (includes breakfast & lunch) - *Food preferences? See box at bottom.*

Individuals with autism/support person*/students	Number of participants _____ x $70 = $ _______________
Family members/paraprofessionals	Number of participants _____ x $125 = $ _______________
Professionals	Number of participants _____ x $185 = $ _______________

****One person necessary for an individual with autism to attend the conference***

Donation to support attendance of individuals on the autism spectrum $ _______________

Total Registration Fee & Donation $ _______________

Cancellations, less 10%, before September 25th. No refunds after that date!

Participant Name/Names: ____

Address: ______________________________ City: ______________________

State: ______________ Zip: _______ Phone: ______________

E-Mail address for confirmation: ____________________________________

Select method of payment. See mail-in and fax instructions below. Online registration is at www.autcom.org

____Check (make payable to **AutCom**) ____Purchase Order (enclose copy of purchase order)

Visa/MasterCard/AMEX #: ______________________________ Exp. Date: _______/_______

Name on card (Please print) ____________________Signature____________________

Mail or Fax payment and registration form to:

MCIE
7484 Candlewood Rd., Suite R
Hanover, MD 21076

Fax: 410 859 - 1509

Indicate special meal requests

	Number requesting
Gluten Free	______
Casein Free	______
Gluten Free/Casein Free	______
Vegetarian	______

Principles of the Autism National Committee

As a member of the Autism National Committee I endorse for all people with autism, pervasive developmental disorders, and related disabilities the development of high-quality community services, including education, residences, jobs/job training programs, and of individualized support services in all locations for both individuals and their family members; of state-of-the-art communication options for all individuals with unique communicative and social needs; of adequate supports to every family to assist them in maintaining their family member with a disability in their home at least throughout the childhood and adolescent years; and the dissemination of available knowledge of those aspects of the disability requiring special support and understanding; the promotion of research to provide parents and professionals with greater insight into the unique needs of individuals with autism and related disabilities; and the use, development, and promotion of positive, respectful approaches for teaching every aspect of life.

Moreover, I oppose the use of institutions to separate people from their communities, and deprive them of dignity, freedom and the level of independence they can achieve in supportive community living; the use of procedures involving pain, humiliation, deprivation, and dangerous drugs as a means to alter and control individual's behavior; the increasing use of bizarre technology to control self-injurious and aggressive behavior; the widespread ignorance of the basic social and communicative needs of people with autism; and the widespread disregard for the individual's unique, basic and human needs. I object to programs which disregard the skills, preferences and basic human needs of the people they serve, and I believe that there is no longer need or any justification for using painful and abusive procedures.

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AutCom Membership Form

Name: ____

Street Address: ______________________________________

City: ______________________ State: __________ Zip Code: _________

Telephone and/or fax (optional) ____________________________

Email ____________________________________

I want to: _____ Renew my membership _____ Become a member

I am a: _____ Person with autism _____ Parent _____ Friend _____ Student

_____ Professional (field) ______________________________

Enclosed is my membership fee of: _____ $10.00 (person with autism)

_____ $30.00 (regular membership fee) _____ $10.00 (student membership)

_____ $75.00 (facilitating membership) _____ $500.00 (lifetime membership)

I am enclosing an additional $ _________ to speed up the good work!

Send the above information and a check in the appropriate amount to
Anne Bakeman, AutCom Treasurer
3 Bedford Green, South Burlington, VT 05403

Autism National Committee
Barbara Cutler
7 Teresa Circle
Arlington, MA 02474
www.autcom.org

Join Us In Baltimore In October

Time to Renew or Join AutCom Today

Membership form on page 11

THE COMMUNICATOR is a publication of the Autism National Committee, Inc., a 501 (c)(3) charitable organization founded in 1990 to protect and advance the civil rights of people with Autism/Pervasive Developmental Disorder and related disorders of communication and behavior. Contributions of articles, information and letters are welcomed. The Communicator does not carry advertising or fund raising announcements, and we reserve the right to edit all submissions. Your comments are actively sought. Send them to Doug McClennen, 619 N. Sheldon Rd., Plymouth, MI 48170 - or email him at: dmc@umich.edu. THE COMMUNICATOR may be copied in its entirety or individual articles reprinted without permission except when otherwise noted. Please credit them to the Autism National Committee.